
ALASKA STANDARDS

STANDARDS

FOURTH EDITION

**CONTENT AND PERFORMANCE
STANDARDS FOR ALASKA STUDENTS**

REVISED MARCH 2006



Frank H. Murkowski, Governor

MESSAGE FROM THE GOVERNOR

I am proud to introduce the Third Edition of the Alaska Content and Performance Standards, which has been adopted into regulation by the State Board of Education & Early Development.

These standards represent the efforts of many people working for more than a decade to decide what young Alaskans should know and be able to do as a result of their public schooling.

During my administration, the State Board and Department of Education & Early Development have taken school accountability and expectations to a higher level than ever before. The third edition lays out clear, measurable academic grade level expectations in reading, writing, math, and science for students in grades 3 through 10.

This publication is for teachers, parents, local school board members, and other community members involved in the education of our children. Taken seriously and used well, this information will help prepare all our children to do their best in school and on state exams.

These efforts will help achieve our goal of educating young Alaskans to step forward confidently after high school prepared to tackle the next stage of life, whether in college, in technical school, or in the workplace.



**Roger Sampson, Commissioner
Education & Early Development**

MESSAGE FROM THE COMMISSIONER

This revised edition of the Alaska standards booklet represents the intense effort by many people to describe what the students in our state should know and be able to do as a result of their public school experience.

Our state embarked on this campaign in 1993 with the development of content standards—broad statements of what our students should know and be able to do. The first edition of this booklet included content standards in ten core subject areas: English/language arts, mathematics,

science, geography, government and citizenship, history, skills for a healthy life, arts, world languages, and technology.

A second edition added content standards for employability and library information/literacy; performance standards in reading, writing, and mathematics; and cultural standards for students.

To fulfill requirements of the No Child Left Behind Act of 2001 (NCLB), the third edition of the standards booklet added:

- Expanded performance standards in reading, writing, and mathematics by inclusive grade level expectations for grades 3 through 10;
- Revised science content standards; and
- Science performance standards and grade level expectations for grades 3 through 11.

The State of Alaska has called upon school districts to adopt the state standards. In September 2001, the State Board of Education & Early Development adopted a regulation that extended statewide testing to all students in grades 3 through 9. Beginning in 2004, high school students were required to pass the High School Graduation Qualifying Examination, a criterion-referenced test targeting essential skills, in order to earn a high school diploma.

In April 2005, in response to NCLB, the state implemented criterion-referenced tests for students in grades 3 through 9, in order to measure how well all students meet the Alaska performance standards. Norm-referenced tests were required in fifth and seventh grades. In 2006, students in tenth grade will also be assessed on grade-specific performance standards.

This system of standards and assessments gives educators, families, and policy makers solid information with which to hold schools and communities accountable for the academic achievement of children and prepare all Alaska students for the future.



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June 2005

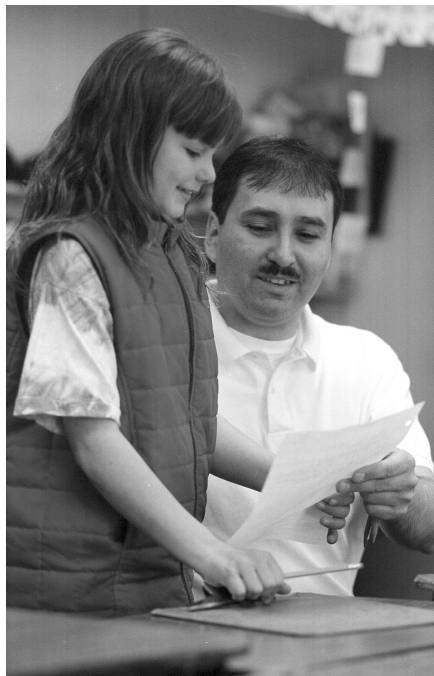
*For additional information on Alaska's standards, write:
Standards, Department of Education & Early Development
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**ALL CHILDREN . . .
RISE EASILY TO THE COMMON LEVEL.
THERE THE MASS STOP;
STRONG MINDS ONLY ASCEND HIGHER.
BUT RAISE THE STANDARD,
AND, BY A SPONTANEOUS MOVEMENT,
THE MASS WILL RISE AGAIN AND REACH IT.**

Horace Mann's First Annual Report (1837)



CONTENT STANDARDS FOR ALASKA STUDENTS

The State Board of Education & Early Development adopted into regulation Content Standards listed on the following pages. Content Standards are broad statements of what students should know and be able to do as a result of their public school experience.

ENGLISH/ LANGUAGE ARTS

A

A student should be able to speak and write well for a variety of purposes and audiences.

A student who meets the content standard should:

- 1) apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
- 2) in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;
- 3) in speaking, demonstrate skills in volume, intonation, and clarity;
- 4) write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
- 5) revise, edit, and publish the student's own writing as appropriate;
- 6) when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;
- 7) communicate ideas using varied tools of electronic technology; and
- 8) evaluate the student's own speaking and writing and that of others using high standards.

B

A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.

A student who meets the content standard should:

- 1) comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;
- 2) reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and
- 3) relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

C

A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

A student who meets the content standard should:

- 1) make choices about a project after examining a range of possibilities;
- 2) organize a project by
 - a. understanding directions;
 - b. making and keeping deadlines; and
 - c. seeking, selecting, and using relevant resources;
- 3) select and use appropriate decision-making processes;
- 4) set high standards for project quality; and
- 5) when working on a collaborative project,
 - a. take responsibility for individual contributions to the project;
 - b. share ideas and workloads;
 - c. incorporate individual talents and perspectives;
 - d. work effectively with others as an active participant and as a responsive audience; and
 - e. evaluate the processes and work of self and others.

D

A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.

A student who meets the content standard should:

- 1) develop a position by
 - a. reflecting on personal experiences, prior knowledge, and new information;
 - b. formulating and refining questions;
 - c. identifying a variety of pertinent sources of information;
 - d. analyzing and synthesizing information; and
 - e. determining an author's purposes;
- 2) evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;
- 3) give credit and cite references as appropriate; and
- 4) explain and defend a position orally, in writing, and with visual aids as appropriate.

E

A student should understand and respect the perspectives of others in order to communicate effectively.

A student who meets the content standard should:

- 1) use information, both oral and written, and literature of many types and cultures to understand self and others;
- 2) evaluate content from the speaker's or author's perspective;
- 3) recognize bias in all forms of communication; and
- 4) recognize the communication styles of different cultures and their possible effects on others.

MATHEMATICS

A

A student should understand mathematical facts, concepts, principles, and theories.

A student who meets the content standard should:

- 1) understand and use numeration, including
 - a. numbers, number systems, counting numbers, whole numbers, integers, fractions, decimals, and percents; and
 - b. irrationals and complex numbers;
- 2) select and use appropriate systems, units, and tools of measurement, including estimation;
- 3) perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools for computation or estimation including mental arithmetic, paper and pencil, a calculator, and a computer;
- 4) represent, analyze, and use mathematical patterns, relations, and functions using methods such as tables, equations, and graphs;
- 5) construct, draw, measure, transform, compare, visualize, classify, and analyze the relationships among geometric figures; and
- 6) collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an event.

B

A student should understand and be able to select and use a variety of problem-solving strategies.

A student who meets the content standard should:

- 1) use computational methods and appropriate technology as problem-solving tools;
- 2) use problem solving to investigate and understand mathematical content;
- 3) formulate mathematical problems that arise from everyday situations;
- 4) develop and apply strategies to solve a variety of problems;
- 5) check the results against mathematical rules;
- 6) use common sense to help interpret results;
- 7) apply what was learned to new situations; and
- 8) use mathematics with confidence.

C

A student should understand and be able to form and use appropriate methods to define and explain mathematical relationships.

A student who meets the content standard should:

- 1) express and represent mathematical ideas using oral and written presentations, physical materials, pictures, graphs, charts, and algebraic expressions;
- 2) relate mathematical terms to everyday language;
- 3) develop, test, and defend mathematical hypotheses; and
- 4) clarify mathematical ideas through discussion with others.

D

A student should be able to use logic and reason to solve mathematical problems.

A student who meets the content standard should:

- 1) analyze situations;
- 2) draw logical conclusions;
- 3) use models, known facts, and relationships to explain the student's reasoning;
- 4) use deductive reasoning to verify conclusions, judge the validity of arguments, and construct valid arguments; and
- 5) use inductive reasoning to recognize patterns and form mathematical propositions.

E

A student should be able to apply mathematical concepts and processes to situations within and outside of school.

A student who meets the content standard should:

- 1) explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
- 2) use mathematics in daily life; and
- 3) use mathematics in other curriculum areas.

SCIENCE

A

Science as Inquiry and Process

A student should understand and be able to apply the processes and applications of scientific inquiry.

A student who meets the content standard should:

- 1) develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments;
- 2) develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review; and
- 3) develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

B

Concepts of Physical Science

A student should understand and be able to apply the concepts, models, theories, universal principles, and facts that explain the physical world.

A student who meets the content standard should:

- 1) develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior;
- 2) develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved;
- 3) develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems; and
- 4) develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

C

Concepts of Life Science

A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science.

A student who meets the content standard should:

- 1) develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution;
- 2) develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms; and
- 3) develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

D**Concepts of Earth Science**

A student should understand and be able to apply the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

A student who meets the content standard should:

- 1) develop an understanding of Earth's geochemical cycles;
- 2) develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth;
- 3) develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system; and
- 4) develop an understanding of the theories regarding the origin and evolution of the universe.

E**Science and Technology**

A student should understand the relationships among science, technology, and society.

A student who meets the content standard should:

- 1) develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events;
- 2) develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits; and
- 3) develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures

F**Cultural, Social, Personal Perspectives and Science**

A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives.

A student who meets the content standard should:

- 1) develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology;
- 2) develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world; and
- 3) develop an understanding of the importance of recording and validating cultural knowledge.

G**History and Nature of Science**

A student should understand the history and nature of science.

A student who meets the content standard should:

- 1) develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge;
- 2) develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world;
- 3) develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s); and
- 4) develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GEOGRAPHY

A

A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

A student who meets the content standard should:

- 1) use maps and globes to locate places and regions;
- 2) make maps, globes, and graphs;
- 3) understand how and why maps are changing documents;
- 4) use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5) evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
- 6) use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

B

A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

A student who meets the content standard should:

- 1) know that places have distinctive geographic characteristics;
- 2) analyze how places are formed, identified, named, and characterized;
- 3) relate how people create similarities and differences among places;
- 4) discuss how and why groups and individuals identify with places;
- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 6) make informed decisions about where to live, work, travel, and seek opportunities;
- 7) understand that a region is a distinct area defined by one or more cultural or physical features; and
- 8) compare, contrast, and predict how places and regions change with time.

C

A student should understand the dynamic and interactive natural forces that shape the Earth's environments.

A student who meets the content standard should:

- 1) analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics;
- 2) distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; and
- 3) recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

D

A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

A student who meets the content standard should:

- 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;
- 2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;
- 3) interpret population characteristics and distributions;
- 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
- 5) analyze how conflict and cooperation shape social, economic, and political use of space.

E

A student should understand and be able to evaluate how humans and physical environments interact.

A student who meets the content standard should:

- 1) understand how resources have been developed and used;
- 2) recognize and assess local, regional, and global patterns of resource use;
- 3) understand the varying capacities of physical systems, such as watersheds, to support human activity;
- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and
- 6) evaluate the impact of physical hazards on human systems.

F

A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

A student who meets the content standard should:

- 1) analyze and evaluate the impact of physical and human geographical factors on major historical events;
- 2) compare, contrast, and predict how places and regions change with time;
- 3) analyze resource management practices to assess their impact on future environmental quality;
- 4) interpret demographic trends to project future changes and impacts on human environmental systems;
- 5) examine the impacts of global changes on human activity; and
- 6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

GOVERNMENT AND CITIZENSHIP

A

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

A student who meets the content standard should:

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

B

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

A student who meets the content standard should:

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

C

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

A student who meets the content standard should:

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

C *(continued)*

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

D

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

A student who meets the content standard should:

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

E

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

A student who meets the content standard should:

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

F

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

A student who meets the content standard should:

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

G

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

A student who meets the content standard should:

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

HISTORY

A

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

A student who meets the content standard should:

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

B

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

A student who meets the content standard should:

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

B *(continued)*

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

C

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

A student who meets the content standard should:

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

D

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

A student who meets the content standard should:

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

SKILLS FOR A HEALTHY LIFE

A

A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;
- 5) use knowledge and skills to promote the well-being of the family;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;
- 7) understand the physical and behavioral characteristics of human sexual development and maturity; and
- 8) understand the ongoing life changes throughout the life span and healthful responses to these changes.

B

A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
- 5) evaluate what is viewed, read, and heard for its effect on personal well-being; and
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C

A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and
- 6) assess the effects of culture, heritage, and traditions on well-being.

D

A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 1) make responsible decisions as a member of a family or community;
- 2) take responsible actions to create safe and healthy environments;
- 3) describe how public policy affects the well-being of families and communities;
- 4) identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;
- 5) describe how volunteer service at all ages can enhance community well-being; and
- 6) use various methods of communication to promote community well-being.

ARTS

A

A student should be able to create and perform in the arts.

A student who meets the content standard should:

- 1) participate in dance, drama, music, visual arts, and creative writing;
- 2) refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
- 3) appropriately use new and traditional materials, tools, techniques, and processes in the arts;
- 4) demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
- 5) collaborate with others to create and perform works of art;
- 6) integrate two or more art forms to create a work of art; and
- 7) investigate careers in arts production.

B

A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

- 1) recognize Alaska Native cultures and their arts;
- 2) recognize United States and world cultures and their arts;
- 3) recognize the role of tradition and ritual in the arts;
- 4) investigate the relationships among the arts and the individual, the society, and the environment;
- 5) recognize universal themes in the arts such as love, war, childhood, and community;
- 6) recognize specific works of art created by artists from diverse backgrounds;
- 7) explore similarities and differences in the arts of world cultures;
- 8) respect differences in personal and cultural perspectives; and
- 9) investigate careers relating to arts history and culture.

C

A student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

- 1) know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
- 2) examine historical and contemporary works of art, the works of peers, and the student's own works as follows:

C *(continued)*

- a. identify the piece;
 - b. describe the use of basic elements;
 - c. analyze the use of basic principles;
 - d. interpret meaning and artist's intent; and
 - e. express and defend an informed opinion;
- 3) accept and offer constructive criticism;
 - 4) recognize and consider an individual's artistic expression;
 - 5) exhibit appropriate audience skills; and
 - 6) investigate careers relating to arts criticism.

D

A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

- 1) make statements about the significance of the arts and beauty in the student's life;
- 2) discuss what makes an object or performance a work of art;
- 3) recognize that people tend to devalue what they do not understand;
- 4) listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
- 5) consider other cultures' beliefs about works of art;
- 6) recognize that people connect many aspects of life through the arts;
- 7) make artistic choices in everyday living; and
- 8) investigate careers related to the search for beauty and meaning, which is aesthetics.

WORLD LANGUAGES

A

A student should be able to communicate in two or more languages, one of which is English.

A student who meets the content standard should:

- 1) understand written and oral communication in two or more languages;
- 2) write and speak understandably in two or more languages;
- 3) use two or more languages effectively in real life situations; and
- 4) use two or more languages to learn new information in academic subjects.

B

A student should expand the student's knowledge of peoples and cultures through language study.

A student who meets the content standard should:

- 1) understand the relationship between language and culture;
- 2) learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature;
- 3) learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior;
- 4) improve the student's understanding of the student's language and culture through experiences with other languages and cultures;
- 5) apply knowledge of the functions and structure of one language to the study of another language; and
- 6) recognize through language study that all cultures contribute to the global society.

C

A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

A student who meets the content standard should:

- 1) interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel;
- 2) use experiences with language and culture to explore the student's personal interests and career options;
- 3) learn how language skills and cultural knowledge enhance a person's competitiveness in the international marketplace; and
- 4) apply language skills and cultural knowledge to enhance the student's intellectual and social growth and to promote lifelong learning.

TECHNOLOGY

A

A student should be able to operate technology-based tools.

A student who meets the content standard should:

- 1) use a computer to enter and retrieve information;
- 2) use technological tools for learning, communications, and productivity;
- 3) use local and worldwide networks;
- 4) manage and maintain technology tools; and
- 5) diagnose and solve common technology problems.

B

A student should be able to use technology to locate, select, and manage information.

A student who meets the content standard should:

- 1) identify and locate information sources using technology;
- 2) choose sources of information from a variety of media; and
- 3) select relevant information by applying accepted research methods.

C

A student should be able to use technology to explore ideas, solve problems, and derive meaning.

A student who meets the content standard should:

- 1) use technology to observe, analyze, interpret, and draw conclusions;
- 2) solve problems both individually and with others; and
- 3) create new knowledge by evaluating, combining, or extending information using multiple technologies.

D

A student should be able to use technology to express ideas and exchange information.

A student who meets the content standard should:

- 1) convey ideas to a variety of audiences using publishing, multi-media, and communications tools;
- 2) use communications technology to exchange ideas and information; and
- 3) use technology to explore new and innovative methods for interaction with others.

E

A student should be able to use technology responsibly and understand its impact on individuals and society.

A student who meets the content standard should:

- 1) evaluate the potentials and limitations of existing technologies;
- 2) discriminate between responsible and irresponsible uses of technology;
- 3) respect others' rights of privacy in electronic environments;
- 4) demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;
- 5) examine the role of technology in the workplace and explore careers that require the use of technology;
- 6) evaluate ways that technology impacts culture and the environment;
- 7) integrate the use of technology into daily living; and
- 8) recognize the implications of emerging technologies.

EMPLOYABILITY

A

A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.

A student who meets the content standard should:

- 1) develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance;
- 2) understand how to apply skills and academic knowledge in a variety of work settings;
- 3) understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings;
- 4) understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances;
- 5) understand how an individual job fits into the overall organization and how the organization fits into the overall economy;
- 6) understand the need for safe practices in workplaces; and
- 7) understand employer and employee rights and responsibilities.

B

A student should be able to identify career interests and plan for career options.

A student who meets the content standard should:

- 1) identify and appreciate personal interests, aptitudes, abilities, and priorities;
- 2) identify possible career options, considering both employment and self employment, and understand how changes in the workplace affect career choice;
- 3) use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options;
- 4) identify education and/or training needed for career options and advancement, and develop a career plan; and
- 5) identify resources available to support education and training related to career possibilities.

LIBRARY/INFORMATION LITERACY

A

A student should understand how information and resources are organized.

A student who meets the content standard should:

- 1) recognize that libraries use classification systems to organize, store, and provide access to information and resources;
- 2) understand how library classification and subject heading systems work;
- 3) understand how information in print, non-print, and electronic formats is organized and accessed;
- 4) search for information and resources by author, title, subject, or keyword, as appropriate; and
- 5) identify and use search strategies and terms that will produce successful results.

B

A student should understand and use research processes necessary to locate, evaluate, and communicate information and ideas.

A student who meets the content standard should:

- 1) state a problem, question, or information need;
- 2) consider the variety of available resources and determine which are most likely to be useful;
- 3) access information;
- 4) evaluate the validity, relevancy, currency, and accuracy of information;
- 5) organize and use information to create a product; and
- 6) evaluate the effectiveness of the product to communicate the intended message.

C

A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

A student who meets the content standard should:

- 1) read for pleasure and information;
- 2) read, listen, and view a wide variety of literature and other creative expressions; and
- 3) recognize and select materials appropriate to personal abilities and interests.

D

A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

A student who meets the content standard should:

- 1) know how to access information through local, national, and international sources in printed and electronic formats;
- 2) recognize the importance of access to information and ideas in a democratic society;
- 3) access information on local, state, national, and world cultures and issues;
- 4) evaluate information representing diverse views in order to make informed decisions; and
- 5) assimilate and understand how newly acquired information relates to oneself and others.

E

A student should understand ethical, legal, and social behavior with respect to information resources.

A student who meets the content standard should:

- 1) use library materials and information resources responsibly;
- 2) understand and respect the principles of intellectual freedom;
- 3) understand and respect intellectual property rights and copyright laws; and
- 4) develop and use citations and bibliographies.

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