

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: 2006

PERFORMANCE / CONTENT STANDARD	AK.C1.	Concepts of Life Science (SC1, SC2, SC3)
GRADE LEVEL EXPECTATION / STRAND	[4] SC1.1.	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection and biological evolution by showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
GRADE LEVEL EXPECTATION / STRAND	[4] SC2.2.	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by describing the basic characteristics and requirements of living things.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks West - Nevada, California The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
GRADE LEVEL EXPECTATION / STRAND	[4] SC3.1.	<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants).</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Younger Grades</p>
PERFORMANCE / CONTENT STANDARD	AK.D1.	Concepts of Earth Science (SD1, SD2, SD3, SD4)
GRADE LEVEL EXPECTATION / STRAND	[4] SD2.1.	<p>The student demonstrates an understanding of the forces that shape Earth by observing models of how waves, wind, water, and</p>

		ice shape and reshape the Earth's surface by eroding rock and soil. (L) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
GRADE LEVEL EXPECTATION / STRAND	[4] SD2.2.	The student demonstrates an understanding of the forces that shape Earth by identifying causes (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, and avalanches) of rapid changes on the surface. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
PERFORMANCE / CONTENT STANDARD	AK.E1.	Science and Technology (SE1, SE2, SE3)
GRADE LEVEL EXPECTATION / STRAND	[4] SE1.1.	The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by recognizing that tools (e.g., spear, hammer, hand lens, kayak, computer) and processes (e.g., drying fish, sewing, photography) are an important part of human cultures. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	[4] SE2.1.	The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by identifying the function of a variety of tools (e.g., spear, hammer, hand lens, kayak, computer). <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	[4] SE2.2.	The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by identifying multiple explanations (e.g., oral traditions, folklore, scientific theory) of everyday events (e.g., weather, seasonal changes). (L) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	[4] SE3.1.	The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by listing the positive and negative effects of a scientific discovery. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE / CONTENT STANDARD	AK.G1.	History and Nature of Science (SG1, SG2, SG3, SG4)
GRADE LEVEL EXPECTATION / STRAND	[4] SG4.1.	The student will demonstrate an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by using an account of a discovery to recognize that an individual's (e.g., George Washington Carver, Marie Curie) curiosity led to advancements in science.

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah
PERFORMANCE / CONTENT STANDARD	AK.SC.	Concepts of Life Science: A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	SC1.	Develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
GRADE LEVEL EXPECTATION / STRAND	SC2.	Develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks West - Nevada, California National Parks West - Wyoming, Utah The Amazon Rainforest Who Lives On a Coral Reef?
GRADE LEVEL EXPECTATION / STRAND	SC3.	Develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE / CONTENT STANDARD	AK.SD.	Concepts of Earth Science: A student should understand and be able to apply the concepts, processes, theories, models, evidence, and systems of earth and space sciences. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	SD1.	Develop an understanding of Earth's geochemical cycles. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	SD2.	Develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
PERFORMANCE / CONTENT STANDARD	AK.SE.	Science and Technology: A student should understand the relationships among science, technology, and society. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	SE1.	Develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.

		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	SE3.	Develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE / CONTENT STANDARD	AK.SF.	Cultural, Social, Personal Perspectives and Science: A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	SF1.	Develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	SF2.	Develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE / CONTENT STANDARD	AK.SG.	History and Nature of Science: A student should understand the history and nature of science. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	SG1.	Develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
GRADE LEVEL EXPECTATION / STRAND	SG3.	Develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s). <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1

Alaska Content and Performance Standards
Social Studies

Grade: 4 - Adopted: 2006

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.2.	<p>Make maps, globes, and graphs.</p> <p><u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities</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><u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 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><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts</p>
PERFORMANCE / CONTENT 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 EXPECTATION / STRAND	B.1.	<p>Know that places have distinctive geographic characteristics.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION / STRAND	B.3.	<p>Relate how people create similarities and differences among places.</p>

		<u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	B.4.	Discuss how and why groups and individuals identify with places. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	B.5.	Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	B.7.	Understand that a region is a distinct area defined by one or more cultural or physical features. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades K - 5
PERFORMANCE / CONTENT STANDARD	AK.C.	Geography: A student should understand the dynamic and interactive natural forces that shape the earth's environments. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	C.1.	Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics. <u>Virtual Field Trips</u> African Safari Canada - An Overview Exploring Cuba Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	C.3.	Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.

PERFORMANCE / CONTENT STANDARD	AK.D.	Geography: A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	D.1.	Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	D.5.	Analyze how conflict and cooperation shape social, economic, and political use of space. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
PERFORMANCE / CONTENT STANDARD	AK.E.	Geography: A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	E.1.	Understand how resources have been developed and used. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION / STRAND	E.2.	Recognize and assess local, regional, and global patterns of resource use. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION / STRAND	E.4.	Determine the influence of human perceptions on resource utilization and the environment. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION / STRAND	E.5.	Analyze the consequences of human modification of the environment and evaluate the changing landscape. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	E.6.	Evaluate the impact of physical hazards on human systems. <u>Virtual Field Trips</u> Exploring Cuba
PERFORMANCE / CONTENT STANDARD	AK.F.	Geography: A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	F.1.	Analyze and evaluate the impact of physical and human geographical factors on major historical events. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades

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.2.	Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
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.	Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
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. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
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. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION / STRAND	B.4.	Know how power is shared in the United States' constitutional government at the federal, state, and local levels. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	B.7.	Distinguish between constitution-based ideals and the reality of American political and social life. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
PERFORMANCE / CONTENT STANDARD	AK.C.	Government and Citizenship: A student should understand the character of government of the state. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	C.1.	Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
PERFORMANCE / CONTENT STANDARD	AK.E.	Government and Citizenship: A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen. A student who meets the content standard should:

GRADE LEVEL EXPECTATION / STRAND	E.1.	Know the important characteristics of citizenship. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	E.2.	Recognize that it is important for citizens to fulfill their public responsibilities. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
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.2.	Be aware that economic systems determine how resources are used to produce and distribute goods and services. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION / STRAND	F.4.	Understand the role of price in resource allocation. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION / STRAND	F.5.	Understand the basic concepts of supply and demand, the market system, and profit. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION / STRAND	F.10.	Understand how international trade works. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
PERFORMANCE / CONTENT STANDARD	AK.G.	Government and Citizenship: A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	G.6.	Understand that wages and productivity depend on investment in physical and human capital. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
PERFORMANCE / CONTENT STANDARD	AK.A.	History: A student should understand that history is a record of human experiences that links the past to the present and the future. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	A.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. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
GRADE LEVEL EXPECTATION / STRAND	A.7.	Understand that history is dynamic and composed of key turning points. <u>Virtual Field Trips</u>

		<p>Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 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><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
GRADE LEVEL EXPECTATION / STRAND	A.9.	<p>Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
PERFORMANCE / CONTENT STANDARD	AK.B.	<p>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:</p>
GRADE LEVEL EXPECTATION / STRAND	B.1.	<p>Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:</p>
GOAL	B.1.a.	<p>The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p>
GOAL	B.1.b.	<p>Human communities and their relationships with climate, subsistence base, resources, geography, and technology.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 4 - Southeast Region of the U.S. The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p>

GOAL	B.1.c.	<p>The origin and impact of ideologies, religions, and institutions upon human societies.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)</p>
GRADE LEVEL EXPECTATION / 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><u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5</p>
GRADE LEVEL EXPECTATION / STRAND	B.4.	<p>Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
GRADE LEVEL EXPECTATION / STRAND	B.5.	<p>Evaluate the influence of context upon historical understanding.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
PERFORMANCE / CONTENT STANDARD	AK.C.	<p>History: A student should develop the skills and processes of historical inquiry. A student who meets the content standard should:</p>
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><u>Virtual Field Trips</u> 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><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</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.	Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION / STRAND	D.6.	Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
PERFORMANCE / CONTENT STANDARD	AK.AH.HI.1	Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)
GRADE LEVEL EXPECTATION / STRAND	AH.HI.1.1.	Indigenous Alaskans before western contact (time immemorial - contact) - People, Places, Environment: The student demonstrates an understanding of the interaction between people and their physical environment by:
GOAL	AH.PPE.1.	Comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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) <u>Virtual Field Trips</u> Grade 3 - The First Americans
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) <u>Virtual Field Trips</u> 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) <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

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