

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

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

| PERFORMANCE / CONTENT STANDARD |  | Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment |
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GRADE LEVEL EXPECTATION / STRAND K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**Virtual Field Trips**  
 Grade 1 - Life Long Ago  
 Grade 1 - The Earth Around Us

GRADE LEVEL EXPECTATION / STRAND K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us

| PERFORMANCE / CONTENT STANDARD |  | Weather and Climate |
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GRADE LEVEL EXPECTATION / STRAND K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us

**Alaska Content and Performance Standards**  
**Social Studies**  
 Grade: K - 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: |
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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**  
 Grade 1 - The Earth Around Us  
 Paris - City of Light - Grades K - 5

GRADE LEVEL EXPECTATION / STRAND A.5. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us  
 Paris - City of Light - Grades K - 5

| 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<br>EXPECTATION /<br>STRAND | B.1.  | Know that places have distinctive geographic characteristics.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5                                                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.  | Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                                                                                                       |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Understand that a region is a distinct area defined by one or more cultural or physical features.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5<br>Washington, DC - Grades K - 5                                                                                   |
| PERFORMANCE<br>/ CONTENT<br>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:                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                               |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.  | Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                        |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | D.2.  | Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.4.  | Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Life Long Ago<br>Grade 1 - The Earth Around Us                                                                                                   |
| PERFORMANCE<br>/ CONTENT<br>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:                                                                                                                                                                  |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.1.  | Understand how resources have been developed and used.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize and assess local, regional, and global patterns of resource use.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Determine the influence of human perceptions on resource utilization and the environment.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                                         |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.3.  | Analyze resource management practices to assess their impact on future environmental quality.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                                     |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | A.2.  | Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                             |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Washington, DC - Grades K - 5 |
| GRADE LEVEL<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Washington, DC - Grades K - 5     |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Distinguish between constitution-based ideals and the reality of American political and social life.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                          |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.8.  | Understand the place of law in the American political system.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                                                                 |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | C.1.  | Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                   |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | E.1.  | Know the important characteristics of citizenship.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize that it is important for citizens to fulfill their public responsibilities.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.3.  | Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Establish, explain, and apply criteria useful in evaluating rules and laws.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Recognize the value of community service.<br><br><b>Virtual Field Trips</b><br>Grade 1 - All About Work                                                                                                                                       |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | G.6.  | Understand that wages and productivity depend on investment in physical and human capital.<br><br><b>Virtual Field Trips</b><br>Grade 1 - All About Work                                                                                      |

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| 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.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/> Grade 1 - Families and Neighbors<br/> Jerusalem - Then and Now (Younger 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/> Washington, DC - Grades K - 5</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/> Grade 1 - Life Long Ago</p>                                                                                                                                                                   |
| 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. | <p>Human communities and their relationships with climate, subsistence base, resources, geography, and technology.</p> <p><b>Virtual Field Trips</b><br/> Grade 1 - The Earth Around Us</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><br/> Jerusalem - Then and Now (Younger Grades)</p>                                                                                                                                                                       |
| 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.5.   | <p>Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others.</p> <p><b>Virtual Field Trips</b><br/> Grade 1 - Let's Learn About the Government</p>                                                                                                                                    |
| GRADE LEVEL EXPECTATION / 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><br/> Grade 1 - Life Long Ago<br/> Grade 1 - The Earth Around Us<br/> Paris - City of Light - Grades K - 5</p>                                   |

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| 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 1 - Life Long Ago

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| 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.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)

**Virtual Field Trips**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria:** Virtual Field Trips **Subjects:** Science,  
 Social Studies  
**Grade:** 1  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 1 - Adopted: 2019

| PERFORMANCE / CONTENT STANDARD |  | Structure, Function, and Information Processing |
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GRADE LEVEL EXPECTATION / STRAND 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Virtual Field Trips**  
 Grade 2 - Land and Water Around Us

| PERFORMANCE / CONTENT STANDARD |  | Space Systems: Patterns and Cycles |
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GRADE LEVEL EXPECTATION / STRAND 1-ESS1-2. Make and graph observations at different times of year to relate the amount of daylight to the time of year, and graph findings.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us

**Alaska Content and Performance Standards**  
**Social Studies**  
 Grade: 1 - 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: |
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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 LEVEL EXPECTATION / STRAND A.4. Use graphic tools and technologies to depict and interpret the world's human and physical systems.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us  
 Paris - City of Light - Grades K - 5

GRADE LEVEL EXPECTATION / STRAND A.5. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us  
 Paris - City of Light - Grades K - 5

| 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<br>EXPECTATION /<br>STRAND | B.1.  | <p>Know that places have distinctive geographic characteristics.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Paris - City of Light - Grades K - 5</p>                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.2.  | <p>Analyze how places are formed, identified, named, and characterized.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Paris - City of Light - Grades K - 5</p>                                                                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.3.  | <p>Relate how people create similarities and differences among places.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Land and Water Around Us</p>                                                                                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>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>Grade 1 - Let's Learn About the Government</p> <p>Grade 2 - Our Government At Work</p>                                                                                                  |
| 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>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Paris - City of Light - Grades K - 5</p> <p>Washington, DC - Grades K - 5</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>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</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>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</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.2.  | <p>Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally.</p> <p><b>Virtual Field Trips</b><br/>Grade 1 - The Earth Around Us</p>                  |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.4.  | <p>Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.</p> <p><b>Virtual Field Trips</b><br/>Grade 1 - Life Long Ago<br/>Grade 1 - The Earth Around Us</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><br/>Grade 1 - The Earth Around Us<br/>Grade 2 - Land and Water Around Us</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><br/>Grade 1 - The Earth Around Us<br/>Grade 2 - Land and Water Around Us</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><br/>Grade 1 - The Earth Around Us<br/>Grade 2 - Land and Water Around Us</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><br/>Grade 2 - Land and Water Around Us</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><br/>Grade 2 - Land and Water Around Us</p>                                                                                              |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.F. | <p><b>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:</b></p>               |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.3.  | <p>Analyze resource management practices to assess their impact on future environmental quality.</p> <p><b>Virtual Field Trips</b><br/>Grade 1 - The Earth Around Us<br/>Grade 2 - Land and Water Around Us</p>                        |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.A. | <p><b>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:</b></p>           |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.1.  | Understand the necessity and purpose of government.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work                                                                                                                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.2.  | Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work                                                                                          |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.B. | <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:</b>                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Early Americans<br>Grade 2 - Our Government At Work                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Early Americans<br>Grade 2 - Our Government At Work<br>Washington, DC - Grades K - 5 |
| GRADE LEVEL<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Washington, DC - Grades K - 5                                  |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Distinguish between constitution-based ideals and the reality of American political and social life.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work                                                                                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.8.  | Understand the place of law in the American political system.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work                                                                                                                                                        |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <b>Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:</b>                                                                                                                                                                                                             |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government                                                       |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | E.1.  | Know the important characteristics of citizenship.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize that it is important for citizens to fulfill their public responsibilities.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.3.  | Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Establish, explain, and apply criteria useful in evaluating rules and laws.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Recognize the value of community service.<br><br><b>Virtual Field Trips</b> Grade 1<br>- All About Work Grade 2 -<br>Work and Money                                                                                                                                               |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Understand how the government and the economy interrelate through regulations, incentives, and taxation.<br><br><b>Virtual Field Trips</b> Grade<br>2 - Work and Money                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.10. | Understand how international trade works.<br><br><b>Virtual Field Trips</b> Grade<br>2 - Work and Money                                                                                                                                                                           |
| PERFORMANCE<br>/ CONTENT<br>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:                                                          |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | G.2.   | Understand that choices are made because resources are scarce.<br><br><u>Virtual Field Trips</u> Grade<br>2 - Work and Money                                                                                                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | G.6.   | Understand that wages and productivity depend on investment in physical and human capital.<br><br><u>Virtual Field Trips</u> Grade 1<br>- All About Work Grade 2 -<br>Work and Money                                                                                                                                                                                   |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Families and Neighbors<br>Grade 2 - Living Together<br>Jerusalem - Then and Now (Younger Grades) |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.7.   | Understand that history is dynamic and composed of key turning points.<br><br><u>Virtual Field Trips</u><br>Grade 2 - Early Americans<br>Washington, DC - Grades K - 5                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.8.   | Know that history is a bridge to understanding groups of people and an individual's relationship to society.<br><br><u>Virtual Field Trips</u> Grade 1<br>- Life Long Ago Grade 2 -<br>Early Americans                                                                                                                                                                 |
| 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.b. | Human communities and their relationships with climate, subsistence base, resources, geography, and technology.<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us                                                                                                                                               |
| GOAL                                   | B.1.c. | The origin and impact of ideologies, religions, and institutions upon human societies.<br><br><u>Virtual Field Trips</u><br>Jerusalem - Then and Now (Younger Grades)                                                                                                                                                                                                  |
| 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.5. | Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6. | Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Paris - City of Light - Grades K - 5 |
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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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:                                                                                                                                                                                               |

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| 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)<br><br><b>Virtual Field Trips</b> Grade 1<br>- Life Long Ago Grade 2 -<br>Early Americans |
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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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:                                                                                                                                                                                                                        |

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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)<br><br><b>Virtual Field Trips</b><br>Grade 1 - Families and Neighbors<br>Grade 1 - The Earth Around Us<br>Grade 2 - Living Together |
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**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria:** Virtual Field Trips **Subjects:** Science,  
 Social Studies  
**Grade:** 2  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 2 - Adopted: 2019

| PERFORMANCE / CONTENT STANDARD | Interdependent Relationships in Ecosystems |
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| GRADE LEVEL EXPECTATION / STRAND | 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. |
|                                  | <b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us                                   |

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| GRADE LEVEL EXPECTATION / STRAND | 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.                                                                                                                                                         |
|                                  | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

| PERFORMANCE / CONTENT STANDARD | Earth's Systems: Processes that Shape the Earth |
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| GRADE LEVEL EXPECTATION / STRAND | 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. |
|                                  | <b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities        |

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| GRADE LEVEL EXPECTATION / STRAND | 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. |
|                                  | <b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities                                                |

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| GRADE LEVEL EXPECTATION / STRAND | 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.                                                                                                                                                                              |
|                                  | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

GRADE LEVEL 2-ESS2- Obtain information to identify where water is found on Earth and that it can be solid or liquid.  
EXPECTATION / 3.  
STRAND

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

**Alaska Content and Performance Standards**

**Social Studies**

Grade: 2 - 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: |
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GRADE LEVEL A.1. Use maps and globes to locate places and regions.  
EXPECTATION /  
STRAND

**Virtual Field Trips**

Grade 2 - Land and Water Around Us

The Sahara Desert

GRADE LEVEL A.2. Make maps, globes, and graphs.  
EXPECTATION /  
STRAND

**Virtual Field Trips**

Grade 3 - Geography of Our Communities

GRADE LEVEL A.4. Use graphic tools and technologies to depict and interpret the world's human and physical systems.  
EXPECTATION /  
STRAND

**Virtual Field Trips**

African Safari

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

Paris - City of Light - Grades K - 5

The Sahara Desert

Who Lives On a Coral Reef?

GRADE LEVEL A.5. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.  
EXPECTATION /  
STRAND

**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

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: |
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| GRADE LEVEL<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>How Coral Reefs Are Formed</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p>                                                                          |
| GRADE LEVEL<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p>                                                                                                                                                                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>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>                                                                                                                                                                                                                                                                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>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>Grade 1 - Let's Learn About the Government</p> <p>Grade 2 - Our Government At Work</p>                                                                                                                                                                                                                                                                      |
| 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 - People and Threats - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>How Coral Reefs Are Formed</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Washington, DC - Grades K - 5</p> <p>Who Lives On a Coral Reef?</p> |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                                                               |

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| 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 - People and Threats - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>How Coral Reefs Are Formed</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>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</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>                                                                                                                                                                                            |
| 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>                                                                                                                                                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.2.  | <p>Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - The Earth Around Us</p>                                                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.4.  | <p>Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - Life Long Ago</p> <p>Grade 1 - The Earth Around Us</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>                                                                                                                                                                                                                                                                                                                                                             |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.1.  | Understand how resources have been developed and used.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - A Country of Cultures<br>Grade 3 - Geography of Our Communities<br>Grade 3 - The First Americans                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize and assess local, regional, and global patterns of resource use.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - A Country of Cultures<br>Grade 3 - Geography of Our Communities<br>Grade 3 - The First Americans |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Determine the influence of human perceptions on resource utilization and the environment.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - The First Americans                                                               |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.5.  | Analyze the consequences of human modification of the environment and evaluate the changing landscape.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Evaluate the impact of physical hazards on human systems.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us                                                                                                                                                                                                   |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.3.  | Analyze resource management practices to assess their impact on future environmental quality.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - The First Americans                                                           |

| 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.  | <p>Understand the necessity and purpose of government.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 2 - Our Government At Work</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GRADE LEVEL EXPECTATION / STRAND | A.2.  | <p>Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 1 - Let's Learn About the Government</a><br/> <a href="#">Grade 2 - Our Government At Work</a><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a></p>                                                                                                                                                                                 |
| 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.1.  | <p>Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 1 - Let's Learn About the Government</a><br/> <a href="#">Grade 2 - Early Americans</a><br/> <a href="#">Grade 2 - Our Government At Work</a><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a><br/> <a href="#">Grade 3 - The First Americans</a></p>                                                                                          |
| GRADE LEVEL EXPECTATION / STRAND | B.2.  | <p>Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 1 - Let's Learn About the Government</a><br/> <a href="#">Grade 2 - Early Americans</a><br/> <a href="#">Grade 2 - Our Government At Work</a><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a><br/> <a href="#">Grade 3 - The First Americans</a><br/> <a href="#">Washington, DC - Grades K - 5</a></p> |
| GRADE LEVEL EXPECTATION / STRAND | B.3.  | <p>Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 1 - Let's Learn About the Government</a><br/> <a href="#">Grade 2 - Our Government At Work</a><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a><br/> <a href="#">Grade 3 - The First Americans</a><br/> <a href="#">Washington, DC - Grades K - 5</a></p>                                                    |
| GRADE LEVEL EXPECTATION / STRAND | B.4.  | <p>Know how power is shared in the United States' constitutional government at the federal, state, and local levels.</p> <p><b>Virtual Field Trips</b><br/> <a href="#">Grade 3 - How Government Helps Our Communities</a></p>                                                                                                                                                                                                                                                                                                                                              |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Distinguish between constitution-based ideals and the reality of American political and social life.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities<br>Grade 3 - The First Americans         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.8.  | Understand the place of law in the American political system.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work                                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <b>Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:</b>                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 3 - How Government Helps Our Communities                                       |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.E. | <b>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:</b>                                                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.1.  | Know the important characteristics of citizenship.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize that it is important for citizens to fulfill their public responsibilities.<br><br><b>Virtual Field Trips</b><br>Grade 1 - All About Work<br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 2 - Work and Money<br>Grade 3 - How Government Helps Our Communities |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.3.  | Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Establish, explain, and apply criteria useful in evaluating rules and laws.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work                                                                                        |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Recognize the value of community service.<br><br><u>Virtual Field Trips</u> Grade 1<br>- All About Work Grade 2 -<br>Work and Money                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Understand how the government and the economy interrelate through regulations, incentives, and taxation.<br><br><u>Virtual Field Trips</u> Grade<br>2 - Work and Money                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.2.  | Be aware that economic systems determine how resources are used to produce and distribute goods and services.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work                                          |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Understand the role of price in resource allocation.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.5.  | Understand the basic concepts of supply and demand, the market system, and profit.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work<br>Grade 3 - I Am a Consumer                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.10. | Understand how international trade works.<br><br><u>Virtual Field Trips</u><br>Grade 2 - Work and Money<br>Grade 3 - Businesses At Work                                                                                  |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | G.2.  | Understand that choices are made because resources are scarce.<br><br><u>Virtual Field Trips</u><br>Grade 2 - Work and Money<br>Grade 3 - Businesses At Work                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | G.6.  | Understand that wages and productivity depend on investment in physical and human capital.<br><br><u>Virtual Field Trips</u> Grade 1 -<br>All About Work Grade 2 -<br>Work and Money Grade 3 -<br>I Am a Consumer        |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5<br/> Grade 1 - Families and Neighbors<br/> Grade 2 - Living Together<br/> Grade 3 - A Country of Cultures<br/> Jerusalem - Then and Now (Younger Grades)</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.7.   | <p>Understand that history is dynamic and composed of key turning points.</p> <p><b>Virtual Field Trips</b><br/> Grade 2 - Early Americans<br/> Grade 3 - How The Country Was Settled<br/> Grade 3 - The First Americans<br/> Washington, DC - Grades K - 5</p>                                                                                                                                                                                                                                                       |
| GRADE LEVEL<br>EXPECTATION /<br>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/> Grade 1 - Life Long Ago<br/> Grade 2 - Early Americans<br/> Grade 3 - How The Country Was Settled<br/> Grade 3 - The First Americans</p>                                                                                                                                                                                                                       |
| 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><br/> Grade 3 - How The Country Was Settled<br/> Grade 3 - The First Americans</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.b. | <p>Human communities and their relationships with climate, subsistence base, resources, geography, and technology.</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Amazon Rainforest - Grades 2-5<br/> Amazon Rainforest - People and Threats - Grades 2-5<br/> Grade 1 - The Earth Around Us<br/> Grade 2 - Land and Water Around Us<br/> Grade 3 - Geography of Our Communities<br/> 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><br/> Jerusalem - Then and Now (Younger Grades)</p>                                                                                                                                                                                                                                                                                                                                        |

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| GOAL                                   | B.1.e. | Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.<br><br><b>Virtual Field Trips</b><br>Grade 3 - A Country of Cultures                                                                                                                                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.4.   | Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.   | Evaluate the influence of context upon historical understanding.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans                                                                                                                                                                    |
| 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:                                                                                                                                                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b> Grade 3 -<br>The First Americans |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.   | Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4.   | Use historical perspective to solve problems, make decisions, and understand other traditions.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans                                                                                                                                      |
| 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:                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.5.   | Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities                                                  |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6.       | Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 1 - Life Long Ago<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>Paris - City of Light - Grades K - 5<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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)<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities                                                                                                                                                                                                                                                                                                                                  |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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)<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities                                                                                                                                                                                          |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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)<br><br><u>Virtual Field Trips</u><br>Grade 1 - Life Long Ago<br>Grade 2 - Early Americans<br>Grade 3 - The First Americans                                                                                                                                                                     |

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| 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

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)

Virtual Field Trips  
Grade 1 - Families and Neighbors  
Grade 1 - The Earth Around Us  
Grade 2 - Living Together  
Grade 3 - Geography of Our Communities  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans

**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

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| GRADE LEVEL<br>EXPECTATION /<br>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.                                                                                                                                                                       |
|                                        |           | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Galapagos Islands<br>Grade 2 - Land and Water Around Us<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   |           | Weather and Climate                                                                                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | 3-ESS2-1. | Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.                                                                                                                                                                                                                                         |
|                                        |           | <b>Virtual Field Trips</b><br>African Safari<br>Grade 2 - Land and Water Around Us<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography                                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | 3-ESS2-2. | Obtain and combine information to describe climates in different regions of the world.                                                                                                                                                                                                                                                                              |
|                                        |           | <b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 2 - Land and Water Around Us<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography<br>The Sahara Desert                                                                                       |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | 3-ESS3-1. | Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.                                                                                                                                                                                                                                                             |
|                                        |           | <b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities                                                                                                                                                                                                                                                                                                |

## Alaska Content and Performance Standards

### Social Studies

Grade: 3 - Adopted: 2016

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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | A.1.  | Use maps and globes to locate places and regions.                                                                                                                                              |
|                                        |       | <b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us<br>Grade 4 - Northeast<br>The Sahara Desert                                                                                   |

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

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| GRADE LEVEL<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>How Coral Reefs Are Formed</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.2. | <p>Analyze how places are formed, identified, named, and characterized.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>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>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| GRADE LEVEL<br>EXPECTATION /<br>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>Grade 2 - Our Government At Work</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.6. | <p>Make informed decisions about where to live, work, travel, and seek opportunities.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Northeast</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 - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>How Coral Reefs Are Formed</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Washington, DC - Grades K - 5</p> <p>Who Lives On a Coral Reef?</p> |
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| 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> |
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| 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 - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>How Coral Reefs Are Formed</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p> |
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| 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>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</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>                                                                                                                                                                                                                                                                                                                                           |
| 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>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.3.  | <p>Interpret population characteristics and distributions.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Northeast</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>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</p>                                                                                |

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| 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>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</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>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Today</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 - People and Threats - Grades 2-5</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</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> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p>                                                                                                                                                                                                                                                                                                                |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.F. | <p><b>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:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.1.  | <p>Analyze and evaluate the impact of physical and human geographical factors on major historical events.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p>                                                                                                                                                                                                                                                                                                                                                                             |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.3.  | Analyze resource management practices to assess their impact on future environmental quality.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 2 - Land and Water Around Us<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Today |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Interpret demographic trends to project future changes and impacts on human environmental systems.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Northeast                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | A.1.  | Understand the necessity and purpose of government.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work                                                                                                                                                                                                                                                                                                                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.2.  | Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities                                                                                                                                                                                         |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities<br>Grade 3 - The First Americans<br>Grade 4 - Northeast                                                                                                               |
| GRADE LEVEL<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities<br>Grade 3 - The First Americans<br>Washington, DC - Grades K - 5                                                               |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.3.  | <p>Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work</p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Washington, DC - Grades K - 5</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.4.  | <p>Know how power is shared in the United States' constitutional government at the federal, state, and local levels.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | <p>Distinguish between constitution-based ideals and the reality of American political and social life.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work</p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - The First Americans</p>                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.8.  | <p>Understand the place of law in the American political system.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Living Together</p> <p>Grade 2 - Our Government At Work</p>                                                                                                                                                                                                                  |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <p><b>Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:</b></p>                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | <p>Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                       |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4.  | <p>Understand the importance of the historical and current roles of Alaska Native communities.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                               |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.E. | <p><b>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:</b></p>                                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.1.  | <p>Know the important characteristics of citizenship.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work</p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | <p>Recognize that it is important for citizens to fulfill their public responsibilities.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work</p> <p>Grade 2 - Work and Money</p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                     |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.3.  | Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Establish, explain, and apply criteria useful in evaluating rules and laws.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Recognize the value of community service.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Work and Money                                                                                                                             |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Understand how the government and the economy interrelate through regulations, incentives, and taxation.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Work and Money                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.2.  | Be aware that economic systems determine how resources are used to produce and distribute goods and services.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Businesses At Work                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Understand the role of price in resource allocation.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Businesses At Work                                                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.5.  | Understand the basic concepts of supply and demand, the market system, and profit.<br><br><b>Virtual Field Trips</b><br>Grade 3 - Businesses At Work<br>Grade 3 - I Am a Consumer                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.10. | Understand how international trade works.<br><br><b>Virtual Field Trips</b><br>Exploring Cuba<br>Grade 2 - Work and Money<br>Grade 3 - Businesses At Work                                                                           |
| PERFORMANCE<br>/ CONTENT<br>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:            |

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

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| GRADE LEVEL<br>EXPECTATION /<br>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></p> <p>Grade 2 - Early Americans</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>                                                                                                                     |
| 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>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</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.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 - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</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>Jerusalem - Then and Now (Younger Grades)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| GOAL                                   | B.1.e. | Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.<br><br><b>Virtual Field Trips</b><br>Grade 3 - A Country of Cultures                                                                                                                                                                                                                                                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.4.   | Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.   | Evaluate the influence of context upon historical understanding.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                                                                                       |
| 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:                                                                                                                                                                                                                                                                                                                                                                                          |
| GRADE LEVEL<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 3 - The First Americans                                                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.   | Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4.       | Use historical perspective to solve problems, make decisions, and understand other traditions.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<br>Rome - The Eternal City                                                                                                                                                                                                                                                        |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.3.       | Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Northeast<br>Grade 4 - West Region Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.5.       | Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6.       | Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Exploring Cuba<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<br>How Coral Reefs Are Formed<br>Paris - City of Light - Grades K - 5<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| GOAL                             | AH.PPE.<br>1. | Comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography<br>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:                                                                                                                                                                                                      |

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| GOAL                             | AH.CPD.<br>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)<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Geography<br>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:                                                                                                                                                                                               |

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| GOAL                             | AH.ICGP.<br>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)<br><br><b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - The First Americans<br>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:                                                                                                                                                                                                                        |

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| GOAL | AH.PPE.<br>5. | Comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4)<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Geography<br>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

**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria:** Virtual Field Trips **Subjects:** Science,  
 Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 4 - Adopted: 2019

| PERFORMANCE / CONTENT STANDARD |  | Energy |
|--------------------------------|--|--------|
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GRADE LEVEL EXPECTATION / STRAND 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

**Virtual Field Trips**  
 Amazon Rainforest - People and Threats - Grades 2-5  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Northeast  
 Grade 4 - Southwest Region Early Beginnings  
 Grade 4 - Southwest Region Today  
 Grade 4 - West Region Geography  
 Grade 4 - West Region Today  
 The Sahara Desert

| PERFORMANCE / CONTENT STANDARD |  | Waves |
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GRADE LEVEL EXPECTATION / STRAND 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

**Virtual Field Trips**  
 Grade 3 - Geography of Our Communities

| PERFORMANCE / CONTENT STANDARD |  | Structure, Function, and Information Processing |
|--------------------------------|--|-------------------------------------------------|
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GRADE LEVEL EXPECTATION / STRAND 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

**Virtual Field Trips**  
 African Safari  
 Amazon Rainforest - Grades 2-5  
 Canada: Coast to Coast  
 Galapagos Islands  
 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 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

**Virtual Field Trips**  
 Grade 4 - West Region Geography  
 Who Lives On a Coral Reef?

| PERFORMANCE / CONTENT STANDARD |  | Earth's Systems: Processes that Shape the Earth |
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GRADE LEVEL 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

STRAND

**Virtual Field Trips**

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

GRADE LEVEL 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

STRAND

**Virtual Field Trips**

Grade 3 - Geography of Our Communities

**Alaska Content and Performance Standards**

**Social Studies**

Grade: 4 - 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: |
|--------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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GRADE LEVEL A.1. Use maps and globes to locate places and regions.

EXPECTATION /

STRAND

**Virtual Field Trips**

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

GRADE LEVEL A.2. Make maps, globes, and graphs.

EXPECTATION /

STRAND

**Virtual Field Trips**

Grade 3 - Geography of Our Communities

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.4.  | <p>Use graphic tools and technologies to depict and interpret the world's human and physical systems.</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>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</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 K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.5.  | <p>Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</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>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</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 K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.B. | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| GRADE LEVEL<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5</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>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</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 K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p> |
| GRADE LEVEL<br>EXPECTATION /<br>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> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>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 - People and Threats - Grades 2-5</p> <p>Grade 3 - Geography of Our Communities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>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>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>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>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.6.  | <p>Make informed decisions about where to live, work, travel, and seek opportunities.</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> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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 - People and Threats - Grades 2-5</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>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</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 K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades K - 5</p> <p>Who Lives On a Coral Reef?</p> |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| 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 - People and Threats - Grades 2-5</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</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>Canada: Our Northern Neighbor</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 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>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</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> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.5.  | Analyze how conflict and cooperation shape social, economic, and political use of space.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Greece                                                                                                                                                                                                                                                                                                                                    |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | E.1.  | Understand how resources have been developed and used.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Canada: Our Northern Neighbor<br>Grade 3 - A Country of Cultures<br>Grade 3 - Geography of Our Communities<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize and assess local, regional, and global patterns of resource use.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Canada: Our Northern Neighbor<br>Grade 3 - A Country of Cultures<br>Grade 3 - Geography of Our Communities<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Determine the influence of human perceptions on resource utilization and the environment.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Today                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.5.  | Analyze the consequences of human modification of the environment and evaluate the changing landscape.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Grade 3 - Geography of Our Communities                                                                                                                                                                                                                                                                                      |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Evaluate the impact of physical hazards on human systems.<br><br><b>Virtual Field Trips</b><br>Exploring Cuba<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography                                              |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Ancient China - Qin & Han Dynasties                  |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Interpret demographic trends to project future changes and impacts on human environmental systems.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast                                                                                              |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | A.2.  | Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How Government Helps Our Communities                                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.3.  | Understand how nations organize their governments.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.4.  | Compare and contrast how different societies have governed themselves over time and in different places.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                               |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 3 - How Government Helps Our Communities<br>Grade 3 - The First Americans<br>Grade 4 - Northeast |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.2.  | <p>Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Washington, DC - Grades K - 5</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.3.  | <p>Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Washington, DC - Grades K - 5</p>     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.4.  | <p>Know how power is shared in the United States' constitutional government at the federal, state, and local levels.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | <p>Distinguish between constitution-based ideals and the reality of American political and social life.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - The First Americans</p>                                                                                                                     |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <p><b>Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:</b></p>                                                                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | <p>Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4.  | <p>Understand the importance of the historical and current roles of Alaska Native communities.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                           |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.E. | <p><b>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:</b></p>                                                                                                                                       |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.1.  | <p>Know the important characteristics of citizenship.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | <p>Recognize that it is important for citizens to fulfill their public responsibilities.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                                         |

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| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.F.</b> | <b>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:</b>                                      |
| GRADE LEVEL EXPECTATION / STRAND      | F.2.         | Be aware that economic systems determine how resources are used to produce and distribute goods and services.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work<br>Grade 3 - I Am a Consumer                                         |
| GRADE LEVEL EXPECTATION / STRAND      | F.4.         | Understand the role of price in resource allocation.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work                                                                                                                               |
| GRADE LEVEL EXPECTATION / STRAND      | F.5.         | Understand the basic concepts of supply and demand, the market system, and profit.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work<br>Grade 3 - I Am a Consumer                                                                    |
| GRADE LEVEL EXPECTATION / STRAND      | F.10.        | Understand how international trade works.<br><br><u>Virtual Field Trips</u><br>Exploring Cuba<br>Grade 3 - Businesses At Work                                                                                                                        |
| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.G.</b> | <b>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:</b>                      |
| GRADE LEVEL EXPECTATION / STRAND      | G.2.         | Understand that choices are made because resources are scarce.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Businesses At Work                                                                                                                     |
| GRADE LEVEL EXPECTATION / STRAND      | G.6.         | Understand that wages and productivity depend on investment in physical and human capital.<br><br><u>Virtual Field Trips</u><br>Grade 3 - I Am a Consumer                                                                                            |
| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.A.</b> | <b>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:</b>                                                        |
| GRADE LEVEL EXPECTATION / STRAND      | A.5.         | Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.<br><br><u>Virtual Field Trips</u><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography |

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| GRADE LEVEL<br>EXPECTATION /<br>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></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Jerusalem - Then and Now (Younger Grades)</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.7. | <p>Understand that history is dynamic and composed of key turning points.</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>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> <p>Washington, DC - Grades K - 5</p>                                                                                                                                                               |
| GRADE LEVEL<br>EXPECTATION /<br>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></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>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</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>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>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</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 - People and Threats - Grades 2-5</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>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>The Sahara Desert</p>                                                                           |

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| 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>Jerusalem - Then and Now (Younger Grades)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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></p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</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></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>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>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></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>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>                                                                        |

| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| GRADE LEVEL EXPECTATION / STRAND | C.2.  | <p>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.</p> <p><b>Virtual Field Trips</b><br/>Grade 3 - The First Americans</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| GRADE LEVEL EXPECTATION / 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><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/>           Grade 3 - How The Country Was Settled<br/>           Grade 3 - The First Americans<br/>           Grade 4 - Midwest Region Early Beginnings<br/>           Grade 4 - Midwest Region Today<br/>           Grade 4 - Northeast<br/>           Grade 4 - Southwest Region Early Beginnings<br/>           Grade 4 - West Region Early Beginnings<br/>           Grade 4 - West Region Today<br/>           Rome - The Eternal City         </p> |
| GRADE LEVEL EXPECTATION / STRAND | C.4.  | <p>Use historical perspective to solve problems, make decisions, and understand other traditions.</p> <p><b>Virtual Field Trips</b><br/>           Canada: Our Northern Neighbor<br/>           Grade 4 - Northeast<br/>           Grade 4 - West Region Geography         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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.  | <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><br/>           Canada: Our Northern Neighbor<br/>           Grade 4 - Northeast<br/>           Grade 4 - West Region Geography         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| GRADE LEVEL EXPECTATION / STRAND | D.5.  | <p>Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others.</p> <p><b>Virtual Field Trips</b><br/>Grade 3 - How Government Helps Our Communities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6. | Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Ancient China - Qin & Han Dynasties<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<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 K - 5<br>The Sahara Desert<br>Tokyo - City of Contrasts<br>Who Lives On a Coral Reef? |
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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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:                                                                                                                                                                                  |

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| GOAL | AH.PPE.1. | Comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)<br><br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms |
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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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:                                                                                                                                                                                               |

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| 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)<br><br><b>Virtual Field Trips</b><br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings |
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| 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:                                                                                                                                                                                                                        |

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| GOAL | AH.PPE.5. | Comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4)                                |
|      |           | <u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Geography<br>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)                                 |
|      |          | <u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms |

**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria:** Virtual Field Trips **Subjects:** Science,  
 Social Studies  
**Grade:** 5  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 5 - Adopted: 2019

| PERFORMANCE / CONTENT STANDARD |  | Matter and Energy in Organisms and Ecosystems |
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GRADE LEVEL EXPECTATION / STRAND 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

**Virtual Field Trips**  
 Galapagos Islands  
 Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION / STRAND 5-LS2-1. Develop and describe a model that describes the movement of matter among plants, animals, decomposers, and the environment.

**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?

| PERFORMANCE / CONTENT STANDARD |  | Earth's Systems |
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GRADE LEVEL EXPECTATION / STRAND 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere (water), cryosphere (ice), and/or atmosphere interact.

**Virtual Field Trips**  
 Amazon Rainforest - People and Threats - Grades 2-5  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Grade 4 - Midwest Region Today  
 Grade 4 - Southwest Region Early Beginnings  
 Grade 4 - West Region Geography  
 Grade 4 - West Region Landforms  
 National Parks - Alaska & Hawaii  
 National Parks - Nevada, California  
 National Parks - Washington, Oregon, Idaho, Montana, Colorado  
 National Parks - Wyoming, Utah

GRADE LEVEL EXPECTATION / STRAND 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

**Virtual Field Trips**  
 National Parks - Nevada, California

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | 5-ESS3-<br>1. | Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. |
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#### Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

### Alaska Content and Performance Standards

#### Social Studies

Grade: 5 - Adopted: 2016

|                                      |       |                                                                                                                                                                                                |
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| PERFORMANCE<br>/ CONTENT<br>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: |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.1. | Use maps and globes to locate places and regions. |
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#### Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

|                                        |      |                                                                                                    |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.4. | Use graphic tools and technologies to depict and interpret the world's human and physical systems. |
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#### Virtual Field Trips

African Safari

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

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

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 K - 5

The Sahara Desert

Tokyo - City of Contrasts

Who Lives On a Coral Reef?

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.5.  | <p>Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.</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>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</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 K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.B. | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| GRADE LEVEL<br>EXPECTATION /<br>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>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</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 K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p> |
| GRADE LEVEL<br>EXPECTATION /<br>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> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION /<br>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<br>EXPECTATION /<br>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>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.  | Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.<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: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Early Beginnings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Understand that a region is a distinct area defined by one or more cultural or physical features.<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>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms<br>Grade 4 - West Region Today<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 K - 5<br>The Sahara Desert<br>Tokyo - City of Contrasts<br>Washington, DC - Grades K - 5<br>Who Lives On a Coral Reef? |
| PERFORMANCE<br>/ CONTENT<br>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<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>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</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> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</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> <p>Grade 4 - Northeast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.5.  | Analyze how conflict and cooperation shape social, economic, and political use of space.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Greece                                                                                                                                                                                                                                                                             |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | E.1.  | Understand how resources have been developed and used.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize and assess local, regional, and global patterns of resource use.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Determine the influence of human perceptions on resource utilization and the environment.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Today                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.5.  | Analyze the consequences of human modification of the environment and evaluate the changing landscape.<br><br><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                                                                                                                                                                                |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Evaluate the impact of physical hazards on human systems.<br><br><b>Virtual Field Trips</b><br>Exploring Cuba<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography                                                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><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 & Han Dynasties |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Interpret demographic trends to project future changes and impacts on human environmental systems.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast                                                                                                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | A.3.  | Understand how nations organize their governments.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.4.  | Compare and contrast how different societies have governed themselves over time and in different places.<br><br><b>Virtual Field Trips</b><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<br>/ CONTENT<br>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<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Northeast                                                                                                                                                            |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.2.  | <p>Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Northeast</p> <p>Washington, DC - Grades K - 5</p> |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.3.  | <p>Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.</p> <p><b>Virtual Field Trips</b></p> <p>Washington, DC - Grades K - 5</p>                                |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.C. | <p><b>Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:</b></p>                                                                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4.  | <p>Understand the importance of the historical and current roles of Alaska Native communities.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - West Region Early Beginnings</p>                                                                                                           |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.F. | <p><b>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:</b></p>                                                                       |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.10. | <p>Understand how international trade works.</p> <p><b>Virtual Field Trips</b></p> <p>Exploring Cuba</p>                                                                                                                                                                                     |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.A. | <p><b>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:</b></p>                                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>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></p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p>                      |

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| GRADE LEVEL<br>EXPECTATION /<br>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></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>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: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Jerusalem - Then and Now (Younger Grades)</p>                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.7. | <p>Understand that history is dynamic and composed of key turning points.</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>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> <p>Washington, DC - Grades K - 5</p>                                                                                                                                                               |
| GRADE LEVEL<br>EXPECTATION /<br>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></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>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</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>Rome - The Eternal City</p> |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.9. | Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.<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>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| 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:                                                                           |

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| GOAL | B.1.a. | The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations. |
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**Virtual Field Trips**  
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

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| GOAL | B.1.b. | Human communities and their relationships with climate, subsistence base, resources, geography, and technology. |
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**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  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Exploring Cuba  
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. | <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 (Younger Grades)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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></p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</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></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>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>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.  | Evaluate the influence of context upon historical understanding.<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>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                                                                                       |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.  | Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.<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>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.4.  | Use historical perspective to solve problems, make decisions, and understand other traditions.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.3.  | Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6. | Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.<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>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<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 K - 5<br>The Sahara Desert<br>Tokyo - City of Contrasts<br>Who Lives On a Coral Reef? |
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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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:                                                                                                                                                                                  |

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| GOAL | AH.PPE.1. | Comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms |
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| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION<br>/ 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:                                                                                                                                                                                               |

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| 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)<br><br><b>Virtual Field Trips</b><br>Grade 4 - West Region Early Beginnings |
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| 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:                                                                                                                                                                                                                        |

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| GOAL | AH.PPE.5. | Comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4) |
|      |           | <b>Virtual Field Trips</b><br>Grade 4 - West Region Geography<br>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) |
|      |          | <b>Virtual Field Trips</b><br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms                                                                                     |

**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.                                                                                                                                                                                                                                                                                                       |
|                                  |           | <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>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? |
| PERFORMANCE / CONTENT STANDARD   |           | MIDDLE SCHOOL LIFE SCIENCES                                                                                                                                                                                                                                                                                                                                                                                                                       |
| GRADE LEVEL EXPECTATION / STRAND |           | Interdependent Relationships in Ecosystems                                                                                                                                                                                                                                                                                                                                                                                                        |
| GOAL                             | MS-LS2-2. | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.                                                                                                                                                                                                                                                                                                                                       |
|                                  |           | <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>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?                                                |
| GOAL                             | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.                                                                                                                                                                                                                                                                                                                                                          |
|                                  |           | <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?                             |
| 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>Virtual Field Trips</b><br>How Coral Reefs Are Formed |
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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>Virtual Field Trips</b><br>Galapagos Islands<br>How Coral Reefs Are Formed |
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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>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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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>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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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>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
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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> Canada:<br>Coast to Coast 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>                                                                                                                                                                                                                                                                                              |

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| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.F.</b> | <b>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:</b>                                                                                                                                                        |
| GRADE LEVEL EXPECTATION / STRAND      | F.1.         | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><u><b>Virtual Field Trips</b></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><b>Virtual Field Trips</b></u><br>Canada: Our Northern Neighbor                                                                                                                                                                                             |
| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.A.</b> | <b>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:</b>                                                                                                                                                    |
| GRADE LEVEL EXPECTATION / STRAND      | A.3.         | Understand how nations organize their governments.<br><br><u><b>Virtual Field Trips</b></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><b>Virtual Field Trips</b></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                                                        |
| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.B.</b> | <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:</b>                                                                                                                                                |
| 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><b>Virtual Field Trips</b></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><b>Virtual Field Trips</b></u><br>Washington, DC - Grades 6 - 12                                                                                                               |
| <b>PERFORMANCE / CONTENT STANDARD</b> | <b>AK.F.</b> | <b>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:</b>                                                                                                                                                          |
| GRADE LEVEL EXPECTATION / STRAND      | F.10.        | Understand how international trade works.<br><br><u><b>Virtual Field Trips</b></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.   | Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.<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>Rome - The Eternal City                                                       |
| 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. | The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.<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                                                                                                   |
| GOAL                                   | B.1.b. | Human communities and their relationships with climate, subsistence base, resources, geography, and technology.<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>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>The Sahara Desert |
| GOAL                                   | B.1.c. | The origin and impact of ideologies, religions, and institutions upon human societies.<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 Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Jerusalem - Then and Now (Older Grades)                                                                                                                                   |

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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?

**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria:** Virtual Field Trips **Subjects:** Science,  
 Social Studies  
**Grade:** 7  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 7 - 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 6-8

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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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

GOAL MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

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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.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii |
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| GOAL | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b>Virtual Field Trips</b><br>African Safari<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 |
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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-LS1-5. | Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.<br><br><b>Virtual Field Trips</b><br>Galapagos Islands |
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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>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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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>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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| PERFORMANCE / CONTENT STANDARD |  | MIDDLE SCHOOL EARTH AND SPACE SCIENCES |
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| <b>GRADE LEVEL<br/>EXPECTATION<br/>/ STRAND</b> |                | <b>Earth's Systems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| GOAL                                            | MS-<br>ESS2-1. | <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>                                                                                                                                                                                                            |
| GOAL                                            | MS-<br>ESS3-1. | <p>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.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> |
| <b>PERFORMANCE<br/>/ CONTENT<br/>STANDARD</b>   |                | <b>MIDDLE SCHOOL EARTH AND SPACE SCIENCES</b>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GRADE LEVEL<br/>EXPECTATION<br/>/ STRAND</b> |                | <b>Weather and Climate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| GOAL                                            | MS-<br>ESS2-5. | <p>Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Canada: Coast to Coast</p>                                                                                                                                                                                                                                           |
| GOAL                                            | MS-<br>ESS2-6. | <p>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.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Galapagos Islands</p>                                                                                                                                                                                                           |
| GOAL                                            | MS-<br>ESS3-5. | <p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Canada: Coast to Coast</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>/ CONTENT<br/>STANDARD</b>   |                | <b>MIDDLE SCHOOL EARTH AND SPACE SCIENCES</b>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GRADE LEVEL<br/>EXPECTATION<br/>/ STRAND</b> |                | <b>Human Impacts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| GOAL                                                                                                                                                             | MS-ESS3-3. | <p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</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>                                                                                                                                   |
| GOAL                                                                                                                                                             | MS-ESS3-4. | <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                                                                                                                                                                                                                        |
| <p align="center"><b>Alaska Content and Performance Standards</b></p> <p align="center"><b>Social Studies</b></p> <p align="center">Grade: 7 - Adopted: 2016</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| PERFORMANCE / CONTENT STANDARD                                                                                                                                   | AK.A.      | <p><b>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:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GRADE LEVEL EXPECTATION / STRAND                                                                                                                                 | A.1.       | <p>Use maps and globes to locate places and regions.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| GRADE LEVEL EXPECTATION / STRAND                                                                                                                                 | A.4.       | <p>Use graphic tools and technologies to depict and interpret the world's human and physical systems.</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>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>Tokyo - City of Contrasts</p> |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.5.  | <p>Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 6-8</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>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>Tokyo - City of Contrasts</p> |
| PERFORMANCE<br>/ CONTENT<br>STANDARD   | AK.B. | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| GRADE LEVEL<br>EXPECTATION /<br>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 6-8</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>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>Tokyo - City of Contrasts</p>                                                |
| GRADE LEVEL<br>EXPECTATION /<br>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<br>EXPECTATION /<br>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 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| GRADE LEVEL<br>EXPECTATION /<br>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 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.  | Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.6.  | Make informed decisions about where to live, work, travel, and seek opportunities.<br><br><b>Virtual Field Trips</b><br>Exploring Cuba                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Understand that a region is a distinct area defined by one or more cultural or physical features.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 6-8<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>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 12 |
| PERFORMANCE<br>/ CONTENT<br>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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Canada: Coast to Coast<br>Exploring Cuba<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                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.  | Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| PERFORMANCE<br>/ CONTENT<br>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:                                                                                                                                                                                                                                                                                                                                                                          |

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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 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 - 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 - 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 - 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 6-8</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<br>/ CONTENT<br>STANDARD   | AK.F. | <p><b>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:</b></p>                                                                                                                                   |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.1.  | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties                                   |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.3.  | Analyze resource management practices to assess their impact on future environmental quality.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Interpret demographic trends to project future changes and impacts on human environmental systems.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | A.3.  | Understand how nations organize their governments.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                                                                      |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.4.  | Compare and contrast how different societies have governed themselves over time and in different places.<br><br><b>Virtual Field Trips</b><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<br>/ CONTENT<br>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<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 12                                                    |
| GRADE LEVEL<br>EXPECTATION /<br>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><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 12                                                        |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.10. | Understand how international trade works.<br><br><b>Virtual Field Trips</b><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 6-8<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.   | Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.<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>Rome - The Eternal City |
| 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. | The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.<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                                             |
| GOAL                                   | B.1.b. | Human communities and their relationships with climate, subsistence base, resources, geography, and technology.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba                                                         |
| GOAL                                   | B.1.c. | The origin and impact of ideologies, religions, and institutions upon human societies.<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 Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Jerusalem - Then and Now (Older Grades)                                                                             |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.2.   | Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.<br><br><b>Virtual Field Trips</b><br>Washington, DC - Grades 6 - 12                                                                                                                                                                               |

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| 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></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>                                                                                                                                     |
| 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></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</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>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>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></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.C. | History: A student should develop the skills and processes of historical inquiry. A student who meets the content standard should:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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.  | Use historical perspective to solve problems, make decisions, and understand other traditions.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                             |
| 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. | Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor |
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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.6. | Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.<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>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>Tokyo - City of Contrasts |
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Grade: 7 - 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 |
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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 6-8

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

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

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

**Main Criteria:** Alaska Content and Performance Standards  
**Secondary Criteria:** Virtual Field Trips **Subjects:** Science,  
 Social Studies  
**Grade:** 8  
**Correlation Options:** Show Correlated

**Alaska Content and Performance Standards**  
**Science**  
 Grade: 8 - 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 6-8

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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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

GOAL MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

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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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii |
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| GOAL | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b>Virtual Field Trips</b><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 |
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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-LS1-5. | Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.<br><br><b>Virtual Field Trips</b><br>Galapagos Islands |
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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>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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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>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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| PERFORMANCE / CONTENT STANDARD |  | MIDDLE SCHOOL EARTH AND SPACE SCIENCES |
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| <b>GRADE LEVEL<br/>EXPECTATION<br/>/ STRAND</b> |                | <b>Earth's Systems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| GOAL                                            | MS-<br>ESS2-1. | <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>                                                                                                                                                                                                            |
| GOAL                                            | MS-<br>ESS3-1. | <p>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.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> |
| <b>PERFORMANCE<br/>/ CONTENT<br/>STANDARD</b>   |                | <b>MIDDLE SCHOOL EARTH AND SPACE SCIENCES</b>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GRADE LEVEL<br/>EXPECTATION<br/>/ STRAND</b> |                | <b>Weather and Climate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| GOAL                                            | MS-<br>ESS2-5. | <p>Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Canada: Coast to Coast</p>                                                                                                                                                                                                                                           |
| GOAL                                            | MS-<br>ESS2-6. | <p>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.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Galapagos Islands</p>                                                                                                                                                                                                           |
| GOAL                                            | MS-<br>ESS3-5. | <p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><b><u>Virtual Field Trips</u></b></p> <p>Canada: Coast to Coast</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>/ CONTENT<br/>STANDARD</b>   |                | <b>MIDDLE SCHOOL EARTH AND SPACE SCIENCES</b>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GRADE LEVEL<br/>EXPECTATION<br/>/ STRAND</b> |                | <b>Human Impacts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| GOAL                                                                                                                                                             | MS-ESS3-3. | <p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</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>                                                                                                                                                                                                                |
| GOAL                                                                                                                                                             | MS-ESS3-4. | <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p align="center"><b>Alaska Content and Performance Standards</b></p> <p align="center"><b>Social Studies</b></p> <p align="center">Grade: 8 - Adopted: 2016</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| PERFORMANCE / CONTENT STANDARD                                                                                                                                   | AK.A.      | <p><b>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:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GRADE LEVEL EXPECTATION / STRAND                                                                                                                                 | A.1.       | <p>Use maps and globes to locate places and regions.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| GRADE LEVEL EXPECTATION / STRAND                                                                                                                                 | A.4.       | <p>Use graphic tools and technologies to depict and interpret the world's human and physical systems.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</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>Tokyo - City of Contrasts</p>                                                                                                                             |
| GRADE LEVEL EXPECTATION / STRAND                                                                                                                                 | A.5.       | <p>Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</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>Tokyo - City of Contrasts</p> |

| 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>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</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>Tokyo - City of Contrasts</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>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 6-8</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 6-8</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 6-8</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                           |
| GRADE LEVEL EXPECTATION / STRAND | B.6.  | <p>Make informed decisions about where to live, work, travel, and seek opportunities.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.7.  | Understand that a region is a distinct area defined by one or more cultural or physical features.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<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>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 12 |
| PERFORMANCE<br>/ CONTENT<br>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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.1.  | Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Exploring Cuba<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                                                                                                                        |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | C.3.  | Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>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.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                                                                                                                    |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.3.  | Interpret population characteristics and distributions.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | D.5.  | Analyze how conflict and cooperation shape social, economic, and political use of space.<br><br><b>Virtual Field Trips</b><br>Ancient Greece                                                                                      |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | E.1.  | Understand how resources have been developed and used.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                                                  |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.2.  | Recognize and assess local, regional, and global patterns of resource use.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                              |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.4.  | Determine the influence of human perceptions on resource utilization and the environment.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8                                                |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.5.  | Analyze the consequences of human modification of the environment and evaluate the changing landscape.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | E.6.  | Evaluate the impact of physical hazards on human systems.<br><br><b>Virtual Field Trips</b><br>Exploring Cuba                                                                                                                     |
| PERFORMANCE<br>/ CONTENT<br>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<br>EXPECTATION /<br>STRAND | F.1.  | Analyze and evaluate the impact of physical and human geographical factors on major historical events.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.3.  | Analyze resource management practices to assess their impact on future environmental quality.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8                                            |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | F.4.  | Interpret demographic trends to project future changes and impacts on human environmental systems.<br><br><b>Virtual Field Trips</b> Canada:<br>Our Northern Neighbor                                                             |

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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:                                                                                                                                                                                                                                  |
| 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>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:                                                                                                                                                                                                                                                          |
| GRADE LEVEL EXPECTATION / STRAND | A.5.  | Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.<br><br><u>Virtual Field Trips</u><br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                      |
| 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.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Jerusalem - Then and Now (Older Grades) |

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| GRADE LEVEL<br>EXPECTATION /<br>STRAND | A.7.   | <p>Understand that history is dynamic and composed of key turning points.</p> <p><b>Virtual Field Trips</b></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>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p> <p>Washington, DC - Grades 6 - 12</p>                                                                                                                                                              |
| GRADE LEVEL<br>EXPECTATION /<br>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></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>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>Rome - The Eternal City</p> |
| 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 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 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>                                                                                                                                                                                                                                                   |

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| GOAL                                   | B.1.b. | Human communities and their relationships with climate, subsistence base, resources, geography, and technology.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba                                                                                |
| GOAL                                   | B.1.c. | The origin and impact of ideologies, religions, and institutions upon human societies.<br><br><b>Virtual Field Trips</b><br>Jerusalem - Then and Now (Older Grades)                                                                                                                                                                                                                                    |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.3.   | Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities.<br><br><b>Virtual Field Trips</b><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 |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.4.   | Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.<br><br><b>Virtual Field Trips</b><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                         |
| GRADE LEVEL<br>EXPECTATION /<br>STRAND | B.5.   | Evaluate the influence of context upon historical understanding.<br><br><b>Virtual Field Trips</b><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                                                                                                |
| 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 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>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</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>Tokyo - City of Contrasts</p> |
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Grade: 8 - 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. | <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> |
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| GOAL | RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally)                                                                                                                                                                 |
|      | <b>Virtual Field Trips</b><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                            |

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| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|      | <b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<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>Barcelona<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands<br>Jerusalem - Then and Now (Older Grades)<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>Rome - The Eternal City<br>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 12 |