

Foundations Series: American Government © 2010

Correlated to:

Alaska State Content Standards for History

ALASKA STATE CONTENT STANDARDS FOR HISTORY	FOUNDATIONS SERIES: AMERICAN GOVERNMENT © 2010
History	
A. A student should understand that history is a record of human experiences that links the past to the present and the future.	
A student who meets the content standard should:	
1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;	SE/TE: Analyze timelines, S29; Timelines, 27, 30, 64–65, 90, 110, 129, 140–141, 168, 216, 271, 300, 345, 374–375, 383, 430, 449, 536–537, 590, 647
2. know that the interpretation of history may change as new evidence is discovered;	SE/TE: For related content see: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Cause and Effect, S16; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655
3. recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;	SE/TE: Compare Viewpoints, S15; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
4. understand that history relies on the interpretation of evidence;	SE/TE: Draw Inferences and Conclusions, S19; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;	SE/TE: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Cause and Effect, S16; Draw Inferences and Conclusions, S19; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533
6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;	SE/TE: Origins of American Government, 20–47; Political Parties, 100–125; Voters and Voter Behavior, 126–153; Mass Media and Public Opinion, 180–203; Interest Groups, 204–229; Comparative Political Systems, 550–575; Comparative Economic Systems, 576–603
7. understand that history is dynamic and composed of key turning points;	SE/TE: Analyze timelines, S29; Timelines, 27, 30, 64–65, 90, 110, 129, 140–141, 168, 216, 271, 300, 345, 374–375, 383, 430, 449, 536–537, 590, 647

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8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and	SE/TE: For related content see: Our Political Beginnings, 22–26; The Coming of Independence, 28–32; The Critical Period, 33–35; Creating the Constitution, 36–40; Ratifying the Constitution, 41–43; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.	SE/TE: For related content see: Origins of the Modern State, 552–555
B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.	
A student who meets the content standard should:	
1. comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <ul style="list-style-type: none"> a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations; b. human communities and their relationships with climate, subsistence base, resources, geography, and technology; c. the origin and impact of ideologies, religions, and institutions upon human societies; d. the consequences of peace and violent conflict to societies and their cultures; e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender; 	SE/TE: Origins of the State, 6–7; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571; Comparative Economic Systems, 576–603; also see: Timelines, 27, 30, 64–65, 90, 110, 129, 140–141, 168, 216, 271, 300, 345, 374–375, 383, 430, 449, 536–537, 590, 647; Issues of Our Time, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;	SE/TE: For related content see: Our Political Beginnings, 22–26; The Coming of Independence, 28–32; The Critical Period, 33–35; Creating the Constitution, 36–40; Ratifying the Constitution, 41–43; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;	SE/TE: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; "Citizenship 101," 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647

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4. recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and	SE/TE: This standard is met throughout the program. For some key features and strands that address the standard, please see: Biography, 12, 39, 66, 93, 116, 149, 162, 199, 215, 244, 270, 299, 317, 354, 371, 394, 435, 461, 479, 502, 529, 565, 593, 616, 643; Timelines, 27, 30, 64–65, 90, 110, 129, 140–141, 168, 216, 271, 300, 345, 374–375, 383, 430, 449, 536–537, 590, 647; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533
5. evaluate the influence of context upon historical understanding.	SE/TE: For related content see: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
C. A student should develop the skills and processes of historical inquiry.	
A student who meets the content standard should:	
1. use appropriate technology to access, retrieve, organize, and present historical information;	SE/TE: Give a Multimedia Presentation, S21; Digital Age Literacy, S24–S25; also see: Government Online, 3, 18, 21, 46, 49, 74, 77, 96, 101, 124, 127, 152, 155, 178, 181, 202, 205, 226, 231, 248, 251, 280, 283, 308, 313, 338, 341, 360, 363, 386, 389, 404, 407, 438, 443, 464, 467, 490, 493, 518, 521, 546, 551, 574, 577, 598, 603, 630, 633, 656
2. use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;	SE/TE: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655
3. apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and	SE/TE: Social Studies Skills, S14–S29; Chapter Assessment, 18–19, 46–47, 74–75, 96–97, 124–125, 152–153, 178–179, 202–203, 226–227, 248–249, 280–281, 308–309, 338–339, 360–361, 386–387, 404–405, 438–439, 464–465, 490–491, 518–519, 546–547, 574–575, 598–599, 630–631, 656–657

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4. use historical perspective to solve problems, make decisions, and understand other traditions.	SE/TE: Problem Solving, S17; Decision Making, S18; also see: Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571; Comparative Economic Systems, 576–603
D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.	
A student who meets the content standard should:	
1. understand that the student is important in history;	SE/TE: For related content see: “Citizenship 101,” 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Connect to Your World, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
2. solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;	SE/TE: Problem Solving, S17; Decision Making, S18
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;	SE/TE: What do you think?, 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Connect to Your World, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; also see: Analyze Sources, S14; Compare Viewpoints, S15; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655
4. recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;	SE/TE: Compare Viewpoints, S15; Analyze Images (consider context), S28; Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533; also see: Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
5. base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and	SE/TE: “Citizenship 101,” 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Connect to Your World, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
6. create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.	SE/TE: For related content see: Writing, S1–S13; Analyze Graphic Data, S26; Analyze Maps, S27; Analyze Images, S28; Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636; Comparative Economic Systems, 576–603