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ABSTRACT

This guide represents a synthesis of input from many sources, both Alaskan and national. The critical components of a social studies education (knowledge, democratic beliefs and values, and skills) are incorporated throughout the guide which also features the concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights. The themes included for grades 1-6 are: identity, culture, environment, change, citizenship/government, scarcity, and interdependence. The goal of this focus is to illustrate how people and places interact, how people of differing areas depend on each other, and how people and places fit into a global community. Social studies for the 7th and 8th grade are offered as distinct content courses with a 7th grade concentration in geography/Alaska geography, and an 8th grade focus on United States history. The themes included in this comprehensive 8th grade course are: exploration and expansion, development of American government and political change, immigration and social change, economic development and technological change, and foreign policy. An appendix contains a listing of grade appropriate skills. (BZ)

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ELEMENTARY SOCIAL STUDIES
ALASKA CURRICULUM GUIDE

First Edition



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Office of Curriculum Services
Alaska Department of Education
June, 1986

ELEMENTARY 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. This 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 by 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 or vocabulary associated with the concepts are listed in this column.

Learning outcomes/objectives, in the second column, describe, in general terms, the understandings or 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 as 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

ELEMENTARY 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 elementary 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.

The 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 the 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, Sociology, 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. Civic 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 which 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 citizen 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, and communication skills)
3. Skills related to interpersonal relationships and social participation (Personal, group interaction, social and political skills)

An appendix at the end of this Guide contains a more specific listing of grade appropriate skills.

Elementary Themes

In Grades 1-6 the integration of a knowledge base, democratic values, and skills are accomplished through seven broad themes, each of which are representative of the social science disciplines from which the Social Studies content is drawn. The seven theme approach encourages the learning of concepts, values and skills in a cumulative way, introduced initially as simple and concrete ideas, then continually reinforced and applied.

The chart below defines the elementary themes, identifies the social science they embody, and the curricular questions to which they relate.

Theme/Social Science/Definition

Curricular Questions

- | | |
|--|---|
| • Identity (Psychology) Awareness of one's own values attitudes and capabilities as an individual and a member of a group. | Who am I? What kind of person am I? |
| • Culture (Anthropology/Sociology) Awareness of the ways of living that a society develops to meet its fundamental needs. | Who are we? How are we the same or different from others? |
| • Environment (Geography/Cultural Geography) Awareness of surroundings, including natural elements and elements created by humans. | Where am I? Where are things? Why are they there? What are the consequences? How do humans interact with their environment? |
| • Change (History/Psychology/Sociology) Awareness that things, events, and ideas change over a period of time. | How did we get the way we are? What is our heritage? How has time changed us? |

- . Citizenship/Government (Government/History)
 Awareness and membership in a community with its accompanying behaviors, rights, and responsibilities. Awareness of the geographic/political organizations which unite people by a common government.

What is my personal role in groups? Who makes the rules and what are they? What skills do I need for group interaction?
- . Scarcity (Economics) Awareness of the conflict between needs and wants and limited natural and human resources.

How do we define basic need? How do humans allocate scarce resources to meet their needs?
- . Interdependence (Economics/Sociology/Anthropology)
 Awareness of the reliance we have upon others in mutually beneficial interaction and exchange.

In what ways do we rely on others? Why are dependent on others?

Within the seven themes, learning outcomes/objectives have been arranged sequentially according to psychological closeness to the learner, that is, from the individual and family to the neighborhood, school, community, state, nation, and world. This "expanding horizon" principle is not used to suggest that the Social Studies curriculum must move sequentially from topics that are near at hand to those that are far away for the sole purpose of expanding the environment. It is recognized that the life space of today's children is greatly affected by modern methods of communication. The purpose of this extended focus is rather to illustrate how people and places interact; how people of differing areas depend on each other and how people and places fit into a global community.

7th and 8th Grades

In the development of the Model Curriculum Guides, 7th and 8th grades were generally seen as the end of the elementary years, but with some beginnings for the secondary level. In accordance with this philosophy, the 7th and 8th grade Social Studies courses are offered as distinct content courses with a 7th grade Geography/Alaska Geography and 8th grade American History course.

Geography is a critical Social Studies skill. Geographic content/outcomes/objectives/activities are contained throughout the Grades 1-6 portion of the Guide, primarily within the "Environment" theme. In the 7th grade, there is a concentrated focus on the subject. The fundamental themes in geography are addressed: Location, place, relationships within places, movement, and regions. The unique perspectives and skills gained from these themes can clarify knowledge about the earth and its people, enrich the social sciences, history, and the humanities, and provide a spatial dimension to the physical sciences.

Through the 8th grade course, students will gain an understanding of the basic forces which have shaped major events in American history. The thematic approach is used to show the interrelationships of these events. Within each of five themes, historical events are studied in chronological sequence from the pre-colonial period to the present. This is a unique approach which recognizes the difficulty of giving in-depth treatment to the history of America in a strictly chronological approach. Additionally, the use of a thematic approach for 8th graders recognizes the developmental level of the early adolescent by focusing on those aspects of history which have high interest value.

The themes included in this comprehensive course are: Exploration and Expansion; Development of American Government And Political Change; Immigration and Social Change; Economic Development and Technological Change; and Foreign Policy. It is highly recommended that a timeline be used as an integral teaching tool with this thematic course.

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

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Phase I (1984-1985)

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

Alaska School Districts

Adak	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
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ELEMENTARY SOCIAL STUDIES

GRADES 1-3

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>IDENTITY</p> <p>AWARENESS OF ONE'S OWN VALUES, ATTITUDES AND CAPABILITIES AS AN INDIVIDUAL AND A MEMBER OF A GROUP.</p>	<p><u>The Learner will understand that:</u></p> <p>She/he is a unique individual with:</p> <ul style="list-style-type: none"> - a name - physical characteristics - feelings and emotions - wants and needs - abilities and talents - a heritage - birthday 	<p><u>The Learner will:</u></p> <p>Construct a collage using magazine pictures and drawings that express/ describe his/her physical characteristics, feelings, wants and needs, talents and heritage.</p>
<p>Self</p> <p>Identify</p> <p>Emotions</p> <p>Conflict</p> <p>Security</p> <p>Family</p> <p>Heritage</p> <p>Rules</p> <p>Responsibility</p> <p>Motivation</p> <p>Cooperation</p> <p>Challenge</p> <p>Neighborhood</p> <p>Community/Village</p> <p>Clan</p> <p>Tribe</p>	<p>Our feelings influence our behavior as well as the actions and beliefs of friends.</p> <p>Learning to cope with challenging situations is part of growing up.</p>	<p>Tell how he/she feels about something using only facial expressions and body language.</p> <p>Tell how she/he helped a friend make a decision.</p> <p>Listen to a story, such as <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> and talk about good days and bad days.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Individuals need to recognize good work habits.	Write a story about a time he/she needed help, telling why help was needed and who helped. Be able to identify stressful situations in his/her life, and explain how he/she deals with them.
	We can learn to accept differences in mental and physical abilities.	Name three good habits he/she has in school. Name three good work habits at home. Listen to stories from children's literature such as <u>A Button in Her Ear</u> , which encourage understanding of physical handicaps. Explain how the character accepted handicaps.
	Families have emotional needs for love and caring.	Describe the things family members do to show that they love each other. Watch films of a family with varied problems and discuss how family members could help each other deal with the specific problems.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Most people live in families. Families may differ:</p> <ul style="list-style-type: none"> - in size - in relationships - in the roles and ages of members 	<p><u>The Learner will:</u></p> <p>Make a family booklet that includes pictures (or representations) of family members; describe his/her family to the class, and as a group compare and contrast various families.</p> <p>Discuss pictures of varied families, comparing and contrasting sizes, relationship of nuclear, extended, traditional family groups, and the roles of family members evident in the pictures.</p>
	<p>Families develop rules to govern and protect family members.</p>	<p>Compile a list of rules from individual homes; explain why the rules are necessary, and then categorize the rules as health rules, safety rules, and other rules.</p> <p>Make a booklet about rules that help people get along together in school, and read to a younger student.</p>
	<p>Members of a group can learn to work as part of that group.</p>	

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Groups have leaders who have a responsibility to the group, or the tribe/clan.	Participate in a group scavenger hunt using special rules stressing cooperation.
	Every person is a member of several groups: family, clan/tribe, neighborhood, ethnic, occupational; religious groups; national; political; age; and special interest.	Be a leader of a small group for a day and explain reactions to that experience.
	Each person has responsibilities and rights as a part of many groups, i.e.: <ul style="list-style-type: none">- family- peer group- classroom- school- clan/tribe- community/village- neighborhood	List all of the different groups he/she is a part of.
		List duties and responsibilities one has at home.
		Match cards showing actions which demonstrate school rules with descriptive words or phrases (polite, shares with others, etc.)

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Individual needs and desires are sometimes in conflict with the needs and desires of groups, tribes or society.

There are a variety of ways to resolve conflict in the home and community.

The Learner will:

Solve a problem about what happens when the class is going on a field trip to a local site and one student wants to go somewhere else.

Given a situation where there is a conflict over the choice of a group project, brainstorm possible solutions to the conflict.

Examine with the class several conflict situations and decide how he/she would treat a friend and a stranger in each conflict situation.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

CULTURE
AWARENESS OF THE WAYS OF
LIVING THAT A SOCIETY
DEVELOPS TO MEET ITS
FUNDAMENTAL NEEDS.

Culture
Socialization
Values
Respect
Roles
Occupations
Heritage
Customs
Traditions
Acculturation
Language
Tools/technology
Community
City
Ritual

The Learner will understand that:

Families may observe different festivals and celebration in different ways. Customs may include:

- holiday celebration
- food and eating customs
- customs in the homes
- dress
- roles of men and women
- roles of children

We need to show respect for our family elders.

The beliefs, attitudes, abilities, language, values and cultural heritage of others deserve respect and appreciation.

The Learner will:

Listen to community members talk about their particular family customs and dictate a story about what they have heard.

Examine drawings, photographs, movies, slides, or pictures of holiday celebrations and compare/contrast those activities to his/her family's own celebrations.

Brainstorm ways of showing respect to older people in the community.

Write a letter to grandparents describing school study and inviting them to respond with comments and stories about their childhood in writing or on tape.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u> People of similar cultural groups often live together in a community, sharing customs, language, beliefs, and religious faiths. People often live together in communities because they meet their needs and wants. Communities close together tend to be more alike culturally than those farther apart since they usually have greater opportunities to learn from each other.	<u>The Learner will:</u> List the language background represented in the class/school and community. Listen to or read selections from children's literature that depict cultural communities, such as an Alaskan native village (other than your own), and discuss such features as ethnic heritage, language, and religion. Compare/contrast with his/her own. Discuss reasons why people in his/her community have chosen to live there. Construct posters or shadow box displays about life in different kinds of communities. Using filmstrips and books as a resource, compare/contrast a Pacific Rim community with a nearby Alaskan community.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>People learn social, work, and recreational skills from members of the community.</p> <p>Availability of tools/technology affects the lifestyle and culture of people.</p> <p>Cities are made by people as marketplaces, workplaces, and as centers of culture.</p> <p>People teach, preserve and transmit culture.</p>	<p><u>The Learner will:</u></p> <p>Set up a classroom restaurant, and grocery store. Hold a potlatch.</p> <p>List and illustrate tools he/she can find in his/her kitchen, or for hunting and carving.</p> <p>Tape record a report about one machine that has changed the way that we work and live.</p> <p>Pick a traditional native weapon or tool and explain how it was used by people.</p> <p>Listen to a community member who grew up in a large city as he/she describes what it is like to grow up in a crowded urban area. List and illustrate ways life is different in their own community.</p> <p>Listen to community members share personal religious traditions, family customs, or family celebrations and combine common elements.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Culture is also transmitted through monuments,
and statues, art, oral and written language,
rituals and dance.

The Learner will:

Listen to Native Alaskan, Pacific Rim and
other folk tales and retell one of them.

Draw or create a mural of a well known
monument or statue of a culture.
Celebrate a ritual common to that culture.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

ENVIRONMENT

AWARENESS OF SURROUNDINGS,
INCLUDING NATURAL ELEMENTS
AND ELEMENTS CREATED BY
HUMANS

Environment
Climate
Vegetation
Natural Resources
Recreation
Geography
Seasons
Oceans
Lakes
Rivers
Weather
Habitat
Conservation
Maps
Globe
Directions
Location
Distance

The Learner will understand that:

Our environment influences our life style
and occupations.

Climate and geography influence transportation
in a community

Celebrations and festivals are sometimes
related to seasonal changes.

The Learner will:

Identify local jobs which relate to the
geography of the community.

Describe local climate and clothing, and
how his/her family adapts to cold, rain
and other Alaskan environmental
conditions.

Listen to a community member talk about
the local community's history and make a
story about why it was settled where it
is.

Observe and identify geographic features
of his/her own community. Write a report
of these features to share with the class.

Examine pictures of terrain and modes of
transportation. Decide what types of
transportation would most likely be used
in a variety of places.

Name the seasons and the effect of
seasonal change on the local environment.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There are similarities and differences in the land use of rural and urban communities.	Describe community celebrations or events that are linked to seasonal characteristics (example: winter carnival).
	As communities grow, they sometimes pollute their environment.	Discuss Native ways of classifying and describing seasons.
	People must make careful use of their natural resources.	Compare/contrast his/her own community with another. Consider the geography, land use, transportation and communication of each.
		Plan things he/she can do to keep the school and neighborhood from being polluted.
		Invite local community members, hunters, fishermen, Alaska Fish and Game or U.S. Fish and Wildlife personnel to class to talk about the use of natural resources in the community. Write a story about what might happen if there were no laws to protect the environment.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Maps are representations of an area on a flat surface.	Diagram the inside of his/her own room.
	Towns, cities, and states can be located on maps and globes.	Draw a map which illustrates the locational relationship between his/her home and the school.
	Cardinal directions can be used to construct maps.	Point out his/her own town or village on an Alaskan map. Locate Alaska on a world map.
	Features such as mountains, rivers, and lakes are depicted on maps.	Identify on a globe the locations of current events heard about on the radio or read about in newspapers or magazines.
	Symbols/legends are used to convey information on a map.	Learn the difference between left and right, north, south, east and west. Identify directions on a map.
		Construct a three dimensional model of features depicted on a given map.
		Draw a map of his/her community using symbols for geographic features. Develop a legend for the symbols used.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

CHANGE

AWARENESS THAT THINGS,
EVENTS, AND IDEAS CHANGE
OVER A PERIOD OF TIME.

History
Social change
Chronology
Sequence
Perspective
Historical figures
Holidays
Monument
Current events
National leader
Life cycle
Environment change
Future

The Learner will understand that:

All families have a past, which can be studied and learned. Families record their pasts in different ways.

Families follow a pattern of development whereby young people grow up and establish families and when their own children grow up, they have families of their own.

People, places and things change.

Events in the past affect the happenings of today.

The Learner will:

After writing a grandparent for information, write a story for each of three generations telling how each observed a certain holiday at the age the child is now, grandfather, father, self. Make a timeline to show spacing stories. Illustrate and compile in a student's own book.

Fill in family names on a "family tree" with the help of his/her parents or list clan or tribal members.

Work in a group to produce "Then and Now" mural depicting his/her own community. The mural could include information relative to community size, way of living, population, use and depletion of natural resources, food, shelter, and clothing.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	History is the study of people and events of the past.	Talk to an older person about the most important event in his/her life and how it affected him/her.
	Past events and people have influenced the development of our communities.	Name five events that we have recorded in history.
	Individual actions have consequences in history.	Recall his/her fist memory in his/her life and dictate or make a journal entry.
	Our nation honors leaders of our past such as political leaders, social leaders, and cultural leaders.	Research his/her community's history. Visit a historical structure or site and write a story or draw a picture of the spot visited.
		Learn about Benny Benson, the student author of the American Flag Song, and learn to sing the song.
		Interview others about an individual who contributed to his/her community.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Change is continuous and sometimes causes conflict.

Name important national, state and religious leaders and match them to the holidays or traditions in their honor.

Listen to and retell a story about a famous American/Alaskan.

Write or dictate a story about what happens when a family moves, perhaps from a village to a city or from a city to a village.

Listen to and talk about stories from children's literature which describe changes in children's lives.

Explain ways the classroom can be changed and evaluate whether those changes would be better or worse for the class.

Listen to two community members debate a controversial subject that involves a change from traditional use of a resource.

People react in a variety of ways to change.

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ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Employment available in a community is constantly changing.

Explain how he/she feels and compare that to the responses of others after the seating arrangement in the class is changed.

Listen to a story about a community where a lumber mill or fish processing plant has just closed and discuss what the people could do for jobs.

The media is one source of information of past current events.

Collect newspaper clippings to share and be displayed. Point out the location of the events on a community map.

Communities of the future will be different in many ways.

Predict and write or draw a list of five things he/she will do as an adult that will be different than the way things are done now.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>CITIZENSHIP/GOVERNMENT AWARENESS AND MEMBERSHIP IN A COMMUNITY WITH ITS ACCOMPANYING BEHAVIORS, RIGHTS, AND RESPONSIBILITIES.</p>	<p><u>The Learner will understand that:</u> People have the right to make choices and decisions about the rules and laws that govern them.</p>	<p><u>The Learner will:</u> Demonstrate that he/she knows how to take turns while using school property.</p>
<p>AWARENESS OF THE GEOGRAPHIC/POLITICAL ORGANIZATION WHICH UNITES PEOPLE BY A COMMON GOVERNMENT.</p>	<p>Citizens have rights.</p>	<p>Vote on a class issue/rule/project. Participate in a class project which is planned to help the rest of the school.</p>
<p>Citizenship Rights Responsibilities Patriotic celebrations Symbol Laws Government Conflict Conflict resolution Government services Tribe/clan Village City Borough Officials Leadership State Nation</p>	<p>Citizens have responsibilities.</p>	<p>Develop a list of safety rules for the classroom. Have a turn being the classroom leader for a specified period of time. Discuss the right of each family to decide whether or not or how to worship. Role model a conflict situation involving a group and appoint someone to determine exactly what happened before taking action. Demonstrate that he/she knows how to take turns while using school property. Write a paragraph on honesty and why it is important.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Election Pledge Allegiance	<p><u>The Learner will</u> <u>stand that:</u></p> <p>Citizenship promotes an awareness of the patriotic celebrations of our nation including: Lincoln's birthday, Washington's birthday, Independence Day, Labor Day, Martin Luther King Day, Columbus Day and Veterans' Day</p> <p>Our nation has a flag for a symbol, different from other national flags.</p> <p>Citizenship includes a familiarity of our national and state symbols.</p>	<p><u>The Learner will:</u></p> <p>Discuss how he/she feels when classmates talk and are inattentive during his/her presentation,</p> <p>Participate in classroom holiday-related activities, such as a play about the Fourth of July.</p> <p>Invent a holiday and invite others to celebrate with you. Write or illustrate a short report citing reasons why this holiday should be celebrated.</p> <p>Pick out an American flag from other nations' flags.</p> <p>Recite the Pledge of Allegiance. Discuss the meaning of "pledge" and "allegiance."</p>

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ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	People in communities plan, organize, and participate in political action to effect change.	Sing the National Anthem, the Alaska Flag Song, and the Star Spangled Banner.
	Alaska has village and city governments which make rules and laws for its citizens.	Explain a school rule that needs changing; be part of a group to try to effect that change.
	Local communities elect people to make laws.	Name an Alaskan law or local law which protects the safety of people. Explain why it is there.
	A government may provide services for its citizens.	Write a report on the results of vandalism in your community.
		Tell where people can vote in your community.
		Visit the office of a local lawmaker.
		After visiting or writing the local post office paraphrase how the post office provides services for all American citizens.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Make a chart with the class, showing things a government provides for its citizens (roads, parks, police protection, protection of rights, and resources, etc.).

Make a chart listing what Native regional corporations provide for shareholders.

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>SCARCITY</p> <p>AWARENESS OF THE CONFLICT BETWEEN NEEDS AND WANTS AND LIMITED NATURAL AND HUMAN RESOURCES.</p> <p>Choices Economic Price Subsistence Goods Services Money</p>	<p><u>The Learner will understand that:</u></p> <p>People in the community work to earn money to purchase goods and services to meet their needs.</p> <p>Economic choices are often difficult, and are influenced by personal values, cultural values, and change over time.</p> <p>Prices of goods and services rise and fall.</p> <p>Subsistence living is a way of using natural resources to provide a family's needs.</p>	<p><u>The Learner will:</u></p> <p>Explain what he/she does at home to earn money and how he/she spends it.</p> <p>List jobs likely to be found in rural, urban and suburban settings.</p> <p>Identify the jobs parents have. Write to classes in other towns to compare jobs held by parents of the other students.</p> <p>Fill out a worksheet matching pictures of family members with pictures of items each might wish to have; discuss how some family members give up what they may want for themselves so that someone else in the family can get what he/she wants or needs.</p> <p>Compare last year's prices to this year's (using two catalogs, old newspapers, etc.).</p>

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u> The media influences consumer choice.	<u>The Learner will:</u> Discuss his/her own village/town and whether people in it practice a subsistence lifestyle. Examine a television ad and explain how it affects our choices.

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ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>INTERDEPENDENCE</p> <p>AWARENESS OF THE RELIANCE WE HAVE UPON OTHERS IN MUTUALLY BENEFICIAL INTERACTION AND EXCHANGE.</p>	<p><u>The Learner will understand that:</u></p> <p>People need others:</p> <ul style="list-style-type: none"> - for help - for companionship and understanding - to meet physical and emotional needs and wants -for survival and perpetuation of society 	<p><u>The Learner will:</u></p> <p>Participate in a brain-storming session, making a list of situations in the home and school in which people need one another.</p>
<p>Responsibilities</p> <p>Wants</p> <p>Needs</p> <p>Resources</p> <p>Jobs</p> <p>Trade</p> <p>Money</p> <p>Goods</p> <p>Services</p> <p>Producers</p> <p>Consumer</p> <p>Institutions</p>	<p>People work together and rely upon one another to satisfy their needs (clothing, shelter and love).</p>	<p>Share personal experiences about things he/she has learned from his/her family.</p> <p>Make a checklist which includes answer to questions such as: In a family, who works to provide income?; Who cares for other family members?; Who decides what things families buy?; and Who purchases items for the family?</p> <p>Make contributions to an experience chart showing the needs of the school and the sources required to meet these needs.</p>
	<p>People in rural, urban and suburban communities are producers of goods and services needed by each other.</p>	

ELEMENTARY SOCIAL STUDIES
GRADES 1-3

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Draw a picture of his/her parent's jobs on a class chart, showing "Jobs That Produce Goods" and "Jobs That Provide Services".

Take part in a simulation activity designed to emphasize the importance of trading items produced in rural areas, but needed in urban and suburban areas.

Be able to correctly define "goods", "service", "producers", "consumers".

Cities and towns serve as the main supplier of goods and services; yet are dependent on suburban and rural areas for things such as produce and recreation.

Make a list comparing the things you can get or do in a city and what you can get or do in rural areas.

ELEMENTARY SOCIAL STUDIES

GRADES 4-6

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>IDENTITY</p> <p>AWARENESS OF ONE'S OWN VALUES, ATTITUDES AND CAPABILITIES AS AN INDIVIDUAL AND A MEMBER OF A GROUP.</p>	<p><u>The Learner will understand that:</u></p> <p>One's actions and beliefs influence the actions and beliefs of friends.</p>	<p><u>The Learner will:</u></p> <p>Describe a situation where you helped a friend make a decision.</p> <p>Using puppets, act out how he/she might keep a friend from participating in an undesirable activity.</p>
<p>Self Identity Decision Values Career Occupations Roles</p>	<p>Responsible decisions require reviewing alternatives and looking at consequences.</p>	<p>Develop and solve problems using decision making process, ie. Decision Tree.</p> <p>Analyze an issue and brainstorm multiple alternatives and the possible outcomes of each.</p> <p>Develop a classroom newspaper of social studies activities and apply decision making processes to this challenge. (Who's the editor, format, etc.)</p> <p>Write endings to appropriate open ended stories posing value dilemmas for a variety of different people in different settings.</p>
	<p>Understanding the values of others leads to a clearer understanding of one's own values.</p>	

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

There are similarities and differences between individuals.

There are certain personal skills that make a person successful.

Individual actions influence the course of historical events.

The Learner will:

Write about what makes him/her unique. Brainstorm with classmates what is similar among them.

Interview parents and friends about why they chose specific careers.

Brainstorm a list of desirable qualities employers are looking for. Identify how these qualities are portrayed in his/her life at home and school.

Write a letter to anyone (rock star, relative, president, etc.) explaining why he/she would be successful at a certain profession specifying personal qualities and skills.

Read about and report on a situation where the actions of an individual have influenced the course of history in Alaska, the United States or world.

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ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Individuals are responsible for their own actions and the consequences of their actions.</p> <p>Cooperation is an important quality to exercise.</p>	<p><u>The Learner will:</u></p> <p>List responsibilities at home, at school, etc. (sports teams, clubs, friends, elders).</p> <p>Describe what happened when he/she or a friend did not fulfill a responsibility.</p> <p>Participate in cooperative learning activities. (New Games, etc.)</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>CULTURE</p> <p>AWARENESS OF THE WAYS OF LIVING THAT A SOCIETY DEVELOPS TO MEET ITS FUNDAMENTAL NEEDS.</p>	<p><u>The Learner will understand that:</u></p> <p>Families serve as transmitters of culture to the young.</p>	<p><u>The Learner will:</u></p> <p>Develop questions for interviewing family members.</p>
<p>Tradition</p> <p>Ethnicity</p> <p>Gender</p> <p>Culture</p> <p>Societies</p> <p> Hunting and Gathering</p> <p> Agricultural</p> <p> Handicraft</p> <p> Industrial</p> <p> Information/Technological</p> <p>Myths</p> <p>Legends</p> <p>Heritage</p> <p>Migration</p> <p>Immigration</p> <p>Families</p> <p>Institutions</p> <p>Status</p> <p>Integration</p> <p>Segregation</p>	<p>A community's past is important to understanding the present and future.</p>	<p>Draw a family tree. Fill in a large classroom outline map of the world showing which countries ancestors and families came from.</p> <p>Write several pages for a class book entitled, "We Learned From Them", indicating what things they learned from family members.</p> <p>Develop with classmates a timeline of the community's past with pictures, words, drawings, etc.</p> <p>Prepare questions for a guest community presenter and help stage a press conference.</p> <p>Write to someone who does not live in the community explaining to the student what the community is like.</p> <p>Draw a picture of his/her community in 2020.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u> Cultural diversity exists in local communities.</p>	<p><u>The Learner will:</u> Identify differences in opinion and values in the classroom or community, and explain how much more complex the differences get as the number of people increases. Identify elements of culture each student would like to preserve and to pass on. Determine a way to share that with a younger child and do it.</p>
	<p>Class structures differ across cultures.</p>	<p>Explain the limitations or restrictions that have been placed on people today and in the past. Find out how some of the following have been used to restrict human rights at various times: sex, age, religion, ethnic background, occupation/wealth, birth place.</p>
	<p>Alaska's Native people have made significant contributions to the culture of Alaska.</p>	<p>Identify regions of the state on a map of Alaska and name the indigenous cultures of each of them. Contrast and compare the environment and lifestyles of the six traditional Alaska Native cultures.</p>

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ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

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

Prepare a report on how a group of Alaskan Natives have contributed to Alaska's culture.

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

Listen to tapes or readings of Native Alaskan myths and explain the lessons which could be learned from the myths.

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

Alaska has a diversity of cultural groups.

Research the early contributions of the Filipinos and share the information you learn orally.

Find out what languages are spoken in your community and relate these languages to individual cultural heritages.

Alaska has many cultural linkages with the rest of the world, particularly to nations of the Pacific Rim.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Contributions to the cultural heritage of the United States come from many groups and individuals.

The United States has contributed to the history and culture of the world.

The Learner will:

Have a Japanese tea ceremony in the classroom or celebrate Chinese New Year in the traditional manner.

Trace the development of language, government, justice, music, art, science to other countries' history and social development.

Identify unique characteristics of the groups of people who make up the United States and their ties to other countries.

Prepare biographical reports or "news briefs" about outstanding Americans with varied cultural backgrounds.

Identify examples of how the local community benefits from cross cultural contributions.

List contributions the United States has made in the following areas:

- government
- justice
- language
- entertainment
- science
- arts

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Cultural institutions often served as the impetus for growth and unification of civilizations.</p> <p>Artistic and recreational activities of people reflect and transmit their values and beliefs, as demonstrated in:</p> <ul style="list-style-type: none">- visual arts- performing arts- sports- cultural institutions- literature <p>Western and Non-Western cultures enrich each other through contact and exchange.</p>	<p><u>The Learner will:</u></p> <p>Select a country in the Pacific Rim. Investigate a cultural aspect of the country such as religion, art, education, music or recreation. Explain how that cultural feature unified or spread the civilization selected.</p> <p>Analyze the distinctive visual art form of a Pacific Rim nation.</p> <p>Research the predominant sport of a country of his/her choice and have group identification of sports or games which are unfamiliar. Study the rules of a specific game or sport. Demonstrate it for the class.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Men and women's roles have changed over time and across cultures.	Report on the artistic contributions that one cultural group of the Pacific Rim has made to the world.
	Marriage customs differ across cultures.	Watch a number of TV shows which have women as key characters. Examine the advertising during the shows. Discuss the shows and the ads, focusing on the different roles played by females. Compare how the characterizations reflect the attitudes of the society toward women during the time period in which the story or ad takes place.
	Value judgments about cultures are always made from the perspective of one's own cultures.	Compare the family structures and marriage patterns existing on a Native reservation, a migrant labor camp, a city neighborhood, and in his/her own community, and give reasons for why it might be that way in each particular case.
		Discuss with others beliefs and practices of our culture which make us feel superior to other cultures.

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ELEMENTARY, SOCIAL STUDIES
GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ENVIRONMENT</p> <p>AWARENESS OF SURROUNDINGS INCLUDING NATURAL ELEMENTS AND ELEMENTS CREATED BY HUMANS.</p> <p>Geography Environment Climate Renewable resource Nonrenewable resource Globe Boiling of water Vegetation zones Land forms Map Map key Grid Latitude Symbols Boundaries Population density Time zones Tropic of Cancer Tropic of Capricorn Equator Technology Revolve Rotation</p>	<p><u>The Learner will understand that:</u></p> <p>Seasonal changes are related to the positions and movements of the earth within the solar system.</p> <p>Climate patterns are influenced by the interaction of various geographic factors.</p>	<p><u>The Learner will:</u></p> <p>Given a globe, demonstrate rotation and revolution and generalize how these cause day and night and seasons.</p> <p>Draw a simple diagram illustrating the tilt of the earth's axis at various seasons of the year, and explain how the tilt of the axis causes climate changes which distinguish seasons.</p> <p>Identify and locate Alaska's major climate zones and their characteristics.</p> <p>Explain the reasons for the climate in area of Alaska. (Include the influence of latitude, proximity to Pacific and Arctic Oceans, seasonal wind current, etc.)</p> <p>Listen to a statewide weather report and compare weather conditions across Alaska on a given day.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Specific terms are used to identify types of habitats/vegetation zone.	Using an outline map and symbols, depict the climatic regions of the United States.
	The major features of the earth have specific names.	Identify dominant ocean currents and prevailing winds in the Western Hemisphere. Explain how they influenced the climate of certain areas of the United States, Canada, and South America.
		Identify a series of pictures representing the following habitats: forest, desert, tundra, shore savanna.
		Research the variety of habitats that exist in the United States and Alaska.
		Identify by name pictures of major earth features such as: continents, oceans, plateaus, hills, mountains, valleys.
		Name the continents and identify major bodies of water.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There is a distinction between renewable and nonrenewable resources.	Know the location of and identify major topographic features of the United States and of Alaska. Using a map, identify the physical features which might affect the lifestyle of Pacific Rim, European, and Middle Eastern inhabitants. Consider how the future might include land use, occupations, housing styles, Use latitude and longitude, the key, and symbols to identify places in the United States and Alaska. Identify Alaska's most important renewable and nonrenewable resources. Make a list of the resources exported from the U.S. to a foreign nation. Do a case study of particular situations which illustrate an understanding of issues such as: - Arab role as traders before the routine discovered - Control of water in ancient times - Middle Eastern oil wealth and its effect on the world economy

ELEMENTARY, SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>People are affected by their physical environment as they attempt to fulfill basic needs.</p> <p>The earth's surface is constantly changing.</p> <p>Special purpose maps can be used to show various geographic aspects of the earth's surface including natural phenomena and human uses.</p>	<p><u>The Learner will:</u></p> <p>Look at a map of Alaska and discuss the reasons about why towns, villages, and cities were developed where they are.</p> <p>Contribute to a collection of "case studies" discussing the characteristics of individuals in a variety of environments in the Pacific region. Describe what people eat, the type of shelter they use and the clothing they have designed as it reflects the environment.</p> <p>Prepare a description of the characteristics of a fictitious region. Include data on the terrain, climate type, soil and mineral resources.</p> <p>After a series of activities in the classroom, describe the cause and effect of earthquakes, volcanoes, glaciers, and erosion of the earth's surface.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

POINT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Communities have a geographic history.</p>	<p><u>The Learner will:</u></p> <p>Study several types of maps showing natural phenomena and then hypothesize on blank outline maps about:</p> <ul style="list-style-type: none">- population density and distribution- products-agricultural and industrial- land and sea routes <p>Investigate the accuracy of their original hypotheses.</p> <p>Examine political/relief maps and identify natural features which serve as the boundaries of countries.</p>
	<p>Communities and nations have political and natural boundaries.</p>	<p>Take pictures of present community sites, compare these to old pictures of the same site. Date them and display them as a pictorial timeline of the area.</p> <p>Work in groups to make diagrams or models depicting his/her community at different time periods of U.S. history.</p> <p>Using a variety of political and physical maps, use latitudes and longitudes to locate his/her own community, nation, neighboring countries and other countries.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>North American can be divided into countries, regions, and states.</p>	<p><u>The Learner will:</u></p> <p>Learn the memorization process of the state and their capitals, countries and bodies of water border on the U.S., and the P countries which interact with</p>
	<p>The effect of geography has been moderated by humans.</p>	<p>Work in groups to design a transportation network traversing a specific geographical region on a teacher-made map.</p>
	<p>Because of certain environmental factors a nation or a region can produce goods and services with different degrees of efficiency.</p>	<p>Research and discuss ecological conservation issues such as:</p> <ul style="list-style-type: none">- energy conservation and alternate energy sources.- industrial pollution of the land and seas.- deforestation and its effect on climate- the search for adequate drinking water supplies.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u> Have a class discussion on the difficulties associated with Alaska's natural resources. Explain why the United States industry developed in Pittsburgh than in San Diego, or another example.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

POINT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
WHAT THINGS, AND IDEAS CHANGE THE COURSE OF TIME.	<p><u>The Learner will understand that:</u></p> <p>History can be interpreted in many ways.</p>	<p><u>The Learner will:</u></p> <p>Record reactions to a staged event. Compare your report with a classmate's and note similarities and differences.</p>
by all figures on	<p>Historical information is often obtained from secondary sources.</p>	<p>Locate historical data in text resource books in the library. Develop a bibliography on a historical event.</p>
ion s logical change events	<p>Alaska's early history is a history of its Native peoples.</p>	<p>Identify on a map the traditional territorial boundaries established by each native group and the migration routes by which they arrived.</p>
ive se	<p>The land and sea played an important part in the development of the traditional Native life styles.</p>	<p>Choose one Native culture and report on the relationship between geography and transportation, clothing, shelter, diet and artistic expression.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>The native social system was a highly structured one.</p> <p>Ceremonies were an important part of social and spiritual life.</p>	<p><u>The Learner will:</u></p> <p>Write a story, as part of a play, pretending you are a team member on a whale hunt. Relate the uses of a whale.</p> <p>Determine which cultures trace their ancestry through the female line and discuss what it means to have a matrilineal society.</p> <p>Draw the floor plan for a Tlingit community house and identify the traditional roles of the inhabitants.</p> <p>Talk to a village elder about the traditional village.</p> <p>Have a potlatch and invite students from another class as your guests.</p> <p>View "Alaska - The Mists of Time" (Alaska State Film Library). Write a new myth to explain the origin of Alaska and compare creation stories with a scientific explanation.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Artistic expression was common in traditional cultures.	Role play a Shaman and prescribe a remedy for an ill person.
		Visit a museum to review traditional cultural artifacts or find pictures of the same in books.
		Make a list of the utilitarian objects which were traditional outlets for artistic expression.
		Design an Eskimo mask and use it in a dance to tell a story.
		Shape cardboard into the form of an Aleut hunting hat and decorate it in the traditional style.
	The arrival of the Russians initiated a period of great change in Alaska.	Develop a list of questions you can use to interview each of the following: Vitus Bering, Baranov, Chirikov, Russian fur hunters, (after contact with the Russians).
		Trace the possible movement of a fur pelt from the time the fur seal was slaughtered during the era of the fur trade.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There were Spanish, French and English contacts with Russian America.</p> <p>The purchase of Alaska ushered in a new era of Alaska's history.</p> <p>Alaska's natural, human and man made resources are significant.</p>	<p><u>The Learner will:</u></p> <p>Orally report on the cultural scientific institutions established by the Russians and indicate what influences remain in Alaska from that period of history.</p> <p>Identify place names which result from European contact with Russian America.</p> <p>Draw a political cartoon depicting one aspect of life in Territorial Alaska.</p> <p>Debate arguments in support of and in opposition to Statehood.</p> <p>Pretend you were involved in one of Alaska's gold rushes. Report on the hardships you might have encountered.</p> <p>Draw a graph which shows the major contributions to the state budget from oil revenues, tourism, fishing, agriculture, development and logging.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p>
	<p>Decisions today affect Alaska's future.</p>	<p>Write ten short biographical of individuals who have contributed to the heritage of Alaska.</p> <p>Watch a program on Learn Alaska and draw a schematic design showing how the program was transmitted to you.</p>
	<p>Major events in Alaska history occurred in the broader context of events occurring in the U.S.</p>	<p>Draw an outline map of the state and identify the boundaries of the native corporation. List unresolved issues related to the Alaska Claims Settlement Act.</p> <p>Compare the handling of the Permanent Fund with that of your own personal savings account.</p>
	<p>The Native peoples in America had distinct cultures prior to the arrival of the Europeans.</p>	<p>Integrate important Alaskan history events into a timeline of American history.</p> <p>View the Learn Alaska series "Puppets" and act out one Native American myth.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Europeans of different nationalities explored the new world.	Compare the traditional life of the Navajo Indians with that of the Tlingit Indians. Identify the factors which geography influenced the development of the two cultures. Make a model of a traditional dwelling of the Mayas, Iroquois, Inca, or Eskimos.
	Life styles differed in the early American colonies.	Recall the names of European explorers and identify the areas they explored. Pretend you were a passenger on Columbus' Santa Maria. Write a journal of your trip to the new world.
	The move to independence was motivated by social, economic, and political factors.	Write a short report on each of the New England Colonies, Southern Colonies, and Middle Colonies. Draw a map of the thirteen original colonies. Simulate the Boston Tea Party.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Individuals and events were important during the American Revolution.</p> <p>The Civil War divided the nation.</p> <p>The Westward Movement expanded the borders of the United States.</p>	<p><u>The Learner will:</u></p> <p>Debate the question of independence of the colonies from the British colonists' viewpoints.</p> <p>Study the painting "Washington Crossing the Delaware." Relate the painting to the colonists' war effort.</p> <p>Discuss the role of non-violent participants in the Revolution. Name John Adams, Paul Revere, Thomas Paine, Thomas Jefferson.</p> <p>Write a research paper on slavery and life in the south prior to the Civil War.</p> <p>Write a letter-to-the-editor for a newspaper issue of slavery as a northerner and a southerner.</p> <p>Compare the military strategies of the north and south.</p> <p>Memorize selected historic speeches of Abraham Lincoln.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>The Industrial Revolution precipitated the emergence of a modern nation.</p>	<p><u>The Learner will:</u></p> <p>Read "California by Covered George Stewart and report on adventures of Moses Sehallem</p> <p>Develop bar graphs to illustrate population growth in the U.S. - present. Relate your growth to historical events.</p> <p>Pretend you are a Pony Express rider. Trace the route you would most likely have taken from east to west.</p> <p>Identify some of the inventions and inventors who helped change the lives of the United States.</p> <p>Compare the role played by technology in the 19th Century U.S. and the 20th Century.</p> <p>Watch the Learn Alaska program "People" and orally report on the lifestyles and cultures of the Alaskan Americans.</p> <p>Explain why the U.S. was involved in World War I, World War II, the Korean War, and Vietnam Wars.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	The last half of the 20th century has been a period of rapid change.	Design a set of interview questions you would use to interview Elizabeth Stanton.
	The United States has global connections.	Write a letter to a student who has never lived in colonial America explaining the change in American society as we moved from an agricultural society to an industrial, to a technological society. Record the history of women in America and the accomplishments of the program.
	Nation states have organized into larger governing social, political, economic, and judicial systems.	View a satellite photo of the earth. Write a poem on the interdependence of all people in different countries. Make flags of U.N. member nations, locate them on a world map. Discuss the accomplishments and failures of the U.N. and World Court.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Early man (homo sapiens) was geographically distributed and culturally distinct civilizations developed around the world.</p>	<p><u>The Learner will:</u></p> <p>Identify and locate on a map earliest civilizations analyze types of governments, societies, economies and religions that within each.</p> <p>Compare the agri-pastoral Bantu speaking African societies of early Mesopotamian and cultures.</p>
	<p>The United States' predominant cultural heritage is that of Western Civilization.</p>	<p>Develop a timeline of major including the development of ancient societies of Egypt and East, the classical societies and Rome, the Medieval period Renaissance, and the Reformation Identify the major contributions each period.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are identifiable universals through which the human experience is expressed:</p> <ul style="list-style-type: none"> Material Culture Language and Nonverbal Communication Social Organization Social Control Cooperation, Conflict and Warfare Economic Organization Education World View 	<p><u>The Learner will:</u></p> <p>Build a model of the traditional housing of the following groups:</p> <ol style="list-style-type: none"> 1) Eskimo 2) Pueblo Indian (Mesa Verde) 3) Arabian Bedouin <p>Listen to music which is native to different countries/cultures. Write a poem expressing your reaction to the experience.</p> <p>Develop a word chart comparing words in a variety of languages.</p> <p>Become a "Sister School" and communicate about basic family structures, kinship system, and customs with another Pacific Rim school.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Different regions of the world have changed at different rates.</p>	<p><u>The Learner will:</u></p> <p>Research the similarities and differences among the following governmental systems: United States, USSR, England and Switzerland.</p> <p>Write a letter to the United Nations requesting information on the organization by which the organization seeks to resolve international conflicts.</p> <p>Give an oral presentation presenting the reasons you would prefer to live and work in an agricultural, industrial, or technological society.</p> <p>Compare the academic life of a 7th grade student in Japan with an American student.</p> <p>Research the impact of the religious beliefs of the Hindus on everyday life in India.</p> <p>Compare and contrast the role of religion in Asia, Africa, Australia, and the East and Western Societies.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Change in one part of the world may have primary and secondary effects in other parts of the world.

Technology in our global society promotes interrelationships.

The Learner will:

Choose a political or social event which has occurred outside of the United States and analyze its impact on America.

Report on the world-wide impact of the development of nuclear weapons.

Using newspapers, T.V. or radio reports, report on the event that happened this week in another part of the world.

Develop a series of questions for interviewing a person who has lived outside of the United States in the past year. Conduct an interview and write a report of the experience.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

DEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>P/GOVERNMENT</p> <p>AND MEMBERSHIP</p> <p>UNITY WITH ITS</p> <p>NG BEHAVIORS,</p> <p>D RESPONSIBILITIES.</p> <p>OF THE GEOGRAPHIC/</p> <p>ORGANIZATION WHICH</p> <p>PLE BY A COMMON</p>	<p><u>The Learner will understand that:</u></p> <p>Social and political systems are based on people's beliefs.</p>	<p><u>The Learner will:</u></p> <p>Describe what liberty means' i</p> <p>List examples of laws or prac which illustrate the political social beliefs on which the A government was founded.</p> <p>Discuss the social and politi structure of selected Native groups and the beliefs on whi were founded.</p>
<p>hip</p> <p>nt</p> <p>y</p> <p>ship</p>	<p>Our form of government in the United States is called a democratic republic.</p>	<p>Compare the rights and respon of individuals in two Western Hemisphere countries.</p>
<p>l institutions</p> <p>ure</p> <p>e</p> <p>y</p> <p>tative Gov't</p> <p>Rights</p> <p>ts</p> <p>s</p> <p>/minority</p>	<p>Legal, political and historic documents support the beliefs held important by people in the country including: the Declaration of Independence; United States Constitution, including the Bill of Rights.</p>	<p>Discuss and visually demonstr notion that the United States up of separate states by maki wall map.</p>



ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	The Bill of Rights establishes many of our basic freedoms.	Memorize the Preamble of the Constitution.
	Democracy combines the concept of majority rule with majority rights in deciding what is good for the people.	Research the events which led to the drafting of a certain document and place these events on a time line and enact the event in dramatic form.
	In the United States, our political system is generally described as a representative democracy.	Write a paragraph on what each of the basic freedoms guaranteed in the Bill of Rights means to you as an individual.
		Solve a classroom based problem involving the concepts of majority rule and minority rights.
		Prepare a bulletin board of news items and magazine clippings about the President, Vice President, Attorney General, U.S. Senator and Representative, and State Senators and Representatives.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Citizenship includes an awareness of the patriotic symbols, pledges, anthems, monuments and celebrations of our nation.</p> <p>In a democracy citizens plan and direct change through political participation.</p>	<p><u>The Learner will:</u></p> <p>Discuss the talents, values and expertise which would make a candidate elected or appointed public official.</p> <p>Identify various state and national flags and symbols.</p> <p>Research the possible equivalent of another Eastern or Western country to our Independence Day, Memorial Day, or other patriotic celebrations.</p> <p>Hold a mock election or election for a classroom club.</p> <p>Attend a village council, school or city council meeting. Report to the class on the issues considered and the decisions made.</p> <p>Write a letter-to-the-editor on an issue being considered by the legislature after researching the issue.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Citizens are responsible for participating in solving the problems of the present and future in a global world, as problem-finders/solvers, as decision makers, as participants.</p> <p>The United States has a federal system of government with powers divided among national, state, and local government.</p>	<p><u>The Learner will:</u></p> <p>Compare how elections at the national level are the same and different.</p> <p>Write a letter to state representative on an issue of statewide importance or congressional delegation on a national importance.</p> <p>Develop a list of current issues that are international in nature and write a brief "foreign policy statement" for each.</p> <p>Examine a map of the region and identify the political subdivisions (counties, boroughs, REAAS, school districts) in the area. Report on the legal powers exercised by your local government.</p> <p>Compare powers of local government in Alaska with those of State government. After reviewing a copy of the Alaska Constitution.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Sovereignty is a governmental issue for Native Alaskans.</p> <p>State government is structured like federal government with an executive, legislative and judicial branch.</p> <p>State government provides a variety of services.</p>	<p><u>The Learner will:</u></p> <p>Observe a village council meeting and report on the issues discussed.</p> <p>Develop a timeline recording events which impacted Native self government rights.</p> <p>Prepare lists of the responsibilities of each branch of government.</p> <p>Write a report on why she/he prefer to be governor, a state legislator, or a judge.</p> <p>Research a law which impacts people and discuss the impact of the law.</p> <p>Research the source of revenue for state services and draw a pie chart illustrating the sources.</p> <p>Discuss education in her/his community and identify areas of strengths and weaknesses.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Collective governance needs of American citizens are met by federal government.

Federal laws impact Alaskan residents.

The Learner will:

Review a pictorial presentation of Washington D.C., or interview someone who has visited the capital, and report on your reactions.

Identify some outstanding American women and men and how they have contributed to our well being.

Draw a schematic showing how a bill becomes a law and the responsibilities of the people, executive, legislative, and judicial branches in the process.

Trace all personal activities and analyze the point at which government impacts life. (include consumer laws, highway/school construction, forestry, fishing, hunting regulations, etc.)

Explain the role of the federal government in the settlement of Alaskan land claims and in the formation of the Native Regional Corporations.

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ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Availability of occupational choices relates to local, state, and national policy decisions.</p> <p>Governmental structures vary from place to place, and are a reflection of the values and attitudes of the society.</p> <p>Modern governments have assumed new roles in relation to the individual previously carried out by family and/or the church.</p>	<p><u>The Learner will:</u></p> <p>Research Alaskan issues on w federal action has created c (environmental, educational, economic, political, etc.).</p> <p>Talk with a local official a the local government spends what jobs are available beca local spending.</p> <p>Compare governmental structu United States, Canada, a Lat or other Pacific Rim country charts including information election and lawmaking proce leadership; law enforcement; system.</p> <p>Analyze political cartoons r government in the United Sta Canada, Latin America or oth Rim country and then draw yo</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Governments of nations attempt to deal with economic disparity through social and economic planning.	Identify a responsibility which government now assumes for the elderly; free medical clinics; security income; unemployment welfare). Explain the reasons for these changes and the conflicts and benefits it produces.
	International organizations help promote cooperation among governments.	Brainstorm a list of reasons why a country might remain less developed than its resource potential might indicate. Research specific areas and the reasons for lack of development and chart them.
		Identify the factors used in making decisions about the production and distribution of products in the United States and in the Soviet Union.
		Conduct a mock U.N. session on a current international problem by roleplaying member nations and indicating probable positions on the issue.
		Debate the status of civil liberties in various developing nations.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

TOPIC	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>OF THE CONFLICT NEEDS AND WANTS AND NATURAL AND RESOURCES</p>	<p><u>The Learner will understand that:</u></p> <p>The main purpose of economic activity is to satisfy the wants of people for goods and services.</p> <p>Individuals and groups attempt to satisfy their basic needs and wants by utilizing resources.</p> <p>Individuals make choices about use and distribution of scarce resources based on their value system.</p> <p>In traditional economies, decision-making and problem-solving are guided by traditions and value systems.</p>	<p><u>The Learner will:</u></p> <p>Compare the economic system of Native Americans before contact and exposure to the American enterprise system.</p> <p>Design a display board showing acquiring income and means of income.</p> <p>Study traditional techniques of survival used by Eskimos.</p> <p>Explain to classmates their personal spending choices.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>The cost of living in Alaska is generally greater than elsewhere in the United States.</p> <p>Alaska's resources influenced the course of Alaska's history.</p> <p>Native subsistence rights and usage are effected by limited resources.</p>	<p><u>The Learner will:</u></p> <p>Read a case study of traditional economic decision making to see the influence of the past on the present.</p> <ul style="list-style-type: none"> - an Italian farmer - a French craftsman - a Basque sheepherder - an Alaskan Native fisherman <p>List in writing some reasons for the high cost of living in Alaska by comparing the prices of items from Seattle by air, barge, and train.</p> <p>Explain the relationship between Alaska's growth and its natural resources.</p> <p>Describe how bartering in a primitive society differs from the use of money in our society.</p> <p>Explain Native subsistence rights in a particular village and show how they are effected and are effected by limited resources.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p>
	<p>The economy in the United States is based on a free enterprise system.</p>	<p>Discuss with classmates, national and re-distribution of wealth.</p>
	<p>Nations trade beyond their borders.</p>	<p>Interview a merchant in the market about the process for determining how much to buy and sell.</p>
	<p>Industrialization requires sources of minerals and fuels.</p>	<p>Participate in a problem solving activity to evaluate a hypothetical company's production decisions.</p>
	<p>New machines and new information often bring about radical changes in a society.</p>	<p>List some of the exports of the United States and of Japan.</p>
		<p>Write a story based on depletion of one or several resources in a country and explain global consequences.</p>
		<p>Explain the roles of:</p> <ul style="list-style-type: none"> - doctors, pediatricians, family practitioners; - dentists, dental hygienists; - architects, plumbers, carpenters, roofers; - computer programmers

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Transportation is part of the consumer price of a good or service delivered.	Set up a mock "assembly line" in which each group will accomplish a certain task (a class papers, make art projects, "community story").
		Describe various forms of transportation for several goods in Alaska, and compare the transportation costs for each on a chart.
		Participate in a class group in which each group represents a different part of Europe, the East, or the Pacific Rim. Research a country and compile a list of resources, industries, and problems meeting basic needs. List a solution for solving the problems and make a group decision on which solution to pursue. Evaluate consequences of each decision.
		Participate in a simulation called Tiber River Simulation in which students will outline economic problems and devise rules to solve common needs.

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Resources are not evenly distributed among the nations or regions of the world.</p> <p>There are areas of today's world where resources to meet basic needs do not exist.</p>	<p><u>The Learner will:</u></p> <p>Given a list of definitions, recognize a definition of scarcity.</p> <p>Compare food resources available in distinct and different regions (for example, India and Alaska).</p> <p>Through reading or other media, be acquainted with people in a country where survival is threatened.</p> <p>Plan and serve a world food spread, dividing participants into groups representing countries or continents and dividing the food so as to represent the share that group would have in world food and economic resources.</p> <p>Brainstorm reasons why some people in the United States, Canada, Latin America or the Pacific Rim do not have sufficient available resources to meet their basic needs, and suggest solutions to the suffering faced by those who do not have sufficient resources.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Resources and goods are limited and their uneven distribution may cause conflict.</p>	<p><u>The Learner will:</u></p> <p>Take part in a simulation act where the class must decide on distribution of a limited amount of food.</p> <p>Write an editorial giving reasons why some nations may resent the United States.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>DEPENDENCE</p> <p>OF THE RELIANCE ON OTHERS IN BENEFICIAL INTER- CHANGE.</p> <p>ional dependence</p> <p>ics</p>	<p><u>The Learner will understand that:</u></p> <p>All of the people of the world are both producers and consumers of goods and services.</p> <p>A variety of conditions determines the types of economic systems that people employ to solve economic problems.</p> <p>In many countries, "mixed" economies have evolved to deal with economic decision-making.</p>	<p><u>The Learner will:</u></p> <p>Select a working adult to observe for a period of time (preferably a day); observe and record as much as possible that person's activities as possible. After the observation, class members will categorize the person's activities under relevant economic headings.</p> <p>Investigate in books and other sources the economic conditions for a particular country. Prepare a summary of his/her findings to share with the class along with information on the type of economic system which is predominant in that country.</p> <p>Examine economic activities of different countries. Point out the different kinds of economic activities.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>A variety of factors determines the level of economic development of a nation, including the availability of resources, a skilled labor force, investment capital, markets available, advancements in production technology and individual initiative.</p> <p>Today many countries as well as corporations and organizations have links around the world.</p> <p>The peoples of Alaska, Canada and the Pacific Rim have influenced each other and are economically interdependent.</p>	<p><u>The Learner will:</u></p> <p>Do a comparative case study of subsistence village in Alaska mid-western U.S. agricultural community, and a Western European industrial city.</p> <p>Prepare questions about international connections for a representative local business with links to other areas of the state, country, or world.</p> <p>Read about, then list examples of economic interdependence, between Alaska and other nations.</p> <p>List ways that Alaska, Canada and other countries of the Pacific Rim are economically interdependent.</p> <p>Name and illustrate a variety of goods that come from other countries.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Nations depend on one another for resources and products they need.</p> <p>World progress depends to a large extent on friendly relations among the nations of the world.</p> <p>Nations have joined with one another in organizations which promote economic development, growth, and world peace.</p>	<p><u>The Learner will:</u></p> <p>Work in groups to develop life in the United States would be like if we could no longer import services.</p> <p>Prepare a bulletin board which illustrates how the local community and the state economy is affected by the world petroleum market.</p> <p>Discuss ways that nations can cooperate.</p> <p>Choose an energy, environmental, or demographic problem and work to develop possible solutions to the problem.</p> <p>Learn what countries are represented by the International Whaling Commission, the Organization of Petroleum Exporting Countries (OPEC), and the United Nations.</p>

ELEMENTARY SOCIAL STUDIES
GRADES 4-6

P7

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Brainstorm a list of economic decisions/problems we may face next 25 years.

Have a simulated meeting of the Nations and discuss a germane while role playing representat the member countries.

7TH GRADE
GEOGRAPHY/ALASKA GEOGRAPHY

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GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>LOCATION</p> <p>on</p> <p>e</p> <p>S</p> <p>ent</p> <p>J</p> <p>in</p> <p>s</p> <p>ula</p> <p>ies</p> <p>lar</p> <p>realis</p> <p>tonics</p>	<p><u>The Learner will understand that:</u></p> <p>Planet earth is part of the universe and is impacted by external forces.</p> <p>Major physical features and bodies of water characterize the earth's surface.</p>	<p><u>The Learner will:</u></p> <p>Model the effect of sun light earth without a tilted axis, different shape, and closer t further from the sun.</p> <p>Observe tidal patterns and re patterns to the location of t in relation to the sun and mo</p> <p>Discuss the conditions encoun space shuttles as they depart re-enter earth's atmosphere.</p> <p>Identify and label on an outl the world major land form inc continents, mountain ranges, plateaus, and deserts.</p> <p>Using a topographic world map by name oceans, major rivers, seas, gulfs, and lakes.</p> <p>Locate the major physical fea Alaska on a map.</p>



GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Earth's features are formed by the interactions, through time, of the components of the eco-system.

Earth's motions affect day, night seasons, climate, wind, and current patterns.

Maps and globes are a major source for recording, interpreting, and communicating geographic information.

The Learner will:

Using elements of the Plate Tectonic theory, describe how it relates to continental land forms and human patterns of settlement.

Write a 1-page paper on how each of the following interacts to alter the earth's surface: seismic and/or volcanic patterns, tectonic crustal movements, decomposition, magnetic fields.

Given a problem, show the relationship between the following: a) time and longitudes b) position of the sun and equinox/solstice c) earth's tilt and movement and seasonal temperatures.

Know the location and use of print and non-print materials related to geography (e.g., microfiche catalogs, periodicals, audio-visual catalogs, topographic maps, surveyor's notes, scientific sources; interviews and field surveys.)

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Map projections distort global distances, directions, areas, and shapes.</p> <p>Alaska is geographically related to other areas of the world.</p>	<p><u>The Learner will:</u></p> <p>Construct a physical relief map of Alaska.</p> <p>Read a map and/or globe by identifying symbols. Locate features by longitude and latitude and/or coordinate system.</p> <p>Measure distances between geographic features on a map of Alaska to an accuracy of 1/2 of one unit on the scale.</p> <p>Trace the route of an explorer to Alaska on a map. State the name of the explorer; why the route was chosen; and the climatic conditions that the explorer most probably encountered.</p> <p>Identify the seven continents and their relationship to Alaska using a map of the world.</p> <p>Identify the Pacific Rim countries and discuss the relationship of their geographic location to Pacific trade.</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Physical features, natural resources,
and variations in land forms have a profound
influence on the growth and development of
an area.

Locate Alaska in relation to
circumpolar lands.

View "Aurora: Blazing Skies"
#5 U.S.!, Alaskan Studies Ser
Alaska Film Library. Create
or narrative picture of the a

Indicate the various sciences
which physical geography incor
information to provide an ove
picture of the natural enviro
(e.g., geography, astronomy,
oceanography, ecology and phy

Survey the relationship betwe
Alaska's geography and the de
of transportation and communi
the state.

Identify some of Alaska's lan
resources and the difficultie
encountered in getting these
to market.

The study of geography prepares individuals
for living as well as for specific careers.

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GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	A variety of methods are used to relate geographic factors to one another in a spatial setting.	Interview individuals involved in planning, research, or teaching in applied or academic geography, surveying, cartography.
		Do field observation of a biologically rich area. Model the information gathering skills of a geographer by preparing a qualitative description of the area and doing quantitative recording.
		Use each of the following methods to discuss the "History of Oil in Alaska." Develop each geographic factor, as it relates to the state, in a one page paper. 1. Location 2. Distribution 3. Association of factors 4. Movement 5. Scale 6. Direction

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
VEGETATION:	<p><u>The Learner will understand that:</u></p> <p>There are various climates and vegetation types.</p> <p>There are various forces which interact to affect climate and vegetation.</p>	<p><u>The Learner will:</u></p> <p>Explain various climate and vegetation types using the Koppen System classification.</p> <p>List the characteristics of each major world climates.</p> <p>Explain the effects of the factors on the distribution and growth of vegetation: annual temperature, seasonal climate patterns, rainfall, wind, altitude, latitude and amount of sunlight.</p> <p>Draw a graph illustrating the relationship between Alaska's "long days" and vegetation growth in Matanuska Valley as compared with a typical "lower 48" summer plan.</p> <p>Explain how the following control climate: latitude, altitude, wind barriers, ocean currents, large bodies of water, pressure systems, air currents, and amount of sunlight.</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>The climates of Alaska and the reasons for the variation in climate.</p>	<p><u>The Learner will:</u></p> <p>Draw an outline map of Alaska with symbols to detail the various regions or list the major climates found in Alaska, using a weather key.</p> <p>Explain how various factors influence climates in different areas of Alaska.</p> <p>Hypothesize the relationship between climate and human activities to such things as clothing, occupations and recreation activities in Alaska.</p>
<p>STRUCTURE</p>	<p>Regions are basic units of geographic study and are defined by set criteria.</p>	<p>Divide the USSR or Africa into regions based on race, language, nationality, religion or some other cultural characteristic.</p> <p>Complete a chart comparing one geographic region in Alaska to another after having discussed such factors as land forms, and climate.</p> <p>Use an aerial photograph of the United States to identify different regions.</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Topography, water systems, climates and vegetation have influenced the development of culture and society.</p>	<p><u>The Learner will:</u></p> <p>Predict from a map which show elevation, longitude and latitude basic climate of an area (2) the culture of the people living in the area.</p> <p>Compare the cultural development of peoples who live in the following desert regions: The Sonoran, Sahara, and the Arabian Peninsula.</p> <p>Given a specific region of the world and a cultural outline, identify in which water systems, climate, topography and vegetation influence the choice of sites for settling, manufacturing, trade, conflict, and folklore.</p> <p>Research the ways in which geography has influenced the cultural development of Latin America, Africa, or Asia.</p> <p>Cite reasons for dense and sparse population in certain areas of the world using a population distribution map.</p>

Populations are distributed around the world according to geographic/cultural factors.

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

DEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Language, tools, and behavior patterns vary within and among the various cultural groups.</p> <p>As societies grow, both their requirements and problems change.</p>	<p><u>The Learner will:</u></p> <p>Research examples of traditional Alaskan adaptation to the physical environment of Alaska.</p> <p>Choosing a Pacific Rim and African country,</p> <ul style="list-style-type: none"> . Compare language or music . Demonstrate traditional cooking . Re-enact a fable or other piece of literature . Demonstrate an art form <p>Compare such factors as language, tools, environment, and behavior patterns of several major cultural groups including the Alaskan and another Pacific Rim culture.</p> <p>Select a country or region and develop a project which includes a discussion of the development of natural resources; industry, transportation, communication; degree of progress; problems to be solved; government; brief history; and use of force.</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Technological development contributes to the nature and extent of cultural change.	Prepare a simple questionnaire in interviewing long term residents of Alaska for a personal perspective on the effects of population growth on the state. Identify appropriate interviewees and conduct the interview. Compile results and discuss orally on the results to the class.
	Cultures change by migration, conflict (wars), political settlements, and contact with other societies.	Describe how various cultures have changed the manner and methods by which goods and services are produced and distributed.
		Assess the impact of Alaska's communication network on its communication network. Discuss satellite usage on village life.
		Discuss seasonal migration and seasonal employment in Alaska.
		Use a news source to identify and discuss relocation of people related to political settlement.

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Though all cultures possess certain unique features, they are all similar in a number of ways.</p> <p>The progress of a country depends on its industry, agriculture, education, technology, and government.</p> <p>Lifestyles of inhabitants of major political divisions differ.</p>	<p><u>The Learner will:</u></p> <p>Predict logical economic, social and political effects on life in the United States precipitated by the recent Hispanic and Asian immigration.</p> <p>Contrast taboos, religions and languages found in the local culture with those of another country.</p> <p>Contrast housing needs in South Alaska, Interior Alaska and the Pacific Island of Tahiti.</p> <p>Compare how various cultural groups have dealt with hunger and disease.</p> <p>Write a short report on the relationship of transportation and communication to trade and development.</p> <p>Have a panel address the needs of agricultural, industrial, and technological societies.</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There is an unequal distribution of natural resources in the world.</p>	<p><u>The Learner will:</u></p> <p>Identify the major urban areas of the world by name and location, using a political world map.</p> <p>Given an outline map, label major political divisions of the world.</p> <p>Describe similarities and differences among inhabitants of major political divisions, including such items as religion, political structure, population make-up, language, economic development, and environment.</p> <p>Obtain statistical data for a specific community which includes: 1) census data 2) other community statistics (economic and service activities) 3) seasonal and annual weather and climatic data. Analyze the information and present an oral or written report on findings.</p>
		<p>Given a physical resource world map, locate areas of agriculture, energy, industry, basic industry, and technologically developed industries.</p>

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GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p><u>The Learner will understand that:</u></p> <p>The value and management of a natural resource is affected by political as well as economic considerations.</p> <p>Natural resources may be consumed, conserved, misused, and renewed.</p>	<p><u>The Learner will:</u></p> <p>Identify Alaska's import and export and graph changes in dollar amount of trade during the past decade.</p> <p>Suppose someone has offered you a trip to visit the forests of the United States or the Amazon Basin. Write a letter telling where you would like to go and why.</p> <p>Discuss the political and economic factors which have impacted the development of marketing a Alaska's oil.</p> <p>Prepare a paper of the topic: "Traditional Native Alaskan Subsistence Use of Resources."</p> <p>Given a case study of a local industry, compare and contrast how it is affected by consumption, conservation and the environment.</p> <p>Do the "Mine to Market" activity contained in the <u>Alaska Resource Minerals</u>, Department of Education.</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

PT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

Distribution of natural resources is significant to economic, political, and social development.

The Learner will:

Using geographical facts, account for the differing development and production along the U.S.'s Atlantic Coastal Plains as found in Texas, Florida and New Jersey.

Contrast developing and developed countries including a description of natural resources and life styles.

GEOGRAPHY

Geography is a significant factor in the economic growth of major regions of the world.

Relate the economic growth of a region to geographic factors in the country.

Itemize the role water bodies traditionally played in the economic development of a region.

Speculate on the relationship between geographic factors and the technological development in the San Joaquin Valley, California, Prudhoe Bay, Alaska, etc.

Patterns of buying and selling are related to social, cultural economic and political factors.

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GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Economic behavior depends upon the availability and use of resources.</p>	<p><u>The Learner will:</u></p> <p>Compare the bases of Asian accounting systems and compare exchange rates.</p> <p>Chronicle the switch in U.S. from the Atlantic to the Pacific and the reasons for the change.</p> <p>Compare the standard of living in the United States and Latin America; a panel discuss the social, political, and geographic reasons for the differences.</p> <p>Develop an inventory of the resources (land, labor and capital) in various regions.</p> <p>Identify barriers to trade and the effects in U.S. policies.</p> <p>Evaluate the various economic systems of Pacific Rim countries on the basis of economic goals/values; specify equity of wealth, efficiency, standard of living, freedom,</p>

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Spatial relationships exist between any place on earth and all other places. A relationship between two or more locations involves direction, distance, and time.</p>	<p><u>The Learner will:</u></p> <p>Compare the U.S.'s historical relationship with Canada and Mexico with that of our policies with non-contiguous countries. Specify the role of geographic location in these policies.</p> <p>Using a globe or a map, calculate the time it takes to fly from the various points throughout the country.</p> <p>List and explain the advantages and disadvantages of specialization.</p> <p>Develop a chart of Alaska's imports and exports. Include identification of countries which receive exports.</p>
	<p>Nations are economically interdependent for raw materials, goods and services.</p>	
	<p>There are global problems with geographic dimensions.</p>	

GEOGRAPHY/ALASKA GEOGRAPHY
7TH GRADE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>International cooperation is encouraged by customs, laws, and institutions of a society.</p>	<p><u>The Learner will:</u></p> <p>Identify regions which are su problems of deforestation, desertification, pollution an overfishing. Point out the g impact of these problems.</p>
		<p>Give an oral report, from a nationalistic perspective, ex the problem of fish harvestin waters.</p> <p>Identify the ways in which international conflict and wa affected trade between the U. Pacific Rim nations.</p>
		<p>Research the role of the Circ Conference in natural resourc management.</p>

8TH GRADE
AMERICAN HISTORY

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT I - EXPLORATION AND EXPANSION

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
AND EXPANSION	<p><u>The Learner will:</u></p> <p>Understand the origin of native people in America and specifically Alaska.</p> <p>Identify the reasons (economics, political, and social) for exploration and expansion of the Americas.</p> <p>Trace the routes, identify the explorers and locate the areas of European exploration and colonization in the Americas.</p>	<p><u>The Learner will:</u></p> <p>Use data presented by an arch to compare two different prehistoric sites in Alaska and make a hypothesis about the lifestyle of the early inhabitants of Alaska.</p> <p>Research economic, political, religious, social conditions of the "old world" and identify three factors that encouraged or discouraged European exploration.</p> <p>Given a description of geographical features of North America, determine which of these encouraged and discouraged European exploration.</p> <p>Identify two significant events associated with individual European explorers.</p> <p>Learn the names of major explorers of the new world and trace the routes of these explorers on a world map.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT I - EXPLORATION AND EXPANSION

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
pansion	<p><u>The Learner will:</u></p> <p>Compare and contrast European methods of colonizing the Americas, including Russian colonization of Alaska.</p>	<p><u>The Learner will:</u></p> <p>Create a computer data base of colonies and generate graphic comparing social, economic, and political aspects of colonies.</p> <p>Use an historical atlas to understand the changing political boundaries of colonies in the new world.</p> <p>Give a five minute oral presentation of the Alaska explorers (Chirikov, Cook, Valdez).</p>
ovement	<p>Identify the major periods and places of American territorial exploration, expansion, and contact.</p>	<p>Research commercial, national expansionist factors existing in the early 1800's. Explain at least two factors involved in the Louisiana Purchase and other acquisitions of the U.S.</p> <p>Locate and compare states in the U.S. as of 1815, 1850, and 1912 on an outline map of the U.S.</p> <p>Analyze how the geography of America influenced patterns of expansion on the frontier.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT I - EXPLORATION AND EXPANSION

DEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>of Frontiers</p>	<p><u>The Learner will:</u></p> <p>Identify the role played by trappers, missionaries, explorers, homesteaders, and miners in opening and developing the frontier.</p> <p>Understand the impact "new frontiers" have had in American history.</p>	<p><u>The Learner will:</u></p> <p>Play a simulation game on the or Wagon Train (Pioneers by I</p> <p>Create a homestead in the cla compare ways pioneers lived o frontier to traditional Alask subsistence lifestyle.</p> <p>Read a biography or historical about settlers and write a se the book or write a letter fr character to another.</p> <p>Write a report on the signifi Alaskan and Hawaiian statehood rest of the states.</p> <p>Integrate science and social learning principles of aerody design and creating models of space vehicles from Sputnik to Shuttle.</p> <p>Debate the merits of expendit the space program.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

DEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
T OF AMERICAN NT AND POLITICAL	<u>The Learner will:</u>	<u>The Learner will:</u>
Revolution se tion hip ermination nd balances e t	Compare the viewpoint of the British Parliament and American colonial legislatures on taxation, quartering of troops, trade restrictions, and treatment of the colonies.	Write a letter to the King pr British policy toward the col
e rights -making rule	Understand the influence of American Indians on political theories and institutions in America.	Debate a tax law from the poi of the British King and Parli the American colonial legisla
ion y government sm on of power ure	Be familiar with major events and person- alities of the American Revolution.	Compare traditional Indian pr self-government with colonial governments.
al rights ess l parties ions	Understand the political ideas of the American Revolution and evaluate their importance and influence in today's world.	Write a paper on someone who violent contribution to the R and one on a military leader.



8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Ability sm al Parties	<p><u>The Learner will:</u></p> <p>Compare the role of our national government in the Articles of Confederation and the Constitution.</p> <p>Explain the major features of the American government system as outlined in the Constitution.</p>	<p><u>The Learner will:</u></p> <p>Review contemporary case studies of countries which have used revolutions to effect political change.</p> <p>Write a constitution before the American constitution and compare the results.</p> <p>Role play a constitutional convention.</p> <p>Compare the writing and the content of the Alaska constitution and the American constitution.</p> <p>After having discussed items from the Articles of Confederation and the 3/5 compromise identify: a) the issues involved in the writing and adoption of the U.S. Constitution; b) the basic features of the U.S. government under the Constitution.</p> <p>Research such items as system of government and balances, two houses of Congress, separation of powers, and a system of government and compare the U.S. Government from its creation to the present.</p>

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

CPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Understand the purpose and meaning of the Bill of Rights.</p>	<p><u>The Learner will:</u></p> <p>Trace the changes in American Government created by the American Constitution.</p> <p>Identify the guarantees of freedom in the Bill of Rights.</p> <p>Illustrate an amendment in the Bill of Rights without directly stating the freedom protected by the amendment.</p> <p>Roleplay situations in which rights are violated, particularly in relation to typical teenage conflicts with authority.</p> <p>Discuss with classmates the rights of citizens and correctly identify responsibilities that accompany rights.</p>
S	<p>Understand how the franchise and civil rights have grown through legislation, reform, constitutional amendments, and judicial interpretation.</p>	<p>Prepare a chart specifying specific legislation, amendments or cases which have impacted the exercise of the franchise, and civil rights.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

CPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Parties	<p><u>The Learner will:</u></p> <p>Describe the factors leading to the development of political parties in the U.S. and the historical differences between the Democratic and Republican parties.</p>	<p><u>The Learner will:</u></p> <p>Conduct a mock trial based on of a famous legal case dealing civil rights.</p> <p>Trace the roots of the Democratic and Republican parties by relating specific events such as the C the Depression, and LBJ's Great</p> <p>Analyze basic differences between Democratic and Republican parties stand on issues such as welfare defense, and deficit spending.</p> <p>Lobby local legislators on issues relevant to students by writing letters, utilizing legislative information office computer software and testifying at audioconfer</p>
Growth	<p>Compare the change in size and scope of the federal government over time.</p>	

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p>	<p><u>The Learner will:</u></p> <p>Interview senior citizens about personal experiences during the Depression, using tape recorders and personal notes. Analyze and compare interviews to determine changing attitudes toward the size of government.</p> <p>Interview Alaska Natives and ask them about the changes brought to their way of life by the intervention of the federal government.</p> <p>View the short film which summarizes <u>Megatrends</u> and discuss student opinions on the role of government in the future.</p> <p>Use Arithmetic of Growth (CTI University of Denver, CO) to graphically illustrate exponential growth of population and double the size of population and discuss the implications for government policy.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT III - IMMIGRATION AND SOCIAL CHANGE

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>AND SOCIAL CHANGE</p> <p>ation trism ion vements</p> <p>n e les</p>	<p><u>The Learner will:</u></p> <p>Relate immigration theme to personal family history.</p> <p>Identify stereotyping and prejudice as they have been manifested in American history.</p> <p>Compare the views of U.S. society as a melting pot with shared values and as a salad bowl with different values and customs.</p> <p>Understand historical contributions of various immigrant groups to American culture.</p>	<p><u>The Learner will:</u></p> <p>Complete family tree and genea chart.</p> <p>Brainstorm typical American va seen by a time traveler (eg. B the Future movie) in various h periods; compare with today's</p> <p>View film "Bill Cosby on Prej make a list of all the stereo (putdowns) he mimics.</p> <p>Cook beef stew in a crock pot discuss melting pot theory of immigration in America.</p> <p>Make a tossed green salad and salad bowl theory of immigrat America.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT III - IMMIGRATION AND SOCIAL CHANGE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
merican Immigrants	<p><u>The Learner will:</u></p> <p>Compare lifestyles of inhabitants of early peoples of Alaska and North America with those of Western Europeans.</p>	<p><u>The Learner will:</u></p> <p>Participate in a treasure hunt (Clothing, food, inventions, hair styles, music, etc., brought to America by immigrants from other nations and from native Americans).</p> <p>Visit the local museum or order a field trip from the Alaska State Museum to compare the lifestyles of native American/Alaskan groups.</p> <p>Draw a picture of a tool used by a native American/Alaskan group with its modern counterpart.</p> <p>Identify all the cultural traits (food, clothing, music, art, architecture, etc.) contributed by native Americans to modern American society.</p> <p>Contrast values and lifestyles of Indians and early colonists.</p>
mmigrants	<p>Explain problems experienced by immigrants in traveling to America and the problems they faced on arrival.</p>	

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT III - IMMIGRATION AND SOCIAL CHANGE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>Religious Tolerance</p>	<p><u>The Learner will:</u></p> <p>Understand the importance and growth of religious tolerance in American history.</p>	<p><u>The Learner will:</u></p> <p>Create a list of supplies needed by immigrants when they crossed the Atlantic Ocean to America.</p> <p>Write an immigrant's diary entry describing reasons for leaving home, hopes for the new land, hazards in coming to America, and problems on arriving in America.</p> <p>Compare and contrast life in colonial society with that of contemporary society in terms of jobs, economic opportunity, status of women, minorities, religious, and educational practices.</p> <p>Examine and describe the role of the church in colonial society.</p> <p>Show how the Salem Witchcraft trials are an example of religious intolerance in America.</p> <p>Read or act out the play "Inherit the Wind" (Scope Trial) and discuss conflicting values.</p> <p>Read case studies of Supreme Court decisions interpreting first amendment rights to freedom of religion (e.g., Amish right to attend private prayer in school; etc.)</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT III - IMMIGRATION AND SOCIAL CHANGE

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
s Slaves	<p><u>The Learner will:</u></p> <p>Understand the causes, conditions, and consequences of slavery in America.</p>	<p><u>The Learner will:</u></p> <p>Label free and slave states on a map and know where slavery was the most.</p> <p>Using historical data, describe what it was like to be a slave in America. "I Were A Slave." Indicate the conditions which affected family health, and cultural adaptation.</p> <p>Read Slave Laws and discuss each law and its affect on the lives of slaves.</p>
s After The ar	<p>Understand reasons immigrants came to America in the 1800's and the problems they faced traveling and upon arrival.</p>	<p>Analyze immigration statistics, charts and graphs to discover why, and where immigrants came from.</p> <p>Describe immigration procedures at Ellis Island.</p> <p>Pretend to be an immigrant and write a personal letter to an American friend out what it's like in the new country in the early 1900's. Then switch roles and pretend to be an American responding to an immigrant's letter.</p>

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT III - IMMIGRATION AND SOCIAL CHANGE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p>	<p><u>The Learner will:</u></p> <p>Role play a reformer in the 19th century and investigate housing conditions (fire codes, sewage, water, pollution, crowding, sanitation, etc.) and employment conditions (pay, hours, safety).</p> <p>Identify prejudice and restrictions against immigrants, especially Eastern European and Asian orphans.</p>
<p>Today</p>	<p>Learn how immigrants become naturalized citizens.</p>	<p>Attend a naturalization ceremony.</p>
	<p>Trace the changing U.S. policies and attitudes toward immigration, including the current issue of illegal aliens in the U.S.</p>	<p>Take the citizenship test route given to prospective citizens.</p> <p>Gather information on illegal immigration from newsmedia and print sources. Discuss alternative viewpoints and solutions to the problem such as legislation governing illegal immigrants.</p>

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT III - IMMIGRATION AND SOCIAL CHANGE

LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<u>The Learner will:</u>	<u>The Learner will:</u>
Trace the causes and consequences of large population shifts within the U.S.	Compare the American and Mexican economies to show reasons for the flow of immigrants from Mexico and/or prepare a map of border industries showing the interdependence of the United States and Mexico. Participate in an international festival featuring food, arts, and holiday celebrations of immigrants. Investigate the impact of immigration on Alaskan communities. Compare and contrast social and political attitudes toward different immigrant groups and explain the causes of these attitudes. On a timeline, date historic population shifts which have occurred in the United States including: <ul style="list-style-type: none">. Westward movement. Migration of blacks from the South. Rural to urban. Development of suburban areas. Growth of the Sunbelt Give reasons for these shifts.

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

DEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
DEVELOPMENT AND CAL CHANGE s ral economy erprise lism on cycles y ism endence m on ion corporations	<p><u>The Learner will:</u></p> <p>Explain the economic motivations of European nations for colonizing North American.</p> <p>Describe American economic development during the colonial period.</p> <p>Understand economic differences between New England, Middle, and Southern colonies which contributed to sectional differences.</p>	<p><u>The Learner will:</u></p> <p>Contrast the economic motives activities of the British, Fr Spanish, and Russian colonial</p> <p>Write a diary of a colonial c describing the annual subsist activities on a typical farm.</p> <p>Use <u>Early Settlers</u> (Strategie Teaching Economics, Universit Fairbanks, Economics Departme apply economic concepts of sc resources to colonial American economics.</p> <p>Make a chart which illustrate characteristics of New Englan and Southern colonies.</p> <p>Research the impact of such i the cotton gin, slavery, high and industrial development on growth of sectionalism.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Understand the role of early inventions on the development of American industry.</p>	<p><u>The Learner will:</u></p> <p>Write a letter to the editor of a newspaper discussing the South's dependence on slave labor, tariffs and trade with England and how it affects economic survival.</p> <p>Compare the industrial strength and military capability of the North and the South.</p> <p>Participate in a simulation of an auction for auctioning slaves.</p> <p>Make a list of early inventions and their uses, their inventors, and analyze the changes in America made by these inventions.</p> <p>Make a model of an early invention such as the cotton gin, power loom, etc.</p> <p>Use computer graphics to create an advertisement for an historic invention.</p>
<p>Revolution</p>	<p>Understand how the American economy changed from a predominantly agricultural economy to a predominantly industrial economy after the Civil War.</p>	

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Understand the social, economic, political, and military changes brought about by the industrialization of America.</p> <p>Understand business cycles and their impact on the American economy.</p>	<p><u>The Learner will:</u></p> <p>Choose key American cities and plot them at 50 year intervals from inception to note the demographic and economic changes. Use transparent overlays of outline maps to show changes in population in these cities.</p> <p>Create bar graphs to illustrate population growth from 1750-1850.</p> <p>Identify three major industries that developed in the late 1800's.</p> <p>Illustrate the impact of industrialization on child labor, immigration, development of labor unions, and urbanization.</p> <p>Use primary source documents from Proctor and Gamble (Perspective) to study the growth of one company from a cottage industry to a modern corporation.</p> <p>Trace the labor movement in America and write a research paper on its origins, goals, accomplishments, and present status.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p><u>The Learner will:</u></p> <p>Understand the causes of the Great Depression and the social and political impact it had on our nation.</p>	<p><u>The Learner will:</u></p> <p>Explain how monopolies and trusts affected competition.</p> <p>Play a stock market game such as Millionaire (by Blue Chip Software) or set up an investment club, using current New York Stock Exchange information.</p> <p>Participate in a simulation of the Stockmarket Crash (Panic by Invention).</p> <p>Listen to folk music of the Great Depression (Studs Turkel).</p> <p>Interview senior citizens about the Great Depression and its impact on their lives.</p> <p>Read the story "Where Did All the Money Go?" about the Great Depression and discuss follow-up questions about the Depression and economic interdependence.</p> <p>Compare government's role in the economy before and since the Great Depression by charting the laws and controls exercised before and during the Depression.</p>

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Economics	<p><u>The Learner will:</u></p> <p>Explain the changes in society created by wartime economies.</p>	<p><u>The Learner will:</u></p> <p>Use primary source documents from Proctor and Gamble (Perspective) to analyze how the American home changed as a result of wartime activities.</p> <p>Explain how the U.S. emerged as a major economic power of the world during W.W. II.</p> <p>Identify the technologies developed during wars (Civil War, WWI, Vietnam) such as aerial reconnaissance, machine gun, atomic bomb, biological warfare, infrared sensors, etc.</p> <p>Explain how the role of women and minorities in American society changed as a result of their participation in both World Wars.</p>
Technological Change	<p>Understand major technological changes in the transportation, communication, manufacturing and service sectors of our economy.</p>	<p>Students will make a mobile display illustrating all the stages in the development of an industry such as communication (telegraph, telephone, radio, television, computer, satellite, etc.).</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
S	<p><u>The Learner will:</u></p> <p>Understand the power and influence of corporations.</p>	<p><u>The Learner will:</u></p> <p>Participate in a simulation of multinational corporation.</p> <p>Identify the Native Regional Corporations on a map of Alaska discuss the role of these corporations in Alaska's economy.</p> <p>List all the foreign products used or which are available in community.</p> <p>Participate in a simulation in Alaskan roads, airports, and highways are closed and all Alaskans must engage in subsistence activities.</p> <p>Chart the exports and imports between Alaska and Pacific Rim nations.</p>
	<p>Understand the economic interdependence of the U.S. and the rest of the world; Alaska and the Pacific Rim nations.</p>	

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
POLICY d effect ism n l dominance ism	Recognize the mutual benefits and costs to people operating in a colonial relationship (mercantilism).	Identify British trade laws w advantageous to England and discriminated against the col
interest arian	Identify foreign policy methods used to acquire territory in the continental U.S., including Alaska.	Write a story about experie colonial soldiers in the Fre Indian War.
m arms race		Prioritize a list of causes o American Revolution and defe selection to classmates in t British or colonial interests.
		Read Declaration of Independ review British actions toward to decide if colonies were ju declaring independence accor reasons given in the Declarat Draw outline of U.S. boundari the Revolution on student des

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
n of Territory	<p><u>The Learner will:</u></p> <p>Identify foreign policy used to acquire territory in continental U.S., including Alaska.</p>	<p><u>The Learner will:</u></p> <p>Participate in plays (Junior or Search) about Lewis and Cl Crockett, Daniel Boone, John Sam Houston.</p> <p>Draw outline of U.S. acquisition student desk map. Use a different color for each acquisition.</p> <p>Compare and contrast ways U.S. territory in continental U.S.</p> <p>Identify issues in War of 1812: freedom of the seas; relations with Indians; respect from European nations.</p> <p>Locate areas acquired from Mexico at end of Mexican-American War on desk map. Compute cost per acre.</p> <p>Discuss Russian period of control of Alaska and role of purchase of Alaska. Compare and contrast Louisiana Territory and Alaska territory.</p>

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner will:

The Learner will:

oward Native

Identify, compare and contrast policies of American government (treaties, reservations, wars, etc.) toward American Indians and Alaskan Natives.

Use readings from Good Apple American minorities to learn treaties with American India

Locate Indian reservations o and identify sites of major Trace route of Cherokee along Tears and Nez Perce.

Listen to guest speaker on T Cession and ANCSA--compare U toward American Indians and Natives.

n of Territory

Define Manifest Destiny and explain its influence on U.S. foreign policy.

Plan how he/she would become powerful person in the school Students share ideas and tea analogies to historic exampl

Debate effects of expansion on native cultures (Cherokee, S Tlingit, Athabascans, Hawaii

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>Political Influence</p>	<p><u>The Learner will:</u></p> <p>Understand how America has sought to expand its influence and power in the Western Hemisphere (Monroe Doctrine, Big Stick diplomacy, etc.)</p> <p>Understand the reasons for American isolationism regarding European affairs.</p> <p>Explain events which caused the U.S. to enter W.W.I., U.S. role in the war, and U.S. policy after the war.</p>	<p><u>The Learner will:</u></p> <p>Define concept of imperialism and apply it to historical events such as acquisition of Phillipines, Spanish-American War.</p> <p>Locate areas held by U.S. on continental U.S. in 1910.</p> <p>Participate in a play or write a speech about Teddy Roosevelt.</p> <p>State reasons why U.S. tried to remain neutral before W.W.I.</p> <p>Outline theatres of war and positions of Allied and Central Powers on a desk map.</p>

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Describe the events which led to the entry of the U.S. in W.W. II, U.S. involvement in European and Pacific theaters of war, and the impact of W.W. II on America.</p>	<p><u>The Learner will:</u></p> <p>Use primary source documents Proctor and Gamble to analyze homefront activities in preparation for fighting W.W.I.</p> <p>Prioritize list of events according to their impact on U.S. decision to enter W.W.I. and defend choice in court.</p> <p>Evaluate how W.W.I. affected</p> <ol style="list-style-type: none"> civilian populations attitudes of Americans toward the war economic stability of Europe <p>Analyze the provisions of the Treaty of Versailles and predict whether the League of Nations would last under post W.W.I.</p> <p>Using an outline map of Europe, identify and compare areas controlled by the Axis and totalitarian governments at the end of 1935 and 1939.</p> <p>Place events leading to outbreak of W.W.II. in chronological order on a timeline.</p>

8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner will:

The Learner will:

Role play a government decision (democratic, communist, and fascist) for a country (U.S., USSR, Germany) and describe the experience differences among the various forms of government.

Locate major areas of battle on a world outline map.

Using political cartoons in textbooks and other source, identify leaders of the Axis (Germany, Italy, Russia, Japan) during W.W.II.

Describe some of the factors that led to the surrender of Germany and Japan, detailing the importance of each factor in later history.

Participate in Yalta Simulation which illustrates how the Allies planned the post war world.

Understand the significant factors in the development of Alaska during W.W. II.

Research the role of Alaska in the war and participate in a group presentation of one aspect of the Alaska Campaign.

Know that W.W.II. resulted in the deaths of many millions of civilians, eg. concentration camps, refugees, Hiroshima and Nagasaki.

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Understand the policies that led to the beginning of the Cold War and the rise of the U.S. and U.S.S.R. as world leaders.</p> <p>Compare and contrast world peace-keeping organizations created after W.W.I and W.W. II.</p>	<p><u>The Learner will:</u></p> <p>View Wallenberg Hero (CBS min or Diary of Anne Frank (movie the play and then write a diary the point of view of a teenager experiencing any war (past, present future).</p> <p>Read several points of view on bombing of Hiroshima and Nagasaki write an essay supporting or criticizing the U.S. decision on the Atomic Bomb.</p> <p>Read two different perspectives on World War from American and Soviet perspectives view and role play Truman and Stalin.</p> <p>Discuss the cold war and relative strengths of U.S. and Russia.</p> <p>On an outline map locate NATO and Warsaw Pact nations.</p>

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8TH GRADE
 AMERICAN HISTORY (THEMATIC)
 UNIT V - FOREIGN POLICY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Evaluate major features of U.S. foreign policy from 1945 to present including the Vietnam War.</p>	<p><u>The Learner will:</u></p> <p>Research League of Nations and Nations and compare them in aims, membership, U.S. support to prevent or limit war.</p> <p>Review important foreign affairs occurred between 1945 and 1950 reading in textbook, putting in chronological order on a timeline playing Password or other review game.</p> <p>Participate in play about the Missile Crisis, featuring President Kennedy and others (Weston Woods).</p> <p>Place in chronological order and describe the importance of several events as the Berlin Blockade, Mars, Cuban Missile Crisis, Bay of Pigs invasion, Communist victory in Korean war, French defeat in Indo-China, and the Vietnam War.</p> <p>Describe several ways that one country's decision affects that of another country (eg. OPEC, war of oil and U.S. gas prices and revenues from oil at Prudhoe).</p>

BTH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Evaluate the impact of the nuclear arms race on American foreign policy and international relations.</p>	<p><u>The Learner will:</u></p> <p>Participate in a debate which students to evaluate the position of different U.S. and Soviet leaders deciding whether or not to purchase Star Wars military equipment.</p>

APPENDIX

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SOCIAL STUDY SKILLS GRADE 1-3

GATHERING INFORMATION

gathering information
finding a map
finding a globe
finding symbols
finding relative locations of
in Alaska and the United States
on map and globe
giving directions
giving lists
giving family and friends
giving resource people
giving patriotic celebrations
giving in patriotic songs
giving to others as a source
giving approximate distances
(far, close)
giving a variety of sources of
information
giving changes
giving information through
giving to obtain information
giving to obtain general information

USING INFORMATION

listing things
listing reasons
listing similarities
listing differences
classifying
matching
comparing geographical features
predicting outcomes on the basis of
information
evaluating reasons
identifying alternatives and making
choices
using picture diagrams
using maps
using globes
comparing and contrasting data
participating in conversations
generalizing from data
setting up hypotheses
testing hypotheses
locating places by using cardinal
direction
using latitude and longitude to find
locations
locating places on globe
using North, South, East, and West
using a compass rose
using map symbols
using a map key
identifying relationships

PRESENTING INFORMATION

communicating orally and in writing
making charts, graphs, and picture stories
labeling a map
repeating information
using new vocabulary
presenting information in the context of
time (now, before, after)
role playing
sharing opinions
creating statements
initiating ideas
planning
making charts, maps, diagrams, timelines,
graphs, and notebooks to communicate ideas
giving oral reports
recalling information
functioning as contributing members of a
group
communicating written information coherently
assuming responsibility for carrying out
tasks

(Con't.)

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SOCIAL STUDY SKILLS
GRADE 1-3

GATHERING INFORMATION

reading to obtain specific details
interpreting charts, graphs and
diagrams
reading globes and maps
locating a place on a major globe
by using directional cues
locating main ideas and supportive
elements
categorizing information

USING INFORMATION

planning
placing ideas in order or chrono-
logical sequence
making decisions

PRESENTING INFORMATION

SOCIAL STUDY SKILLS

GRADE 4-6

GATHERING INFORMATION

reading a variety of types of maps
organizing collected information
conducting a Survey
differentiating between relevant and irrelevant information
identifying primary and secondary sources
identifying information pertaining to a topic and relevant subsection
locating information from a variety of print and nonprint sources
classifying information
distinguishing between fact and opinion
applying previously learned concepts to new situations
evaluating data
identifying problems and suggesting solutions
interpreting illustrations
considering various viewpoints
identifying the types and kinds of information needed
using subquestions to identify types of information needed
identifying relevant information
locating sources of printed information using tables of contents, appendices, and indices

USING INFORMATION

interpreting land forms
making inferences
estimating
making generalizations
measuring distance
recognizing relevant information
checking on completeness of data
drawing conclusions
making hypotheses using collected data
interpreting illustrations
using latitude and longitude to locate places
utilizing map symbols
following map routes
making predictions on the basis of available data
testing and refining hypotheses
using data as the basis for inferences and conclusions
using mathematics to help analyze data
forming generalizations based on appropriate data
applying previously learned concepts to new data
organizing collected information in orderly notes
sequencing events
placing ideas in chronological order
relating historical events to the present

PRESENTING INFORMATION

initiating ideas
giving constructive criticism
formatting a presentation
functioning as a contributing member of a group
using a variety of media and appropriate commentary to communicate ideas
making charts, timelines, graphs, and maps
preparing oral and written reports
speaking in an effective way after planning and preparing
using media and various visuals for communicating ideas
summarizing orally and in writing
writing to support a generalization through the use of relevant facts
giving evidence to support a conclusion
defining terms
debating issues
using effective discussion techniques
making cognitive maps
developing written reports
role playing
defining terms
debating issues
using effective discussion techniques
role playing

(Con't.)

SOCIAL STUDY SKILLS

GRADE 4-6

GATHERING INFORMATION

reading for specific information
reading for directions
skimming for general information
reading pictures, diagrams, charts,
maps, atlases and globes
taking notes while listening
taking notes from printed matter
interviewing

USING INFORMATION

categorizing data
categorizing data by identifying
similarities and differences
categorizing data by constructing a
chart to clarify information
categorizing data by main idea
participating in group planning and
discussion
scrutinizing possible consequences of
alternative actions
checking reasoning against logic,
looking for inconsistencies
identifying value-laden words and
frames of reference

PRESENTING INFORMATION

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SOCIAL STUDY SKILLS

GRADES 7-8

GETTING INFORMATION

interpreting statistical tables, graphs, and charts
working cooperatively with others
expressing ideas through discussion
exploring a variety of sources to gather information
using personal observation
using printed materials
using conventional research materials
using audio-visual material
using computerized data
using maps and graphs
using interviews
using surveys
using field experimentation
distinguishing main and supporting ideas.
Using key words
Looking for specific information
Using context clues
Using materials and resources
Organizing information
Identifying the types and kinds of information needed
Formulating subquestions to identify types of information needed
Identifying relevant information
Getting information in print and non-print sources
Using sources of printed information
Using tables of contents, appendices, and indices
Distinguishing primary and secondary sources

USING INFORMATION

interpreting statistical tables, graphs and charts
drawing inferences from information presented on statistical tables, graphs, and charts
summarizing and synthesizing information
developing, testing and refining hypothesis
identifying alternative outcomes
prioritizing alternatives
generalizing information gathered from a variety of sources
interpreting illustrations
using latitude and longitude to locate places
using map symbols
following map routes
making predictions on the basis of available data
testing and refining hypotheses
making inferences
using data as the basis for inferences and conclusions
using mathematics to help analyze data
forming generalizations based on appropriate data
applying previously learned concepts to new data
organizing collected information in orderly notes
sequencing events
placing ideas in chronological order
relating historical events to the present
categorizing data

PRESENTING INFORMATION

selecting appropriate format (graph, charts, tables) in which to present information
communicating by speaking with accuracy and poise.
displaying computerized data
exchanging ideas through discussion
preparing and using notes for oral reports
making charts, timelines, graphs, and maps
preparing oral and written reports
speaking in an effective way after planning and preparing
using media and various visuals for communicating ideas
summarizing orally and in writing
writing to support a generalization through the use of relevant facts
the use of relevant facts
giving evidence to support a conclusion
defining terms
debating issues
using effective discussion techniques

(Con't.)

SOCIAL STUDY SKILLS

GRADES 7-8

GATHERING INFORMATION

identifying a variety of print and
nonprint sources for information
reading for specific information
reading for directions
skimming for general information
reading pictures, diagrams, charts,
maps, atlases, and globes
taking notes while listening
taking notes from printed matter
interviewing

USING INFORMATION

PRESENTING INFORMATION