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## Introduction to Alaska History Standards

Unlike the Performance Standards/Grade Level Expectations developed for each grade in reading, writing, mathematics, and science, the Alaska History Standards reflect the cumulative knowledge a student must demonstrate in order to fulfill the Alaska history graduation requirement detailed in regulation 4 AAC 06.075 (g) High school graduation requirements.

The teaching of history should introduce students to the process of historical inquiry. This process requires critical examination of evidence and careful weighing of facts and hypotheses. It provides experience in the kind of reasoned and informed decision-making that should characterize each student's knowledge of and participation in state events and issues. For this reason, the standard for historical inquiry stands alone; the intent is to integrate this standard, where appropriate, into the standards that follow. The objective of the historical inquiry standard is to apply conceptual knowledge and skills as designated in all strands of Alaska History by problem solving, communicating, reasoning, and making connections.

This framework uses the scholarly approach of the historian to define the content of the standards. This approach presents the people, ideas, events, themes, and sources to be included in order for a student to demonstrate competency in Alaska History. While recognizing that knowledge of specifics is important, the framework design emphasizes that knowledge of context is crucial to meaning and understanding.

The framework organizes Alaska history into four central themes that give perspective and meaning to the people, ideas, and events that shaped the state. The framework also divides Alaska history into five chronological periods that structure the sequence of events.

From the statewide perspective, these are the essential learnings. The state encourages districts to add to and enrich the scope of their local Alaska history curriculum.

# HISTORY PERFORMANCE STANDARDS (Grade Level Expectations)

Items differentiated with an "i.e." indicate that assessment items may be written only to the content contained with the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in assessment items.

Chronological Period

The first column of each table includes suggested topics for instruction. As this is not an inclusive list, it is expected that other topics will also be explored.

	PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p><b>Colonial Era— The Russian period (1741-1867)</b></p> <p>Suggested Topics <i>[not an inclusive list]</i></p> <ul style="list-style-type: none"> <li>• Rationale for European explorations</li> <li>• Epidemics</li> <li>• Utilization of Alaskan resources</li> <li>• Relationships with indigenous peoples</li> <li>• Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov)</li> <li>• Missionary activities</li> <li>• Russian dependence on Alaska Natives</li> <li>• Russia's incentive to sell</li> </ul>	<p><b>The student demonstrates an understanding of the interaction between people and their physical environment by:</b></p> <p><b>AH. PPE 2</b> using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4) — <i>repeated from Indigenous Alaskans</i></p> <p><b>AH. PPE 3</b> using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4) — <i>repeated in Colonial Era—United States period</i></p>	<p><b>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</b></p> <p><b>AH. CRD 1</b> identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)</p>	<p><b>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</b></p> <p><b>AH. ICGP 2</b> using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)</p>	<p><b>The student demonstrates an understanding of the chronology of Alaska history by:</b></p> <p><b>AH. CC 1</b> using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)</p>

Themes

Depth of Knowledge\*

History—Section B—Standard number 4

The coding in parentheses at the end of the standard indicates alignment of the Alaska History standard to existing Alaska Content Standards for social studies. G=Geography; GC=Government and Citizenship; H=History; C=Cultural Standards

\* Depth of Knowledge (DOK) is the cognitive demand associated with each item. Briefly, DOK levels reflect the following: DOK 1: Recall of Information; DOK 2: Basic Reasoning; DOK 3: Complex Reasoning; DOK 4: Extended Reasoning. For additional information, please see the accompanying document, *Depth-of-Knowledge (DOK) Levels for Social Studies*.

Because the Alaska History standards are intended to provide the content to which a student demonstrates knowledge of Alaska History, the DOK assigned to each standard should be used as the ceiling to which assessment items are written. When considering the highest DOK Level as the ceiling not the target, the standard has the potential to be assessed at Depth of Knowledge Levels at the ceiling, and up to the ceiling, depending upon the demand of the standard.