



Alignment Document

State of Alaska And Aventa Learning World History

World History 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
A	A student should understand that history is a record of human experiences that links the past to the present and the future.		
A.1	understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;		Covered throughout the course
A.2	know that the interpretation of history may change as new evidence is discovered;		Covered throughout the course
A.3	recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;		Covered throughout the course
A.4	understand that history relies on the interpretation of evidence;		Covered throughout the course
A.5	understand that history is a narrative told in many voices and expresses various perspectives of historical experience;		
A.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;		
A.7	understand that history is dynamic and composed of key turning points;		Covered throughout the course
A.8	know that history is a bridge to understanding groups of people and an individual's relationship to society; and		

A.9	understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.		
B	A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.		
B.1	comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:		
B.1.a	the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;	Foundations	The Neolithic
B.1.b	human communities and their relationships with climate, subsistence base, resources, geography, and technology;		
B.1.c	the origin and impact of ideologies, religions, and institutions upon human societies;		Covered throughout the course
B.1.d	the consequences of peace and violent conflict to societies and their cultures; and		Covered throughout the course
B.1.e	major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;		Covered throughout the course
B.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;		Covered throughout the course
B.3	recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;		
B.4	recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and		
B.5	evaluate the influence of context upon historical understanding.		
C	A student should develop the skills and processes of historical inquiry.		
C.1	use appropriate technology to access, retrieve, organize, and present historical information;		Covered throughout the course

C.2	use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;		Covered throughout the course
C.3	apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and		Covered throughout the course
C.4	use historical perspective to solve problems, make decisions, and understand other traditions.		Covered throughout the course
D	A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.		
D.1	understand that the student is important in history;		
D.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;		
D.3	define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;		Covered throughout the course
D.4	recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;		
D.5	base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and		
D.6	create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.		