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ABSTRACT

The cornerstone of Alaska's effort to bring higher standards and accountability to the public school system was the development of content standards in 10 core areas. These standards represent what Alaskans want students to know and be able to do as a result of their public schooling. This booklet presents the following content standards and their associated key elements: (1) five standards for English and language arts; (2) five standards for mathematics; (3) four standards for science; (4) six standards for geography; (5) seven standards for government and citizenship; (6) four standards for history; (7) four standards for skills for a healthy life; (8) four standards for art activities and appreciation; (9) three standards for world language learning and cultural awareness; and (10) five standards for the use and understanding of technology. Each standard is further defined by statements of what students who meet the content standard should know or be able to do. These standards have been adopted as voluntary guidelines for the state's schools, and they are already defining the way Alaska approaches education issues. (SLD)

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ALASKA STANDARDS

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CONTENT STANDARDS FOR ALASKA STUDENTS

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In 1993, Alaskans embarked on a campaign to bring higher standards and accountability to their public school system. The cornerstone of this effort was the development of content standards in ten core subject areas. The standards represent what Alaskans want students to know and be able to do as a result of their public schooling.

This booklet presents the content standards and their associated key elements for English/Language Arts, Mathematics, Science, History, Geography, Government and Citizenship, Skills for a Healthy Life, Arts, World Languages, and Technology.

During 1994 and 1995, the Alaska State Board of Education adopted these standards and key elements as voluntary guidelines for Alaska's schools.

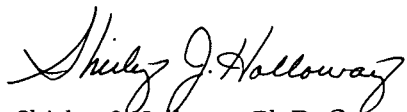
Scores of Alaskans — educators, parents, business people, and professionals, from all areas of the state — worked together to develop and refine the standards. Before adopting them, the Board of Education heard comments from hundreds of other Alaskans about what they liked and disliked in the standards.

Even before the last set of standards was adopted in December, 1995, teams of educators were working on curriculum frameworks, plans for how to teach the new standards and how to integrate them into the classroom. Another team examined assessment issues, answering the critical question: "How will we know if students are reaching the standards?"

These standards are already defining the way Alaska approaches education issues. The focus has shifted from what goes into our education system to what comes out of it. The standards will accomplish three primary goals:

- Standards will give students and teachers a clear and challenging target.
- Standards will help focus energy and resources on the bottom line: student achievement.
- Standards will give all of us a tool for judging how well our students are learning and how well our schools are performing.

I encourage all Alaskans to become familiar with the standards and work together to see them taught — and learned — in every school in our state.



Shirley J. Holloway, Ph.D., Commissioner of Education

For additional information on Alaska's standards, write Standards, Department of Education, 801 W. Tenth Street, Juneau, Alaska, 99801-1894; or call 907/465-2821.

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June 1996

**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)

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ALASKA CONTENT STANDARDS

ENGLISH/ LANGUAGE ARTS



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.



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;

ENGLISH/LANGUAGE ARTS

- 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.



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.



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;



ALASKA CONTENT STANDARDS

- 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.



ALASKA CONTENT STANDARDS

MATHEMATICS



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.



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;

MATHEMATICS

- 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.



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.



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.



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:



ALASKA CONTENT STANDARDS

- 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.

ALASKA CONTENT STANDARDS

SCIENCE



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

A student who meets the content standard should:

- 1) understand models describing the nature of molecules, atoms, and sub-atomic particles and the relation of the models to the structure and behavior of matter (Structure of Matter);
- 2) understand the physical, chemical, and nuclear changes and interactions that result in observable changes in the properties of matter (Changes and Interactions of Matter);
- 3) understand models describing the composition, age, and size of our universe, galaxy, and solar system and understand that the universe is constantly moving and changing (Universe);
- 4) understand observable natural events such as tides, weather, seasons, and moon phases in terms of the structure and motion of the earth (Earth);
- 5) understand the strength and effects of forces of nature, including gravity and electromagnetic radiation (Forces of Nature);
- 6) understand that forces of nature cause different types of motion and describe the relationship between these forces and motion (Motion);
- 7) understand how the earth changes because of plate tectonics, earthquakes, volcanoes, erosion and deposition, and living things (Processes that Shape the Earth);
- 8) understand the scientific principles and models that
 - A) describe the nature of physical, chemical, and nuclear reactions;
 - B) state that whenever energy is reduced in one place, it is increased somewhere else by the same amount; and
 - C) state that whenever there is a transformation of energy, some energy is spent in ways that make it unavailable for use (Energy Transformations);

SCIENCE

- 9) understand the transfers and transformations of matter and energy that link living things and their physical environment, from molecules to ecosystems (Flow of Matter and Energy);
- 10) understand that living things are made up mostly of cells and that all life processes occur in cells (Cells);
- 11) understand that similar features are passed on by genes through reproduction (Heredity);
- 12) distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems (Diversity);
- 13) understand the theory of natural selection as an explanation for evidence of changes in life forms over time (Evolution and Natural Selection);
- 14) understand
 - A) the interdependence between living things and their environments;
 - B) that the living environment consists of individuals, populations, and communities; and
 - C) that a small change in a portion of an environment may affect the entire environment (Interdependence);
- 15) use science to understand and describe the local environment (Local Knowledge); and
- 16) understand basic concepts about the theory of relativity, which changed the view of the universe by uniting matter and energy and by linking time with space (Relativity).



A student should possess and understand the skills of scientific inquiry.

A student who meets the content standard should:

- 1) use the processes of science; these processes include observing, classifying, measuring, interpreting data, inferring, communicating, controlling variables, developing models and theories, hypothesizing, predicting, and experimenting;
- 2) design and conduct scientific investigations using appropriate instruments;
- 3) understand that scientific inquiry often involves different ways of thinking, curiosity, and the exploration of multiple paths;
- 4) understand that personal integrity, skepticism, openness to new ideas, creativity, collaborative effort, and logical reasoning are all aspects of scientific inquiry;

ALASKA CONTENT STANDARDS

- 5) employ ethical standards, including unbiased data collection and factual reporting of results; and
- 6) employ strict adherence to safety procedures in conducting scientific investigations.

C A student should understand the nature and history of science.

A student who meets the content standard should:

- 1) know how the words “fact,” “observation,” “concept,” “principle,” “law,” and “theory” are generally used in the scientific community;
- 2) understand that scientific knowledge is validated by repeated specific experiments that conclude in similar results;
- 3) understand that society, culture, history, and environment affect the development of scientific knowledge;
- 4) understand that some personal and societal beliefs accept non-scientific methods for validating knowledge;
- 5) understand that sharing scientific discoveries is important to influencing individuals and society and in advancing scientific knowledge; -
- 6) understand that scientific discovery is often a combination of an accidental happening and observation by a knowledgeable person with an open mind;
- 7) understand that major scientific breakthroughs may link large amounts of knowledge, build upon the contributions of many scientists, and cross different lines of study; and
- 8) understand that acceptance of a new idea depends upon supporting evidence and that new ideas that conflict with beliefs or common sense are often resisted.

D A student should be able to apply scientific knowledge and skills to make reasoned decisions about the use of science and scientific innovations.

A student who meets the content standard should:

- 1) apply scientific knowledge and skills to understand issues and everyday events;
- 2) understand that scientific innovations may affect our economy, safety, environment, health, and society and that these effects may be long or short term, positive or negative, and expected or unexpected;

SCIENCE

- 3) recommend solutions to everyday problems by applying scientific knowledge and skills;
- 4) evaluate the scientific and social merits of solutions to everyday problems;
- 5) participate in reasoned discussions of public policy related to scientific innovations and proposed technological solutions to problems; and
- 6) act upon reasoned decisions and evaluate the effectiveness of the action.

GEOGRAPHY



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.



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;

GEOGRAPHY

- 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.



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.



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.

ALASKA CONTENT STANDARDS

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 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.



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,

GOVERNMENT AND CITIZENSHIP

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;
- 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;

ALASKA CONTENT STANDARDS

- 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;

GOVERNMENT AND CITIZENSHIP

- 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.



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.

ALASKA CONTENT STANDARDS

HISTORY



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.



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

HISTORY

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;
 - E) major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- 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.



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.

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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 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.



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;

SKILLS FOR A HEALTHY LIFE

- 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.



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.



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.

ALASKA CONTENT STANDARDS

ARTS



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 create 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.



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;

ARTS

- 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.



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:
 - 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;
 - 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.



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 culture's 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 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.



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.

WORLD LANGUAGES



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 life-long learning.

TECHNOLOGY



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 world-wide networks;
- 4) manage and maintain technology tools; and
- 5) diagnose and solve common technology problems.



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.



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.

TECHNOLOGY



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.



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.

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