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Alaska Adult Education **CONTENT STANDARDS**

Content Standards for:

Social Studies

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Overview of the Alaska Adult Education Content Standards

While the Alaska Social Studies Standards provide a strong foundation for instruction and outline the key content, concepts, ideas, and understandings central to the Alaska context that honor and respect varied perspectives and experiences, adult learners in Alaska require specific competencies to meet the demands of postsecondary training, employment, civic engagement, and personal financial decision making. Recognizing this need, Alaska Adult Education contracted with the American Institutes for Research® (AIR®) to develop college and social studies standards tailored to adult learners in Alaska.

These standards do not prescribe specific classroom instruction. Instead, they provide a framework for adult educators to design effective and focused instruction. The goal is to translate the standards into curricula and lesson plans that provide rigorous instruction, enabling students to acquire the knowledge and skills necessary to actively engage in civic life; understand historical and cultural contexts; and apply economic and geographic concepts in academic, professional, and personal situations. Educators can use activities, assignments, formative and summative assessments to evaluate student progress in mastering the essential knowledge and competencies identified in the standards.

The development of these standards began with a thorough analysis of the [Alaska Social Studies Standards](#) as well as the consultation with the [GED Social Studies Assessment Guide for Educators](#), the [National Standards for Personal Financial Education](#), and the [National Financial Educators Council Learner Standards and Framework for High School, College, and Adults](#). These resources provided valuable benchmarks and insights, ensuring that the standards reflected national expectations and Alaska's unique context. This process involved closely examining existing standards to adapt them to the needs of adult learners, with particular attention to the realities of Alaskan adult education classrooms.

Each component of the Alaska Social Studies Standards was carefully reviewed and revised where necessary to ensure relevance and accessibility for adult education instructors. These revisions included refining anchor standards and level-specific standards to align with the knowledge and skills that adult learners require for college and career readiness. Special attention was given to incorporating elements of history, civics, economics, and geography, as well as practical financial literacy skills, reflecting the comprehensive nature of social studies.

The success of this initiative relied heavily on collaboration with Alaska's adult educators. Their contributions, feedback, and expertise were instrumental in shaping the standards to reflect the challenges and opportunities of adult education in Alaska. This partnership ensured that the resulting standards were not only rigorous but also practical, offering clear pathways for learners from foundational levels through college and career readiness.

The following individuals shared their time and expertise:

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List of Adult Education Social Studies Anchor Standards

The standards that resulted from the work described above are presented in this document.

Inquiry Standards

The inquiry standards outline essential skills within social studies and are designed to be used in concert with the content standards throughout the course of study, as applicable. Students, working both independently and collaboratively, explore significant topics in social studies using the inquiry process. This involves analyzing foundational knowledge, formulating questions, employing research tools, evaluating evidence, drawing and sharing conclusions, and taking informed action.

1. Demonstrate an understanding of how to develop questions and plan inquiries.
2. Demonstrate an understanding of how to evaluate sources and evidence.
3. Demonstrate an understanding of how to develop claims.
4. Demonstrate an understanding of how to communicate and critique conclusions.
5. Demonstrate an understanding of informed civic discourse and engagement.

Civics Standards

1. Demonstrate an understanding of civic and political institutions and systems.
2. Demonstrate an understanding of participation and deliberation.
3. Demonstrate an understanding of processes, rules, and laws.
4. Demonstrate an understanding of Alaska's governments.
5. Demonstrate an understanding of the rights, roles, and responsibilities of citizens.

Economics Standards

1. Demonstrate an understanding of economic systems, models, and markets.
2. Demonstrate an understanding of decision-making and personal finance.
3. Demonstrate an understanding of the national economy.
4. Demonstrate an understanding of the global economy.
5. The student demonstrates an understanding of Alaska Economies: State, Local, and Tribal.

Geography Standards

1. Demonstrate an understanding of human environment interaction, including place, regions, and culture.
2. Demonstrate an understanding of global interconnections, such as changing spatial patterns.
3. Demonstrate an understanding of geographic representations and reasoning.
4. Demonstrate an understanding of human populations, including spatial patterns and movement.
5. Demonstrate an understanding of the geography of Alaska.

History Standards

1. Demonstrate an understanding of varied perspectives.
2. Demonstrate an understanding of historical sources and evidence.
3. Demonstrate an understanding of change, continuity, and context.
4. Demonstrate an understanding of historical thinking.
5. Demonstrate an understanding of Alaskan history.

The Social Studies Anchor Definitions¹

Inquiry

Develop Questions and Plan Inquiries

The development of enduring questions is essential to the study of each social studies discipline. Enduring questions are open ended, compelling, and centered on significant unresolved issues. Enduring questions focus on real-world issues and concerns; these questions deal with curiosity about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response. Compelling questions have no one answer.

Evaluate Sources and Evidence

Whether students are constructing opinions, explanations, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task. They also need to understand that there are general Common Core literacy skills—such as identifying an author’s purpose, main idea, and point of view—that will help in evaluating the usefulness of a source.

Develop Claims

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims often will be tentative and probing. As students delve more deeply into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence that students have selected from the sources they have consulted.

Communicate and Critique Conclusions

A student’s ability to communicate their own conclusions effectively and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations, and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to use newer media forms to share their conclusions and hear the voices of those whose conclusions may be different.

¹ Adapted from the [Alaska Social Studies Standards](#).

Informed Civic Discourse and Engagement

Civic discourse focuses on developing the skills for communicating with one another about the challenges of public issues to enhance both individual and group understanding. It also involves enabling effective decision making aimed at finding consensus, compromise, or—in some cases—addressing disparities through dissent. Civic engagement involves working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values, and motivation to make that difference.

Civics

Civic and Political Institutions and Systems

Knowledge of law, politics, and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

Participation and Deliberation

Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply both to official institutions and to informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in important texts such as the founding documents of the United States. It also means coming to understand the various arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement—their own and that of other people from the past and present.

Processes, Rules, and Laws

Determining how groups of people make decisions, govern themselves, and address public problems is a key component of functioning in a democratic republic. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems.

Alaska’s Governments

Alaska’s government influenced the history and culture of the citizens of Alaska. These standards promote understanding of the functions of local government, where applicable.

Rights, Roles, and Responsibilities of Citizens

Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers. It also includes civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, which citizens should use when they interact with each other on public matters. It means understanding the various arguments made about the underlying principles and founding documents and their meanings.

Economics

Economic Systems, Models, and Markets

Economic systems include developing an understanding of how people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit, foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

Decision Making and Personal Finance

People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Because most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision-making.

The National Economy

Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standard of living. All markets working together influence economic growth and fluctuations in well-being. [Monetary](#) and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed at reducing inflationary or deflationary pressures, increasing employment or decreasing unemployment levels, and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth.

The Global Economy

Economic globalization occurs with the cross-border movement of goods, services, technology, and information and through human, physical, and financial capital. Understanding why people specialize and trade and how those actions lead to increased economic interdependence is fundamental in understanding how the world economy functions. Although trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

Alaska Economies: State, Local, and Tribal

Alaska's economy is dynamic; it encompasses a combination of metropolitan, rural, and Tribal economies. The state economy is driven primarily by the goods and services produced in the state, including oil production, fishing, federal and state expenditures (both civilian and military), research and development, and tourism. These standards promote economic skills and reasoning, where applicable.

Geography

Human Environment Interaction: Place, Regions, and Culture

Interconnections occur in both human and physical systems. All these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human interactions and interconnections speed the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations.

Global Interconnections: Changing Spatial Patterns

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All these interconnections create complex spatial patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.

Geographic Representations and Reasoning

Creating maps and using [geospatial technologies](#) require a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings. Once a map or other representation has been created, it prompts new questions concerning the locations, spaces, and patterns depicted. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.

Human Populations: Spatial Patterns and Movement

The size, composition, distribution, and movement of human populations are fundamental, active features on Earth's surface. The causes and consequences of migration are influenced by cultural, economic, and environmental factors. Past, present, and future conditions on Earth's surface cannot be fully understood without asking and answering questions about the spatial patterns of the human population.

Geography of Alaska

The promotion of geographic knowledge and skills specific to Alaska is essential to understand the places and environments throughout Alaska. These standards promote investigative and problem-solving skills both inside and outside the classroom, where applicable.

History

Perspectives

History is interpretive. Even if individuals are eyewitnesses of an event, they construct different accounts of that event. Those accounts are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a variety of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change over time, so

historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as *historical sources* or *primary sources*, include written documents, but they also can include objects, artistic works, oral accounts, landscapes that humans have modified, and even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date. The selection process also requires paying attention to the wider historical context to choose sources that are relevant and credible. Examination of sources often leads to further questions as well as answers in a spiraling process of inquiry.

Change, Continuity, and Context

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors.

Historical Thinking

Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Alaskan History

Alaskan history has been influenced by, and has influenced, many factors throughout history. The focus of Alaskan history is on the study of the environment, [Indigenous](#) and immigrant residents, and institutions of Alaska, with specific study of the social, economic, and political history of Alaska, and on educational institutions and laws that affect the people of Alaska. The Alaska history standards give perspective and meaning to the people, ideas, and events that shaped the state. These standards address clear Alaska connections in the history standards, where applicable.

The Alaska Adult Education Content Standards for Social Studies²

Introduction to Social Studies Standards

The Alaska Adult Education Social Studies Standards reflect a commitment to preparing adult learners for active and informed participation in civic life, postsecondary education, and the workforce. These standards are grounded in evidence-based practices and emphasize the development of critical thinking, analytical reasoning, and problem-solving skills through the study of civics, economics, geography, history, and inquiry-based practices.

The standards represent a meaningful shift in adult education, moving beyond the traditional focus on rote memorization to an emphasis on fostering civic engagement, social responsibility, and cultural awareness. The Alaska Adult Education Social Studies Standards are designed to:

1. Encourage the integration of disciplinary knowledge with inquiry-based skills, including questioning, investigating, evaluating evidence, and communicating conclusions.
2. Support learning that connects students to their communities and the broader world, preparing them to make informed decisions for the public good.
3. Promote a deep understanding of varied perspectives and experiences, honoring Alaska's unique cultural context and Alaska Native and [Indigenous](#) ways of knowing.

These standards set high expectations for adult learners, empowering them to critically analyze social, political, and economic systems; understand the complexities of historical and contemporary issues; and actively participate in their communities.

In reading the standards, it is important to keep in mind that they identify the knowledge and skills that students are able to demonstrate **when they exit or master a particular level**. In other words, students within that level are not expected to have that knowledge or those skills yet; rather, students are working toward cultivating those competencies, which may involve building some foundational knowledge and skills.

In implementing the standards, teachers should apply culturally relevant approaches in their instruction that align with the [Alaska Cultural Standards for Educators](#) and implement a curriculum that meets the [Cultural Standards for Curriculum](#). Some useful resources include the [Alaska Native Knowledge Network](#) and [Indigenous Knowledge Systems/Alaska Native Ways of Knowing](#).

Organization of the Social Studies Standards

The charts below contain the social studies standards from the earliest levels of learning through adult secondary education. The standards have been bundled into five groupings that reflect adult education levels of learning: Beginning Adult Basic Education Literacy, Beginning Basic Education, Low Intermediate Basic Education, High Intermediate Basic Education, and Adult Secondary Education.

The Alaska Social Studies Standards consist of two distinct types: inquiry standards and content anchor standards. The **inquiry standards** outline essential skills within social studies and are designed to be used alongside the content standards throughout the course of study. Students, working both

² Adapted from the [Alaska Social Studies Standards](#).

independently and collaboratively, explore significant topics in social studies using the inquiry process. This involves analyzing foundational knowledge, formulating questions, employing research tools, evaluating evidence, drawing and sharing conclusions, and taking informed action.

The **content anchor standards** are separated into four disciplinary strands: Civics, Economics, Geography, and History. Each strand is headed by a strand-specific set of anchor standards that serve as the goal for all levels of learning. Each *level-specific standard* corresponds to the same-numbered anchor standard. In other words, each anchor standard identifying broad social studies skills has a corresponding level-specific standard that illustrates specific level-appropriate expectations that students in that level are working to acquire and master by the time they have completed that level.

Exhibit 1. Organization of Alaska Social Studies Anchor Standards

Strand	⇒	Civics Standards				
Level	⇒	Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor Standard	⇒	Anchor 1: Demonstrate an understanding of civic and political institutions and systems.				
Level-Specific Standards	⇒	<ul style="list-style-type: none">Identify leaders in the student's local community and describe their roles and responsibilities.Explain the need for rules at home, at school, and in the community.	<ul style="list-style-type: none">Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.Identify key documents on which local and state laws are based and where to find them.	<ul style="list-style-type: none">Identify and explain the importance of key national documents and determine their impact on governance.Explain the origins, functions, and structure of different systems of	<ul style="list-style-type: none">Identify the factors that led to the growth of representative government in colonial societies.Examine the drafting and ratification of the U.S. Constitution and the Bill of	<ul style="list-style-type: none">Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited

Inquiry Standards

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 1: Demonstrate an understanding of how to develop questions and plan inquiries.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Construct a variety of questions about social studies topics with guidance from instructor or peers. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Construct a variety of questions about social studies topics. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Construct compelling questions and explain the importance of the questions to self and others. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Formulate clear and focused questions that require investigation about a variety of topics. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question.
Anchor 2: Demonstrate an understanding of how to evaluate sources and evidence.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Interact with a variety of primary and secondary sources. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Gather facts from teacher-curated sources to answer questions. Determine whether a source is primarily fact or opinion. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Gather relevant information from multiple credible sources to address compelling questions or research. Determine whether a source is primary or secondary. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Evaluate sources of information by examining origin, author, context, and content. Differentiate between reliable and unreliable sources. Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources. Evaluate the credibility of a source by examining how experts value the source. Recognize author or expert bias.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 3: Demonstrate an understanding of how to develop claims.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • With support, identify sources that address a specific topic. • With support, classify statements as facts or opinions. • With support, identify sources that can be used to support specific opinions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Identify sources that address a specific topic. • Classify statements as facts or opinions. • Identify sources that can be used to support specific opinions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Cite evidence that supports a response to supporting or compelling questions. • Develop claims in response to compelling questions and identify specific evidence that supports the claims. • Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Cite primary and secondary sources to support a well-constructed argument. • Utilize evidence to construct arguments that address historical events and societal changes. • Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Develop a defensible claim using evidence from multiple sources and perspectives. • Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor 4: Demonstrate an understanding of how to communicate and critique conclusions.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Differentiate their own opinion from others. • Respectfully ask and answer questions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Clearly communicate opinions and the underlying facts supporting them. • Ask clarifying questions to better understand others' opinions and perspectives. • Present explanations using a variety of print, oral, and digital technologies. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Present opinions and explanations using a variety of print, oral, and digital technologies. • Critique the motives behind different perspectives. • Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Evaluate the significance of historical events by considering their impact on the development of societies and cultures. • Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends. • Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • Critique the use of the reasoning, sequencing, and supporting details of explanations. • Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 5: Demonstrate an understanding of informed civic discourse and engagement.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Participate in deliberative and democratic procedures for classroom problem-solving. Explain ways to individually or collaboratively address local or regional problems or issues. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Express ideas clearly and concisely in both written and verbal forms. Actively engage in discussions, asking clarifying questions and responding thoughtfully. Articulate and defend viewpoints in respectful discussions. Collaborate with others to find common ground and propose solutions to civic issues. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.

Civics Standards

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 1: Demonstrate an understanding of civic and political institutions and systems.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify leaders in the student's local community and describe their roles and responsibilities. Explain the need for rules at home, at school, and in the community. Explain what governments are and some of their functions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. Identify key documents on which local and state laws are based and where to find them. Explain the origins, functions, and structure of state and Tribal governments in Alaska. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify and explain the importance of key national documents and determine their impact on governance. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify the factors that led to the growth of representative government in colonial societies. Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government. Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights. Identify and explain the three branches of the federal government (executive, legislative, judicial) and their roles in creating, implementing, and interpreting laws. Analyze the role of state, local, and Tribal governments and their relationship to the federal government. Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government. Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels. Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 1: Continued			<ul style="list-style-type: none"> Examine the structure and functions of the U.S. Congress in making laws and representing constituents. Analyze the role of the president in the executive branch, including their powers, responsibilities, and interactions with other branches of government. Examine the structure and function of the judicial branch in interpreting the meaning of laws. 	
Anchor 2: Demonstrate an understanding of participation and deliberation.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Demonstrate active listening and positive interactions with group members and at class meetings. Compare the student's own point of view on a topic with a peer's point of view on the same topic. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Discuss the importance of having processes for making decisions as a group. Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group. Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Investigate the impact of events on colonial governance and social structures. Investigate the role of social movements and protests in shaping American society and politics. Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process. Evaluate the impact of public policies on various groups within society. Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Use strategies to evaluate current event sources for bias and identify noncredible sources. Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States. Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy. Develop a position regarding the most effective electoral system at the local, Tribal, state, or national level based on evidence from multiple sources and perspectives.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 3: Demonstrate an understanding of processes, rules, and laws.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify ways that students can work together to improve the classroom environment over time. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify and participate in ways that people can influence the local community and organize solutions through action. Illustrate historical and contemporary means of changing society in Alaska. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Research problems or issues and propose solutions using the appropriate public process. Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Investigate the election process and its impact on representation. Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions. Examine the conflicting interests between Native American tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies. Identify key events and policies related to westward expansion. Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes and related consequences. Discuss the methods used to change societies, promote the common good, and protect civil and human rights. Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights. Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies. Explain the significance and impact of landmark Supreme Court cases. Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 4: Demonstrate an understanding of Alaska’s governments.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe and identify local and state symbols. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explore and describe various government structures within Alaska. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Compare and contrast the three branches of national government along with their impact on Alaska. 	NOTE: This anchor standard is not addressed in this level.	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how the Alaska constitution creates a system of government with three branches, limited powers, and federalism, and evaluate the unique features of Alaska’s constitution. Express the unique challenges in governing Alaska due to its geography. Compare and contrast the services provided by local, state, and Tribal governments.
Anchor 5: Demonstrate an understanding of the rights, roles, and responsibilities of citizens.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Identify some of the rights of American citizens and residents. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe and define the rights, roles, and responsibilities of residents of Alaska. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explore the rights and responsibilities of people in a representative democracy. Analyze the significance of civic participation through activities such as voting, community service, and advocacy. Investigate the role of media and technology in shaping public opinion and facilitating civic engagement. Reflect on the responsibilities of active citizenship and the potential for individual and collective impact. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Analyze the relationship between rights and responsibilities of members of a representative democracy. Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy. Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. Apply elements of civic discourse in the classroom and in the broader community. Recognize historic inequalities in the United States and Alaska.

What It Looks Like in Practice

In the following scenario, Bridget, an Adult Basic Education instructor, designs a civic education lesson for her multilevel class (Beginning-Low Intermediate level), aligning with Alaska Adult Education Social Studies standards. The class includes students with varying literacy development levels. The lesson aims to build a foundational understanding of the U.S. Constitution and its relationship to federal, state, and local laws.

Implementing the Alaska Adult Education Social Studies Standards to Support ABE Learners

Selected Civics Standards:

- Anchor 1: Demonstrate an understanding of civic and political institutions and systems. Identify and explain the importance of key national documents and determine their impact on governance. (Low Intermediate Basic Education)

Selected Inquiry Standards:

- Anchor 2: Demonstrate an understanding of how to evaluate sources and evidence.
 - Gather relevant information from multiple credible sources to address compelling questions or research. (Low Intermediate Basic Education)

Bridget begins her lesson by engaging her multilevel adult basic education class with two foundational questions: “Where do laws come from?” and “Why do we need laws?” This discussion sets the stage for an introduction to the U.S. Constitution as “The Law of the Land,” emphasizing that all laws in the United States must align with its principles. To build background knowledge, students watch a short video from the National Constitution Center that explains the Constitution’s purpose and structure. They are asked to listen for specific information: the purpose of the Preamble, how the Constitution ensures no single branch of government becomes too powerful, and how it addresses the relationship between federal and state governments. After the video, students discuss these questions in small groups to deepen their understanding.

To extend the lesson, Bridget introduces key national documents such as the Declaration of Independence, the Bill of Rights, and a couple of landmark Supreme Court decisions using simplified summaries. Each group chooses a different document to explore to determine its purpose, key principles, impact on governance, and how these documents influence their daily lives. Students also gather information from multiple credible sources, such as simplified online articles or videos, to address questions related to the Constitution. Groups then present their findings to the class using visual aids like posters or slides to support their explanations. Bridget provides sentence starters and vocabulary lists to help students articulate their points.

Economics Standards

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 1: Demonstrate an understanding of economic systems, models, and markets.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Compare and contrast goods produced in the local community with those produced elsewhere. • Identify prices of products in a local market. • Explain how people earn income and define income. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Explain what it means for an individual and/or business to specialize and/or trade. • Explain the role of money in making exchange easier. • Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States. • Explain how and why people earn money. • Describe examples of costs of production for local goods and services. • Describe the role of banks in an economy. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded. • Examine the differences between the current exchange system and the exchange system in place within the American colonies. • Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history. • Explain how profits influenced sellers in early American markets. • Describe the role of other financial institutions in an economy. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Analyze how the exchange of goods contributed to the development of global trade. • Examine the economic systems of different colonial regions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Explain the strengths and weaknesses of a command economy, a market economy, and a traditional economy. • Explain the roles of buyers and sellers in product, labor, and financial markets. • Describe the role of competition in the determination of prices and wages in a market economy. • Explain how externalities (both positive and negative) influence the market. • Compare and contrast a command economy, market economy, and traditional economy. • Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 2: Demonstrate an understanding of decision-making and personal finance.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Identify and differentiate between physical and digital currency (e.g., cash, coins, credit cards, and online payments). • Identify and document short- and long-term financial goals. • Explain how having a budget may affect financial well-being and develop a simple budget. • Explain the importance of saving money and identify basic saving tools (e.g., piggy bank, basic savings account). 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Recognize the value of different currencies and compare U.S. currency to foreign currencies. • Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice. • Analyze and explain how spending habits affect ability to save. • Create a simple monthly budget that includes income and expenses. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Discuss the concept of currency exchange rates and how they fluctuate. • Summarize factors that affect a positive credit rating and discuss strategies for protecting financial security. • Assess the long-term financial impact of taking out a loan (e.g., student loans, mortgages). 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Analyze the impact of digital currencies, like cryptocurrencies, on global economies. • Investigate how choices impact personal financial security. • Develop a comprehensive spending plan, incorporating taxes, emergency funds, insurance payments, investment, and debt payments. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Explain the various types of currency. • Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts. • Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending. • Calculate the total cost of repaying a loan under various rates of interest and over different time periods.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
<p>Anchor 2: Continued</p> <p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> List common jobs and career sectors. Identify basic types of insurance (e.g., health, auto, renter's). Define taxes and identify common types (e.g., income tax, sales tax). 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Explore entry-level opportunities within career sectors and the skills required for them. Describe how insurance protects against financial loss in specific scenarios. Describe how various taxes are collected including local, state, and federal taxes. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Analyze local or regional economic sectors and identify emerging industries or growth areas. Design a personal savings plan that reflects current lifestyle needs and contributes toward retirement future. Identify tax deductions and credits and their impact on personal finances. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Define cost-benefit analysis, trade-offs, and opportunity costs. Evaluate tax policies and their implications for individuals and communities. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify different types of jobs, career sectors, business and nonprofit development opportunities, and other opportunities to personally contribute in the economic workforce. Explain various types of insurance and the purpose of using insurance to protect financial interests. Describe the role of taxes in personal finance and public services.
Anchor 3: Demonstrate an understanding of the national economy.				
<p>NOTE: This anchor standard is not addressed until the Beginning Basic Education level.</p>	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Define and illustrate examples of capital goods and human capital. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Explain the importance of improving capital goods and human capital over time. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Explain how the relationship between capital investments and the means of production contribute to the size and development of national economies. Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time. Examine the impact of government policies or regulations experienced by a variety of markets, including individuals, businesses, communities, and states.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 4: Demonstrate an understanding of the global economy.				
		NOTE: This anchor standard is not addressed until the High Intermediate Basic Education level.	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.
Anchor 5: The student demonstrates an understanding of Alaska Economies: State, Local, and Tribal.				
		NOTE: This anchor standard is not addressed until the High Intermediate Basic Education level.	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Explain how local, Tribal, and state government agencies work to sustain resources and promote economic development in Alaska. Describe the importance of the purchase of Alaska. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Analyze the Alaska Permanent Fund Corporation and the Alaska Permanent Fund Dividend. Explain the state tax structures within Alaska. Describe the role of your Alaska Native Claims Settlement Act (ANCSA) regional corporation or agency. Describe the economic differences between ANCSA regional and local village corporations and Tribal and local governments. Construct an argument about the benefits and/or drawbacks of the profit-sharing structure of ANCSA regional corporations. Evaluate the impact of Tribal, local, state, and federal governmental policies on the economic well-being of Alaska citizens.

Geography Standards

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 1: Demonstrate an understanding of human environment interaction, including place, regions, and culture.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Identify cultural characteristics of the local community. Describe local weather and how it affects individuals and their activities. Identify cultural characteristics of the local community. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in Alaska. Discuss how culture influences the way people modify and adapt to their environments in Alaska. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Examine how environmental and cultural characteristics influenced population distribution in the early American colonies. Collaborate to create a plan for future preservation or use of Alaska's resources. Analyze how culture influences the way people modified and adapted to their environments in the early American colonies. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal nation or Indigenous peoples group. Analyze the push and pull factors that influenced early people to migrate. Investigate the interplay between Indigenous cultures of the Americas and their environment. Identify the spiritual, cultural, and economic significance of geographic features in Indigenous communities. Demonstrate an understanding of the defining characteristics and placement of global regions. Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks. Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems. Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales. Assess how natural and human-made environmental changes affect the sustainability of contemporary and traditional practices Use evidence to document and explain the development and evolution of Alaska Native societies and cultures. Analyze the environmental changes that have resulted from resource extraction from Alaska. Compare and contrast Indigenous and Western understandings of resources. Analyze the geopolitical importance of Alaska's strategic location in the circumpolar north.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 2: Demonstrate an understanding of global interconnections, such as changing spatial patterns.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Compare physical and cultural characteristics of the local community to another Alaskan community. • Describe how the consumption of products connects people in the local community to nearby communities. • Describe types of natural disasters common to the local region. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Describe why environmental characteristics vary among different regions in Alaska. • Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places. • Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.). 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Explain why environmental characteristics vary among different regions in the United States. • Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries. • Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Evaluate the long-term impact of the Columbian Exchange. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> • Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. • Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration. • Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations. • Cite and compare historical arguments about the purchase of Alaska from Indigenous, Russian, and American perspectives. • Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska's geopolitical importance and the exploitation of Alaska's resources. • Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/Oceania. • Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 3: Demonstrate an understanding of geographic representations and reasoning.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Identify and name rivers, lakes, and mountains on a map of the local area. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Use maps, satellite images, photographs, graphs, charts, and other graphic representations to explain relationships between the locations of places in Alaska and their environmental characteristics. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Use maps, satellite images, photographs, graphs, charts, and other graphic representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Research and locate on a map Indigenous place names, landmarks, and sacred sites throughout North, Central, and South America. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Use maps, satellite images, photographs, graphs, charts, and other graphic representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.
Anchor 4: Demonstrate an understanding of human populations, including spatial patterns and movement.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Identify people and goods that travel from the local community to another place. Describe ways people in the local community use local environments to meet their daily needs. Describe local economic activities. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska. Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska. Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies. Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies. Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Investigate patterns of migration of early people as they settled across Alaska and North, Central, and South America. Identify trade routes and networks that facilitated the exchange of goods, ideas, and cultures between continents. Evaluate the consequences of the Atlantic slave trade. Describe the characteristics of a civilization and connect that information to real-world examples. Display knowledge of complex and varied characteristics of cultures across time and place. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how massive immigration after 1870 led to new social patterns, conflicts, and ideas of national unity. Assess the ongoing effects of changing climate on Alaska's landscapes and societies. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 4: Continued				
				<ul style="list-style-type: none"> Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time. Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. Assess the effects of the Atlantic slave trade—including its economic, social, and political effects—on the African communities of origin.
Anchor 5: Demonstrate an understanding of the geography of Alaska.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Identify what makes Alaska geographically unique. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe how the Alaska Native population came to Alaska. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how the geographic resources of Alaska led to the state's economic development. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Examine the reciprocal relationship between Alaska Native peoples and Alaska's environment. Compare and contrast cultural conceptions and spatial patterns between rural and urban areas of Alaska. Examine how national and international economic and political decisions impact Alaska's environment. Assess how human-imposed and natural borders have influenced Alaska's cultural identities, resource development, and economic and political decision-making.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
<i>Anchor 5: Continued</i>				<ul style="list-style-type: none"> Assess the cultural- political development of Alaska's Indigenous societies as a means of thriving on the land and its resources. Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska.

History Standards

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 1: Demonstrate an understanding of varied perspectives.				
<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Describe an event from two different perspectives. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Analyze connections among historical context and people's perspectives in the American colonies. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Compare and contrast perspectives through primary and secondary source research. Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic. Evaluate how different groups viewed westward expansion and the policies of Indian Removal. 	<p><u>By the end of this level, students will be able to:</u></p> <ul style="list-style-type: none"> Compare and contrast Indigenous, Russian, and American understandings of land claims and land stewardship. Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in World War II and subsequent war crime tribunals. Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post-World War I period. Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state, and federal policies regarding fish and game management. Explore and demonstrate the contemporary and current significance of cultural holidays like Juneteenth, Indigenous People's Day, and Elizabeth Peratrovich Day.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 2: Demonstrate an understanding of historical sources and evidence.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how historical sources can be used to study the local community's past. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Gather information from multiple historical sources about major events in Alaska's history. Describe the purpose of an Alaska historical document. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Gather and compare information provided by different historical sources about early American history. Using an early American historical source, infer the audience and purpose of the document. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Examine multiple explanations for how people came to Alaska. Explain how the perspectives of people in the present shape interpretations of the past. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance. Analyze the social, political, and cultural contributions of movements, such as modernism, the Harlem Renaissance, the New Woman, the progressive era, Civil Rights era, women's suffrage, and the Indian Rights movement.
Anchor 3: Demonstrate an understanding of change, continuity, and context.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Illustrate how communities change over time. Ask questions about significant figures in local history. Illustrate how communities change over time. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how life in various eras of Alaska history compares to life today. Generate questions about, and describe how, specific individuals and groups have shaped local historical events. Explain how life in various eras of Alaska history compares to life today. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Analyze life in early American time periods as it compares to life today. Explore the cultural and societal implications of cultural diffusion. Use a timeline or other representation of related events to compare developments that happened at the same time. Analyze life in early American time periods as it compares to life today. 	<ul style="list-style-type: none"> By the end of this level, students will be able to: Examine the impacts of encounters between explorers and Indigenous populations. Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships. Research the connections between the origins and outcomes of colonization in today's world. Identify the key events of the American Revolution and their significance in the fight for independence. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska. Analyze the major factors that determined the outcome of the Civil War. Explain how the Civil War and Reconstruction created demographic shifts in the United States. Use primary sources and varying perspectives to analyze how the Holocaust shifted American perceptions and policies regarding civil liberties and human rights.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
<i>Anchor 3: Continued</i>		<ul style="list-style-type: none"> Analyze the factors that contribute to the evolution of societies and civilizations. 	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history. Examine the impacts of encounters between explorers and Indigenous populations. Analyze the challenges faced by the newly independent United States. 	<ul style="list-style-type: none"> Evaluate Alaskans' arguments for self-determination and full citizenship rights through the statehood movement. Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries. Assess the social, political, and economic transformation of the United States throughout the 20th century.

Beginning Adult Basic Education Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Adult Secondary Education
Anchor 4: Demonstrate an understanding of historical thinking.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe cause-and- effect relationships based on an event in the classroom. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Identify and describe probable causes and effects of events and developments in Alaska history. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Analyze and explain probable causes and effects of events and developments in early American history. Develop skills in chronological reasoning and understanding cause-and- effect relationships in history. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Describe the technical limitations of historians and archeologists studying the distant past. Evaluate the consequences of the American Revolution on various groups. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Compare and contrast Indigenous and Hispanic peoples’ experiences with assimilation and other immigrants’ experiences as part of expansion across the territorial United States. Understand and contextualize different approaches to territorial expansion by the federal government. Examine the impact of the Great Depression on the American family. Explain the historical developments and policies that resulted in the United States entering World War II. Compare and contrast the political and economic developments leading to the colonization of Alaska.
Anchor 5: Demonstrate an understanding of Alaskan history.				
<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Provide examples of customs, practices, and traditions unique to local Alaska cultures. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explain how national and global events impact Alaska, both in the past and present. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Explore inequality throughout the history of Alaska and its connection to current issues. 	<u>By the end of this level, students will be able to:</u> <ul style="list-style-type: none"> Evaluate the role of significant individuals across different eras of Alaska’s history.

What It Looks Like in Practice

In the following scenario, Bridget, an Adult Basic Education and GED instructor, designs a history lesson for her High Intermediate-level class, aligning with Alaska Adult Education Social Studies standards. The class includes students with varying levels of familiarity with the topic, many of whom have been out of school for several years and are developing their critical thinking and historical analysis skills.

Implementing the Alaska Adult Education Social Studies Standards to Support ABE Learners

Selected History Standards:

- Anchor 1: Demonstrate an understanding of varied perspectives—Evaluate how different groups viewed westward expansion and the policies of Indian Removal (High Intermediate).

Selected Inquiry Standards:

- Anchor 3: Demonstrate an understanding of how to develop claims.
 - Utilize evidence to construct arguments that address historical events and societal changes. (High Intermediate)
 - Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments. (High Intermediate)

Bridget introduces students to the varied perspectives surrounding westward expansion and the policies of Indian Removal by analyzing primary sources and practicing key social studies inquiry skills. Students begin by defining primary and secondary sources, reviewing examples, and discussing their importance in understanding historical events. Students then analyze excerpts from President Andrew Jackson’s “Message to Congress on Indian Removal” (1830) and [Nez Perce Chief Joseph’s “Speech to Congress”](#) (1879), identifying the main ideas and contrasting the viewpoints of the speakers. Bridget uses guided group discussions and a collaborative T-chart activity to compare the justifications, impacts, and broader implications of these policies from government and Native American perspectives.

To deepen their understanding, students watch the Smithsonian’s National Museum of the American Indian video “American Indian Removal: What does it mean to remove a people?” and reflect on these historical events and their human and cultural impact. Finally, students work in groups to develop evidence-based claims addressing the effects of westward expansion and Indian Removal on different groups in the United States. This lesson supports students in understanding analyzing, evaluating various perspectives, and engaging with complex historical issues.

Glossary

These are some key terms used in the Alaska Adult Education Social Studies Standards.

Alaska Permanent Fund Corporation	A state-owned organization that manages the assets of the Alaska Permanent Fund and other designated funds. Its goal is to invest wisely to benefit current and future generations of Alaskans.
Alaska Permanent Fund Dividend	The entity that manages the annual distribution of funds from the Alaska Permanent Fund to eligible residents. It ensures that Alaskans receive their share of the state's oil and mining revenues.
Alaska Native Claims Settlement Act (ANCSA) Regional Corporation	One of 12 corporations established under the Alaska Native Claims Settlement Act (ANCSA) to manage land and financial assets for Alaska Native shareholders. These corporations aim to promote economic development and support the well-being of their communities.
Circumpolar north	A term that refers to the regions surrounding the North Pole, encompassing the Arctic and Subarctic areas. The countries typically considered part of the Circumpolar North are known as the Arctic Eight: Canada, Finland, Denmark (including Greenland and the Faroe Islands), Iceland, Norway, Russia, Sweden, and the United States (Alaska). This region is characterized by its unique environmental conditions, such as extreme cold, permafrost, and unique ecosystems.
Columbian Exchange	The widespread transfer of plants, animals, culture, human populations, technology, and ideas between the Americas and the Old-World following Columbus's voyages.
Command economy	An economic system in which the government controls most economic activities, often found in socialist or communist countries. This system tends to be less flexible and slower to adapt to changes since it is centralized.
Cryptocurrency	A digital currency that operates without a central authority, using a decentralized system to manage issuance and record transactions, and relies on cryptography to prevent fraud and counterfeiting.
Cultural diffusion	The spread of cultural beliefs and social activities from one group to another.
Elizabeth Peratrovich Day	A day observed in Alaska on February 16 each year to honor Elizabeth Peratrovich, a Tlingit civil rights activist. Peratrovich played a crucial role in the passage of the Anti-Discrimination Act of 1945, which was the first anti-discrimination law in the United States. This day celebrates her tireless efforts to combat discrimination against Alaska Natives.
Geospatial technologies	Tools used to gather, analyze, and visualize geographic data, including geographic information systems (GIS), global positioning systems (GPS), and remote sensing.

Indigenous peoples	A broad term that refers to the original inhabitants of a region. In the context of the United States, it includes all Native American tribes, Alaska Natives, and Native Hawaiians. It emphasizes the cultural, historical, and ancestral ties of these groups to their lands.
Market economy	An economic system, also known as <i>capitalism</i> , in which supply and demand from consumers and businesses drive the production, distribution, and pricing of goods and services. In this system, decisions are made through voluntary exchanges in a free market.
Monetary policy	The process by which a central bank, like the Federal Reserve, manages the supply of money and interest rates to achieve macroeconomic objectives.
Nez Perce Chief Joseph	A leader of the Nez Perce tribe who is famous for his resistance to the U.S. government's attempts to force his tribe onto a reservation.
Sovereign tribal nation	A term referring to Indigenous tribes that have the inherent authority to govern themselves within the borders of the United States. These tribes are recognized as distinct, independent political communities with their own systems of governance, laws, and regulations. The U.S. federal government acknowledges their sovereignty through treaties and legal frameworks.
Traditional economy	An economic system based on customs or traditions, relying on individuals with little specialization. It is commonly found in rural areas of second- or third-world countries where farming and other traditional activities are prevalent.