

**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria: Virtual Field Trips** **Subjects:** Science,  
 Social Studies  
**Grade:** 6  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 6 - Adopted: 2019

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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL PHYSICAL SCIENCES    |
| GRADE LEVEL EXPECTATION / STRAND |  | Structure and Properties of Matter |

GOAL MS-PS1-3. Collect information that supports the idea that synthetic materials come from the use of natural resources, and analyze the positive and negative effects of use and development of synthetics on society.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL LIFE SCIENCES                     |
| GRADE LEVEL EXPECTATION / STRAND |  | Structure, Function, and Information Processing |

GOAL MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

**Virtual Field Trips**

Who Lives On a Coral Reef?

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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL LIFE SCIENCES                   |
| GRADE LEVEL EXPECTATION / STRAND |  | Matter and Energy in Organisms and Ecosystems |

GOAL MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

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| GOAL | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.                                                                                                                                                                                                                                                                                                       |
|      |           | <u>Virtual Field Trips</u><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>How Coral Reefs Are Formed<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL LIFE SCIENCES                |
| GRADE LEVEL EXPECTATION / STRAND |  | Interdependent Relationships in Ecosystems |

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| GOAL | MS-LS2-2. | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.                                                                                                                                                                                                                                                                                        |
|      |           | <u>Virtual Field Trips</u><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>How Coral Reefs Are Formed<br>National Parks - Alaska & Hawaii<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

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| GOAL | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.                                                                                                                                                                                                                                                                                                                              |
|      |           | <u>Virtual Field Trips</u><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Who Lives On a Coral Reef? |

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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL LIFE SCIENCES                        |
| GRADE LEVEL EXPECTATION / STRAND |  | Growth, Development, and Reproduction of Organisms |

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| GOAL | MS-LS1-4. | Use an evidence-based argument to support an explanation for how characteristic behaviors and/or structures of organisms affect the probability of their successful reproduction.<br><br><b><u>Virtual Field Trips</u></b><br><b>How Coral Reefs Are Formed</b> |
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| GOAL | MS-LS1-5. | Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.<br><br><b><u>Virtual Field Trips</u></b><br><b>Galapagos Islands</b><br><b>How Coral Reefs Are Formed</b> |
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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL EARTH AND SPACE SCIENCES |
| GRADE LEVEL EXPECTATION / STRAND |  | History of Earth                       |

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| GOAL | MS-ESS2-2. | Construct and present an evidence-based explanation of how geoscience processes have changed Earth's surface at varying time and spatial scales.<br><br><b><u>Virtual Field Trips</u></b><br><b>National Parks - Alaska &amp; Hawaii</b><br><b>National Parks - Nevada, California</b><br><b>National Parks - Washington, Oregon, Idaho, Montana, Colorado</b><br><b>National Parks - Wyoming, Utah</b> |
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| GOAL | MS-ESS2-3. | Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.<br><br><b><u>Virtual Field Trips</u></b><br><b>National Parks - Alaska &amp; Hawaii</b><br><b>National Parks - Wyoming, Utah</b> |
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| PERFORMANCE / CONTENT STANDARD   |  | MIDDLE SCHOOL EARTH AND SPACE SCIENCES |
| GRADE LEVEL EXPECTATION / STRAND |  | Earth's Systems                        |

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| GOAL | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><b><u>Virtual Field Trips</u></b><br><b>Amazon Rainforest - People and Threats - Grades 2-5</b><br><b>Amazon Rainforest - People and Threats - Grades 6-8</b><br><b>Galapagos Islands</b> |
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| GOAL                             | MS-ESS3-1. | Construct an evidence-based explanation for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>The Sahara Desert                                           |
| PERFORMANCE / CONTENT STANDARD   |            | MIDDLE SCHOOL EARTH AND SPACE SCIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| GRADE LEVEL EXPECTATION / STRAND |            | Weather and Climate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GOAL                             | MS-ESS2-5. | Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast                                                                                                                                                                                                                                                                                                                                             |
| GOAL                             | MS-ESS2-6. | Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.<br><br><b>Virtual Field Trips</b><br>Galapagos Islands                                                                                                                                                                                                                                                                                                             |
| GOAL                             | MS-ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>Who Lives On a Coral Reef?                                                                                                                                                                                                                                                          |
| PERFORMANCE / CONTENT STANDARD   |            | MIDDLE SCHOOL EARTH AND SPACE SCIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| GRADE LEVEL EXPECTATION / STRAND |            | Human Impacts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GOAL                             | MS-ESS3-3. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Who Lives On a Coral Reef? |

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| GOAL                                                                                                 | MS-ESS3-4. | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                      |            | <b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Who Lives On a Coral Reef?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Alaska Content and Performance Standards</b><br><b>Social Studies</b><br>Grade: 6 - 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.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>The Sahara Desert                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| GRADE LEVEL EXPECTATION / STRAND                                                                     | A.4.       | Use graphic tools and technologies to depict and interpret the world's human and physical systems.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Ancient China - Qin & Han Dynasties<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>How Coral Reefs Are Formed<br>London - City of Pomp & Majesty<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Paris - City of Light - Grades 6 - 12<br>The Sahara Desert<br>Tokyo - City of Contrasts<br>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.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Barcelona<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>London - City of Pomp & Majesty<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Paris - City of Light - Grades 6 - 12<br>The Sahara Desert<br>Tokyo - City of Contrasts |

| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| GRADE LEVEL EXPECTATION / STRAND | B.1.  | <p>Know that places have distinctive geographic characteristics.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>How Coral Reefs Are Formed</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p> |
| GRADE LEVEL EXPECTATION / STRAND | B.2.  | <p>Analyze how places are formed, identified, named, and characterized.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL EXPECTATION / STRAND | B.3.  | <p>Relate how people create similarities and differences among places.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| GRADE LEVEL EXPECTATION / STRAND | B.4.  | <p>Discuss how and why groups and individuals identify with places.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| GRADE LEVEL EXPECTATION / STRAND | B.5.  | <p>Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | <p>Understand that a region is a distinct area defined by one or more cultural or physical features.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>How Coral Reefs Are Formed</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades 6 - 12</p> <p>Who Lives On a Coral Reef?</p> |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <p><b>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:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | <p>Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.  | <p>Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.D. | <p><b>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:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.1.  | <p>Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.3.  | <p>Interpret population characteristics and distributions.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.5.  | <p>Analyze how conflict and cooperation shape social, economic, and political use of space.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Greece</p>                                                                                                                                                              |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.E. | <p><b>Geography: A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the content standard should:</b></p>                                                                                                                                                                                                                                          |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.1.  | <p>Understand how resources have been developed and used.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | <p>Recognize and assess local, regional, and global patterns of resource use.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | <p>Determine the influence of human perceptions on resource utilization and the environment.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.5.  | <p>Analyze the consequences of human modification of the environment and evaluate the changing landscape.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | <p>Evaluate the impact of physical hazards on human systems.</p> <p><b>Virtual Field Trips</b></p> <p>Exploring Cuba</p>                                                                                                                                                                                                                                                                                              |

| 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:                                                                                                                                                        |
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| GRADE LEVEL EXPECTATION / STRAND | F.1.  | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties |
| GRADE LEVEL EXPECTATION / STRAND | F.4.  | Interpret demographic trends to project future changes and impacts on human environmental systems.<br><br><u>Virtual Field Trips</u><br>Canada: Our Northern Neighbor                                                                                                                                                                                             |
| 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:                                                                                                                                                    |
| GRADE LEVEL EXPECTATION / STRAND | A.3.  | Understand how nations organize their governments.<br><br><u>Virtual Field Trips</u><br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                             |
| GRADE LEVEL EXPECTATION / STRAND | A.4.  | Compare and contrast how different societies have governed themselves over time and in different places.<br><br><u>Virtual Field Trips</u><br>Ancient China - Qin & Han Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Canada: Our Northern Neighbor                                                        |
| 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:                                                                                                                                                |
| 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.<br><br><u>Virtual Field Trips</u><br>Washington, DC - Grades 6 - 12                                                                                                           |
| 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.<br><br><u>Virtual Field Trips</u><br>Washington, DC - Grades 6 - 12                                                                                                               |
| 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.10. | Understand how international trade works.<br><br><u>Virtual Field Trips</u><br>Exploring Cuba                                                                                                                                                                                                                                                                     |

| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| GRADE LEVEL EXPECTATION / STRAND | A.5.  | <p>Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.</p> <p><b>Virtual Field Trips</b><br/> Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| GRADE LEVEL EXPECTATION / STRAND | A.6.  | <p>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.</p> <p><b>Virtual Field Trips</b><br/> Amazon Rainforest - Grades 2-5<br/> Amazon Rainforest - Grades 6-8<br/> Amazon Rainforest - People and Threats - Grades 2-5<br/> Amazon Rainforest - People and Threats - Grades 6-8<br/> Ancient China - Qin &amp; Han Dynasties<br/> Ancient China - Shang &amp; Zhou Dynasties<br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids<br/> Ancient Greece<br/> Ancient Mayan Civilization<br/> Ancient Rome<br/> Canada: Our Northern Neighbor<br/> Exploring Cuba<br/> Jerusalem - Then and Now (Older Grades)</p> |
| GRADE LEVEL EXPECTATION / STRAND | A.7.  | <p>Understand that history is dynamic and composed of key turning points.</p> <p><b>Virtual Field Trips</b><br/> Ancient China - Qin &amp; Han Dynasties<br/> Ancient China - Shang &amp; Zhou Dynasties<br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids<br/> Ancient Greece<br/> Ancient Mayan Civilization<br/> Ancient Rome<br/> Canada: Coast to Coast<br/> Canada: Our Northern Neighbor<br/> Rome - The Eternal City<br/> Washington, DC - Grades 6 - 12</p>                                                                                                                                                                                                                                                                                                               |
| GRADE LEVEL EXPECTATION / STRAND | A.8.  | <p>Know that history is a bridge to understanding groups of people and an individual's relationship to society.</p> <p><b>Virtual Field Trips</b><br/> Ancient China - Qin &amp; Han Dynasties<br/> Ancient China - Shang &amp; Zhou Dynasties<br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids<br/> Ancient Greece<br/> Ancient Mayan Civilization<br/> Ancient Rome<br/> Canada: Coast to Coast<br/> National Parks - Alaska &amp; Hawaii<br/> National Parks - Nevada, California<br/> National Parks - Washington, Oregon, Idaho, Montana, Colorado<br/> National Parks - Wyoming, Utah<br/> Rome - The Eternal City</p>                                                                                                                                                      |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.9.   | <p>Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Rome - The Eternal City</p>                                                       |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ STRAND | B.1.   | Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:                                                                                                                                                                                                                                                                                                                                                                                                                       |
| GOAL                                   | B.1.a. | <p>The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p>                                                                                                           |
| GOAL                                   | B.1.b. | <p>Human communities and their relationships with climate, subsistence base, resources, geography, and technology.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>The Sahara Desert</p> |
| GOAL                                   | B.1.c. | <p>The origin and impact of ideologies, religions, and institutions upon human societies.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Jerusalem - Then and Now (Older Grades)</p>                                                                                                                                           |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.2.  | <p>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.</p> <p><b>Virtual Field Trips</b><br/>Washington, DC - Grades 6 - 12</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.3.  | <p>Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities.</p> <p><b>Virtual Field Trips</b><br/>Ancient China - Qin &amp; Han Dynasties<br/>Ancient China - Shang &amp; Zhou Dynasties<br/>Ancient Egypt - Land of the Pharaohs<br/>Ancient Egypt - Land of the Pyramids<br/>Ancient Greece<br/>Ancient Mayan Civilization<br/>Ancient Rome<br/>Canada: Coast to Coast<br/>Rome - The Eternal City</p>                                                                                                                                                                                                                    |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.4.  | <p>Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.</p> <p><b>Virtual Field Trips</b><br/>Amazon Rainforest - Grades 2-5<br/>Amazon Rainforest - Grades 6-8<br/>Amazon Rainforest - People and Threats - Grades 2-5<br/>Amazon Rainforest - People and Threats - Grades 6-8<br/>Ancient China - Qin &amp; Han Dynasties<br/>Ancient China - Shang &amp; Zhou Dynasties<br/>Ancient Egypt - Land of the Pharaohs<br/>Ancient Egypt - Land of the Pyramids<br/>Ancient Greece<br/>Ancient Mayan Civilization<br/>Ancient Rome<br/>Canada: Coast to Coast<br/>Canada: Our Northern Neighbor<br/>Exploring Cuba<br/>Rome - The Eternal City</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.  | <p>Evaluate the influence of context upon historical understanding.</p> <p><b>Virtual Field Trips</b><br/>Ancient China - Qin &amp; Han Dynasties<br/>Ancient China - Shang &amp; Zhou Dynasties<br/>Ancient Egypt - Land of the Pharaohs<br/>Ancient Egypt - Land of the Pyramids<br/>Ancient Greece<br/>Ancient Mayan Civilization<br/>Ancient Rome<br/>Canada: Coast to Coast<br/>Rome - The Eternal City</p>                                                                                                                                                                                                                                                                                                                   |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | History: A student should develop the skills and processes of historical inquiry. A student who meets the content standard should:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3. | <p>Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Rome - The Eternal City</p> |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4. | <p>Use historical perspective to solve problems, make decisions, and understand other traditions.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Our Northern Neighbor</p> |
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| PERFORMANCE<br>/ CONTENT<br>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: |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.3. | <p>Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Our Northern Neighbor</p> |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6. | <p>Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>How Coral Reefs Are Formed</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p> |
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Grade: 6 - Adopted: 2012

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| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.RH.6-8. | Reading Standards for Literacy in History/Social Studies 6-12 |
| GRADE LEVEL<br>EXPECTATION<br>/ STRAND |            | Craft and Structure                                           |

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| GOAL | RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>The Sahara Desert |
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| GOAL | RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally)<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Rome - The Eternal City |
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| PERFORMANCE / CONTENT STANDARD   | AK.RH.6-8. | Reading Standards for Literacy in History/Social Studies 6-12 |
| GRADE LEVEL EXPECTATION / STRAND |            | Integration of Knowledge and Ideas                            |

GOAL

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

Who Lives On a Coral Reef?