

## Civic Education: Action Learning Strategies, part 2 Alignment with Alaska Content Standards

The course goals of Civic Education: Action Learning Strategies align with Alaska Content Standards in Government and Citizenship, History, English/Language Arts, and Library / Information Literacy and Cultural Standards. In addition, this course is modeled on standards established by the Center for Civic Education and the National Council of Social Studies.

Alaska Content Standard	Action Learning Strategies/Goals
<b>Government and Citizenship</b>	
<b>A</b> • society's definition of authority, rights, responsibilities, through governmental process	refine understanding of the Constitution the Bill of Rights, government, public policy, and the policy- making process
<b>B</b> • constitutional foundations of American political system; democratic ideals of this nation	identify the role of legislation and legislators in making and implementing public policy
<b>C</b> • character of the government of the state	model the role of citizens monitoring / influencing public policy
<b>E</b> • knowledge / skills to participate effectively as an informed, responsible citizen	implement a simulated congressional hearing or implement a student civic project
<b>History</b>	
<b>A</b> • history linking record of human experiences: past to present to future	inquiry into the historical /philosophical foundations of the American political system
<b>B</b> • historical themes integrating factual knowledge of time, places, ideas, institutions, cultures, people, and events	analyze the fundamentals: the Constitution, the Bill of Rights, and the branches and levels of government
<b>D</b> • integration of historical knowledge with historical skill to effectively participate as a citizen and a lifelong learner	elaborate the role of citizens in American democracy
<b>English / Language Arts</b>	
<b>A</b> • speak / write for a variety of purposes and audience	design of small group community service projects that incorporate public policy at the local level
<b>B</b> • competently and thoughtfully read, listen, and view literature, technical materials, and varied text	incorporate local, state and national resources to facilitate, review and judge student civic projects
<b>C</b> • utilize multiple strategies to complete projects	implement a simulated legislative hearing culminating the study of constitutional themes, class strategies, and civic responsibility
<b>D</b> • think logically and reflectively in presenting and explaining positions based on relevant and reliable information	
<b>E</b> • understand and respect the perspectives of others in order to communicate effectively	



## MATHEMATICS

NUMERATION	MEASUREMENT	ESTIMATION & COMPUTATION	FUNCTIONS & RELATIONSHIPS	GEOMETRY	STATISTICS/PROBABILITY	PROBLEM-SOLVING	COMMUNICATION	REASONING	CONNECTIONS
<p>Read, write, model, and order real numbers, explaining scientific notation, exponents, and percents.</p> <p>Model counting in a different base system.</p> <p>Translate between equivalent representations of the same number. Select a representation that is appropriate for the situation.</p> <p>Describe and model the relationship of fractions to decimals, percents, ratios, and proportions.</p> <p>Use, explain, and define the rules of divisibility, prime and composite numbers, multiples, and order of operations.</p> <p>Use commutative, identity, associative, and distributive properties with variables.</p>	<p>Estimate and measure various dimensions to a specified degree of accuracy.</p> <p>Estimate and convert measurements within the same system.</p> <p>Use a variety of methods and tools to construct and compare plane figures.</p> <p>Describe and apply the relationships between dimensions of geometric figures to solve problems using indirect measurement; describe and apply the concepts of rate and scale.</p> <p>Apply information about time zones and elapsed time to solve problems.</p>	<p>Apply, explain, and assess the appropriateness of a variety of estimation strategies including truncating and rounding to compatible numbers.</p> <p>Apply basic operations efficiently and accurately, using estimation to check the reasonableness of results.</p> <p>Add and subtract fractions, decimals, and percents.</p> <p>Multiply and divide rational numbers in various forms including fractions, decimals, and percents.</p> <p>Convert between equivalent fractions, decimals, percents, and proportions. Convert from exact to decimal representations of irrational numbers.</p> <p>Solve problems using ratios and proportions.</p>	<p>Identify numeric and geometric patterns to find the next term and predict the <math>n</math>th term.</p> <p>Identify and describe how a change in one variable in a function affects the remaining variables (e.g., how changing the length affects the area and volume of a rectangular prism).</p> <p>Use a calculator to find a missing item in an arithmetic sequence; predict the graph of each function.</p> <p>Translate among and use tables of ordered pairs, graphs on coordinate planes, and linear equations as tools to represent and analyze patterns.</p> <p>Find the value of a variable by evaluating formulas and algebraic expressions for given values.</p>	<p>Identify, classify, compare, and sketch regular and irregular polygons.</p> <p>Model, identify, draw, and describe 3-dimensional figures including tetrahedrons, dodecahedrons, triangular prisms, and rectangular prisms.</p> <p>Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes.</p> <p>Estimate and determine volume and surface areas of solid figures using manipulatives and formulas; estimate and find circumferences and areas of circles.</p> <p>Draw and describe the results of transformations including translations (slides), rotations (turns), reflections (flips), and dilations (shrinking or enlarging).</p> <p>Use coordinate geometry to represent and interpret relationships defined by equations and formulas including distance and midpoint.</p> <p>Draw, measure, and construct geometric figures including perpendicular bisectors, polygons with given dimensions and angles, circles with given dimensions, perpendicular and parallel lines.</p>	<p>Collect, analyze, and display data in a variety of visual displays including frequency distributions, circle graphs, box and whisker plots, stem and leaf plots, histograms, and scatter plots with and without technology.</p> <p>Interpret and analyze information found in newspapers, magazines, and graphical displays.</p> <p>Determine and justify a choice of mean, median, or mode as the best representation of data for a practical situation.</p> <p>Make projections based on available data and evaluate whether or not inferences can be made given the parameters of the data.</p> <p>Use tree diagrams and sample spaces to make predictions about independent events.</p> <p>Design and conduct a simulation to study a problem and communicate the results.</p>	<p>Analyze and summarize a problem using the relationships between the known facts and unknown information.</p> <p>Select, modify, and apply a variety of problem-solving strategies including graphing, inductive and deductive reasoning, Venn diagrams, and spreadsheets.</p> <p>Evaluate, interpret, and justify solutions to problems.</p>	<p>Use math vocabulary, symbols, and notation to represent information in the problem.</p> <p>Represent a problem numerically, graphically, and symbolically; and translate among these alternative representations.</p> <p>Use appropriate vocabulary, symbols, and technology to explain, justify, and defend mathematical solutions.</p>	<p>Use informal deductive and inductive reasoning in both concrete and abstract contexts.</p> <p>State counterexamples to disprove statements.</p> <p>Justify and defend the validity of mathematical strategies and solutions using examples and counterexamples.</p>	<p>Apply mathematical skills and processes to science and humanities.</p> <p>Apply mathematical skills and processes to situations with peers and community.</p>

## READING

Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text.	Rehearse and read texts aloud to an audience, in performances such as readers' theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses.	Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience.	Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details.	Read and follow multi-step directions to complete a task, and identify the sequence prescribed.	Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry).	Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story.	Differentiate between fact and opinion in text.	Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections.	Compare and contrast how texts reflect historical and cultural influences.
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## WRITING

Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion.	Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences.	Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work.	Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose.	List and document sources using a given format.
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**The Alaska Performance Standards are measurable expectations of what students should know and be able to do in reading, writing and mathematics at four key benchmark ages: 5-7, 8-10, 11-14, and 15-18. Students will take the Alaska Benchmark Examinations in grades three, six and eight. Beginning with the Class of 2002, high school students will need to pass the Alaska High School Qualifying Examination in order to receive a graduation diploma. These examinations will be based on the Alaska Performance Standards. The Alaska Performance Standards have been adopted by the State Board of Education.**

