

ALASKA STATE CONTENT STANDARDS FOR HISTORY	MAGRUDER'S 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: 35, 38, 63, 110, 134, 139, 153, 200, 253, 317, 350, 404, 450, 504, 527, 591, 673, 692, 760
2. know that the interpretation of history may change as new evidence is discovered;	SE/TE: 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760
3. recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;	SE/TE: 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760
4. understand that history relies on the interpretation of evidence;	SE/TE: 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;	SE/TE: 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769
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: 65, 84, 612-617, 618-623, 624-625, 626-630, 639-641
7. understand that history is dynamic and composed of key turning points;	SE/TE: 76, 310, 390, 410, 562, 588, 597, 600, 619, 624
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and	SE/TE: 30-34, 35, 36-42, 48-51, 52-58, 59-62, 63-65
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.	SE/TE: 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760

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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: 30-34, 36-42, 48-51, 52-58, 59-62, 63-65
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: 30-34, 36-42, 48-51, 52-58, 59-62, 63-65, 122-129, 130-136, 137-140, 142-146, 147-149
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: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
4. recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and	SE/TE: 30-34, 35, 36-42, 48-51, 52-58, 59-62, 63-65, 110, 122-129, 130-136, 137-140, 142-146, 147-149, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760
5. evaluate the influence of context upon historical understanding.	SE/TE: 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760
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: 42, 136, 192, 199, 219, 226
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: C1-C23, 27, 43-47, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769

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Correlated to:

Alaska State Content Standards for History

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3. apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and	SE/TE: 11, 42, 51, 75, 109, 114, 136, 149, 155, 168, 181, 192, 199, 208, 239, 263, 268, 316, 324, 337, 373, 416, 434, 440, 512, 527, 537, 540, 630, 631, 641, 700, 702, 726
4. use historical perspective to solve problems, make decisions, and understand other traditions.	SE/TE: 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769
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: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
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: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;	SE/TE: 129, 136, 140, 146, 148, 303, 309, 316, 324, 326, 337, 342, 349, 356, 358, 403, 409, 416, 420, 422, 550, 558, 567, 572, 574
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: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
5. base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and	SE/TE: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
6. create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.	SE/TE: 33, 50, 56, 105, 154, 191, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 656, 667, 668, 670, 694, 698, 723, 746