

Main Criteria: Alaska Content and Performance Standards
Secondary Criteria: Virtual Field Trips **Subjects:** Science,
 Social Studies
Grade: 3
Correlation Options: Show Correlated

Alaska Content and Performance Standards
Science
 Grade: 3 - Adopted: 2019

PERFORMANCE / CONTENT STANDARD		Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms
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GRADE LEVEL EXPECTATION / STRAND 3-LS2-1. Construct an argument that some animals form groups that help members survive.

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION / STRAND 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Galapagos Islands
 Grade 2 - Land and Water Around Us
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION / STRAND 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Virtual Field Trips
 African Safari
 Amazon Rainforest - People and Threats - Grades 2-5
 Galapagos Islands
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Grade 4 - West Region Today
 Who Lives On a Coral Reef?

PERFORMANCE / CONTENT STANDARD		Inheritance and Variation of Traits: Life Cycles and Traits
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GRADE LEVEL EXPECTATION / STRAND 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Virtual Field Trips
 Galapagos Islands
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed

GRADE LEVEL EXPECTATION / STRAND	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
PERFORMANCE / CONTENT STANDARD		Weather and Climate
GRADE LEVEL EXPECTATION / STRAND	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
		Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
GRADE LEVEL EXPECTATION / STRAND	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
GRADE LEVEL EXPECTATION / STRAND	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
		Virtual Field Trips Grade 3 - Geography of Our Communities

Alaska Content and Performance Standards

Social Studies

Grade: 3 - Adopted: 2016

PERFORMANCE / CONTENT STANDARD	AK.A.	Geography: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	A.1.	Use maps and globes to locate places and regions.
		Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert

GRADE LEVEL EXPECTATION / STRAND	A.2.	Make maps, globes, and graphs. Virtual Field Trips Grade 3 - Geography of Our Communities
GRADE LEVEL EXPECTATION / STRAND	A.4.	Use graphic tools and technologies to depict and interpret the world's human and physical systems. Virtual Field Trips African Safari Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
GRADE LEVEL EXPECTATION / STRAND	A.5.	Evaluate the importance of the locations of human and physical features in interpreting geographic patterns. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
PERFORMANCE / CONTENT STANDARD	AK.B.	Geography: A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions. A student who meets the content standard should:

GRADE LEVEL EXPECTATION / STRAND	B.1.	Know that places have distinctive geographic characteristics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
GRADE LEVEL EXPECTATION / STRAND	B.2.	Analyze how places are formed, identified, named, and characterized. Virtual Field Trips Grade 4 - Northeast
GRADE LEVEL EXPECTATION / STRAND	B.3.	Relate how people create similarities and differences among places. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
GRADE LEVEL EXPECTATION / STRAND	B.4.	Discuss how and why groups and individuals identify with places. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
GRADE LEVEL EXPECTATION / STRAND	B.5.	Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Our Government At Work Grade 4 - Northeast Grade 4 - West Region Early Beginnings
GRADE LEVEL EXPECTATION / STRAND	B.6.	Make informed decisions about where to live, work, travel, and seek opportunities. Virtual Field Trips Grade 4 - Northeast

GRADE LEVEL EXPECTATION / STRAND	B.7.	Understand that a region is a distinct area defined by one or more cultural or physical features. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Washington, DC - Grades K - 5 Who Lives On a Coral Reef?
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PERFORMANCE / CONTENT STANDARD	AK.C.	Geography: A student should understand the dynamic and interactive natural forces that shape the earth's environments. A student who meets the content standard should:
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GRADE LEVEL EXPECTATION / STRAND	C.1.	Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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GRADE LEVEL EXPECTATION / STRAND	C.3.	Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
PERFORMANCE / CONTENT STANDARD	AK.D.	Geography: A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	D.1.	Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
GRADE LEVEL EXPECTATION / STRAND	D.3.	Interpret population characteristics and distributions. Virtual Field Trips Grade 4 - Northeast
PERFORMANCE / CONTENT STANDARD	AK.E.	Geography: A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	E.1.	Understand how resources have been developed and used. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today

GRADE LEVEL EXPECTATION / STRAND	E.2.	Recognize and assess local, regional, and global patterns of resource use. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
GRADE LEVEL EXPECTATION / STRAND	E.4.	Determine the influence of human perceptions on resource utilization and the environment. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today
GRADE LEVEL EXPECTATION / STRAND	E.5.	Analyze the consequences of human modification of the environment and evaluate the changing landscape. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
GRADE LEVEL EXPECTATION / STRAND	E.6.	Evaluate the impact of physical hazards on human systems. Virtual Field Trips Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography
PERFORMANCE / CONTENT STANDARD	AK.F.	Geography: A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	F.1.	Analyze and evaluate the impact of physical and human geographical factors on major historical events. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5

GRADE LEVEL EXPECTATION / STRAND	F.3.	Analyze resource management practices to assess their impact on future environmental quality. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today
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GRADE LEVEL EXPECTATION / STRAND	F.4.	Interpret demographic trends to project future changes and impacts on human environmental systems. Virtual Field Trips Grade 4 - Northeast
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PERFORMANCE / CONTENT STANDARD	AK.A.	Government and Citizenship: A student should know and understand how societies define authority, rights, and responsibilities through a governmental process. A student who meets the content standard should:
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GRADE LEVEL EXPECTATION / STRAND	A.1.	Understand the necessity and purpose of government. Virtual Field Trips Grade 2 - Our Government At Work
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GRADE LEVEL EXPECTATION / STRAND	A.2.	Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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PERFORMANCE / CONTENT STANDARD	AK.B.	Government and Citizenship: A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation. A student who meets the content standard should:
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GRADE LEVEL EXPECTATION / STRAND	B.1.	Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
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GRADE LEVEL EXPECTATION / STRAND	B.2.	Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
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GRADE LEVEL EXPECTATION / STRAND	B.3.	Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION / STRAND	B.4.	Know how power is shared in the United States' constitutional government at the federal, state, and local levels. Virtual Field Trips Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	B.7.	Distinguish between constitution-based ideals and the reality of American political and social life. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
GRADE LEVEL EXPECTATION / STRAND	B.8.	Understand the place of law in the American political system. Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work
PERFORMANCE / CONTENT STANDARD	AK.C.	Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	C.1.	Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property. Virtual Field Trips Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	C.4.	Understand the importance of the historical and current roles of Alaska Native communities. Virtual Field Trips Grade 4 - West Region Early Beginnings
PERFORMANCE / CONTENT STANDARD	AK.E.	Government and Citizenship: A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	E.1.	Know the important characteristics of citizenship. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	E.2.	Recognize that it is important for citizens to fulfill their public responsibilities. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities

GRADE LEVEL EXPECTATION / STRAND	E.3.	Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
GRADE LEVEL EXPECTATION / STRAND	E.4.	Establish, explain, and apply criteria useful in evaluating rules and laws. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work
GRADE LEVEL EXPECTATION / STRAND	E.6.	Recognize the value of community service. <u>Virtual Field Trips</u> Grade 2 - Work and Money
PERFORMANCE / CONTENT STANDARD	AK.F.	Government and Citizenship: A student should understand the economies of the United States and the state and their relationships to the global economy. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	F.1.	Understand how the government and the economy interrelate through regulations, incentives, and taxation. <u>Virtual Field Trips</u> Grade 2 - Work and Money
GRADE LEVEL EXPECTATION / STRAND	F.2.	Be aware that economic systems determine how resources are used to produce and distribute goods and services. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION / STRAND	F.4.	Understand the role of price in resource allocation. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION / STRAND	F.5.	Understand the basic concepts of supply and demand, the market system, and profit. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION / STRAND	F.10.	Understand how international trade works. <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work
PERFORMANCE / CONTENT STANDARD	AK.G.	Government and Citizenship: A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies. A student who meets the content standard should:

GRADE LEVEL EXPECTATION / STRAND	G.2.	Understand that choices are made because resources are scarce. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION / STRAND	G.6.	Understand that wages and productivity depend on investment in physical and human capital. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
PERFORMANCE / CONTENT STANDARD	AK.A.	History: 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:
GRADE LEVEL EXPECTATION / STRAND	A.5.	Understand that history is a narrative told in many voices and expresses various perspectives of historical experience. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
GRADE LEVEL EXPECTATION / STRAND	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. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
GRADE LEVEL EXPECTATION / STRAND	A.7.	Understand that history is dynamic and composed of key turning points. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION / STRAND	A.8.	Know that history is a bridge to understanding groups of people and an individual's relationship to society. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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GRADE LEVEL EXPECTATION / STRAND	A.9.	Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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PERFORMANCE / CONTENT STANDARD	AK.B.	History: 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:
GRADE LEVEL EXPECTATION / STRAND	B.1.	Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

GOAL	B.1.b.	Human communities and their relationships with climate, subsistence base, resources, geography, and technology. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms The Sahara Desert
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GOAL	B.1.c.	The origin and impact of ideologies, religions, and institutions upon human societies. Virtual Field Trips Jerusalem - Then and Now (Younger Grades)
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GOAL	B.1.e.	Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender. Virtual Field Trips Grade 3 - A Country of Cultures
GRADE LEVEL EXPECTATION / STRAND	B.4.	Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
GRADE LEVEL EXPECTATION / STRAND	B.5.	Evaluate the influence of context upon historical understanding. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
PERFORMANCE / CONTENT STANDARD	AK.C.	History: A student should develop the skills and processes of historical inquiry. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	C.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. Virtual Field Trips Grade 3 - The First Americans
GRADE LEVEL EXPECTATION / STRAND	C.3.	Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

GRADE LEVEL EXPECTATION / STRAND	C.4.	Use historical perspective to solve problems, make decisions, and understand other traditions. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City
PERFORMANCE / CONTENT STANDARD	AK.D.	History: 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:
GRADE LEVEL EXPECTATION / STRAND	D.3.	Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
GRADE LEVEL EXPECTATION / STRAND	D.5.	Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	D.6.	Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
PERFORMANCE / CONTENT STANDARD	AK.AH.HI.1	Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)
GRADE LEVEL EXPECTATION / STRAND	AH.HI.1.1.	Indigenous Alaskans before western contact (time immemorial - contact) - People, Places, Environment: The student demonstrates an understanding of the interaction between people and their physical environment by:

GOAL	AH.PPE. 1.	Comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms
PERFORMANCE / CONTENT STANDARD	AK.AH.HI.1	Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)
GRADE LEVEL EXPECTATION / STRAND	AH.HI.1.8.	Colonial Era The United States Period (1867-1912) - Consumption, Production, Distribution: The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

GOAL	AH.CPD. 2.	Using texts/source to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies). [DOK 3] (GC. F1) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms
PERFORMANCE / CONTENT STANDARD	AK.AH.HI.1	Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)
GRADE LEVEL EXPECTATION / STRAND	AH.HI.1.9.	Colonial Era The United States Period (1867-1912) - Individual, Citizenship, Governance, Power: The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

GOAL	AH.ICGP. 3.	Explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. [DOK 4] (H. C7, C8) Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
PERFORMANCE / CONTENT STANDARD	AK.AH.HI.1	Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)
GRADE LEVEL EXPECTATION / STRAND	AH.HI.1.15.	Alaska as a State (1959-present) - People, Places, Environment: The student demonstrates an understanding of the interaction between people and their physical environment by:

GOAL	AH.PPE. 5.	Comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms
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GOAL	AH.PPE. 7	Using texts/sources to explain the political, social, cultural, economic, geographic, and historic characteristics of the student's community or region. [DOK 3] (H. B1b, C. E2, E8)
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Virtual Field Trips

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - West Region Geography

Grade 4 - West Region Landforms