

**Main Criteria:** Alaska Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**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.

**Social Studies Online**

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.

**Social Studies Online**

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.

**Social Studies Online**

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.

**Social Studies Online**

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

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

## Alaska Content and Performance Standards

### Social Studies

Grade: 3 - Adopted: 2016

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

GRADE LEVEL EXPECTATION / STRAND	A.2.	<p>Make maps, globes, and graphs.</p> <p><b><u>Social Studies Online</u></b></p> <p>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><b><u>Social Studies Online</u></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 EXPECTATION / STRAND	A.5.	<p>Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.</p> <p><b><u>Social Studies Online</u></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 / 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><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
GRADE LEVEL EXPECTATION / STRAND	B.2.	<p>Analyze how places are formed, identified, named, and characterized.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>
GRADE LEVEL EXPECTATION / STRAND	B.3.	<p>Relate how people create similarities and differences among places.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a></p>
GRADE LEVEL EXPECTATION / STRAND	B.4.	<p>Discuss how and why groups and individuals identify with places.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></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><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
GRADE LEVEL EXPECTATION / STRAND	B.6.	<p>Make informed decisions about where to live, work, travel, and seek opportunities.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>

GRADE LEVEL EXPECTATION / STRAND	B.7.	<p>Understand that a region is a distinct area defined by one or more cultural or physical features.</p> <p><b><u>Social Studies Online</u></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 / CONTENT 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 EXPECTATION / 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><u>Social Studies Online</u></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 EXPECTATION / STRAND	C.3.	<p>Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a></p>
PERFORMANCE / CONTENT 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 EXPECTATION / 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><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
GRADE LEVEL EXPECTATION / STRAND	D.3.	<p>Interpret population characteristics and distributions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>
PERFORMANCE / CONTENT 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 EXPECTATION / STRAND	E.1.	<p>Understand how resources have been developed and used.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a></p>

GRADE LEVEL EXPECTATION / STRAND	E.2.	<p>Recognize and assess local, regional, and global patterns of resource use.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Grade 2 - Land and Water Around Us  Grade 3 - A Country of Cultures  Grade 3 - Geography of Our Communities  Grade 3 - The First Americans  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.  Grade 4 - Southwest Region Early Beginnings  Grade 4 - Southwest Region Today  Grade 4 - West Region Geography  Grade 4 - West Region Today</p>
GRADE LEVEL EXPECTATION / STRAND	E.4.	<p>Determine the influence of human perceptions on resource utilization and the environment.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Grade 2 - Land and Water Around Us  Grade 3 - The First Americans  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.  Grade 4 - Southwest Region Early Beginnings  Grade 4 - Southwest Region Today  Grade 4 - West Region Today</p>
GRADE LEVEL EXPECTATION / STRAND	E.5.	<p>Analyze the consequences of human modification of the environment and evaluate the changing landscape.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - People and Threats - Grades 2-5  Grade 2 - Land and Water Around Us  Grade 3 - Geography of Our Communities</p>
GRADE LEVEL EXPECTATION / STRAND	E.6.	<p>Evaluate the impact of physical hazards on human systems.</p> <p><b><u>Social Studies Online</u></b>  Exploring Cuba  Grade 2 - Land and Water Around Us  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Geography</p>
PERFORMANCE / CONTENT 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 EXPECTATION / STRAND	F.1.	<p>Analyze and evaluate the impact of physical and human geographical factors on major historical events.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - People and Threats - Grades 2-5</p>

GRADE LEVEL EXPECTATION / STRAND	F.3.	Analyze resource management practices to assess their impact on future environmental quality.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today
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GRADE LEVEL EXPECTATION / STRAND	F.4.	Interpret demographic trends to project future changes and impacts on human environmental systems.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
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PERFORMANCE / CONTENT STANDARD	AK.A.	Government and Citizenship: A student should know and understand how societies define authority, rights, and responsibilities through a governmental process. A student who meets the content standard should:
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GRADE LEVEL EXPECTATION / STRAND	A.1.	Understand the necessity and purpose of government.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work
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GRADE LEVEL EXPECTATION / STRAND	A.2.	Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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PERFORMANCE / CONTENT STANDARD	AK.B.	Government and Citizenship: A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation. A student who meets the content standard should:
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GRADE LEVEL EXPECTATION / STRAND	B.1.	Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
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GRADE LEVEL EXPECTATION / STRAND	B.2.	Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
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GRADE LEVEL EXPECTATION / STRAND	B.3.	<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><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <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><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a></p>
GRADE LEVEL EXPECTATION / STRAND	B.7.	<p>Distinguish between constitution-based ideals and the reality of American political and social life.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Grade 3 - The First Americans</a></p>
GRADE LEVEL EXPECTATION / STRAND	B.8.	<p>Understand the place of law in the American political system.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 2 - Our Government At Work</a></p>
PERFORMANCE / CONTENT 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 EXPECTATION / 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><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a></p>
GRADE LEVEL EXPECTATION / STRAND	C.4.	<p>Understand the importance of the historical and current roles of Alaska Native communities.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
PERFORMANCE / CONTENT 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 EXPECTATION / STRAND	E.1.	<p>Know the important characteristics of citizenship.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 3 - How Government Helps Our Communities</a></p>
GRADE LEVEL EXPECTATION / STRAND	E.2.	<p>Recognize that it is important for citizens to fulfill their public responsibilities.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - How Government Helps Our Communities</a></p>

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

GRADE LEVEL EXPECTATION / STRAND	G.2.	Understand that choices are made because resources are scarce.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION / STRAND	G.6.	Understand that wages and productivity depend on investment in physical and human capital.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - I Am a Consumer
PERFORMANCE / CONTENT STANDARD	AK.A.	History: A student should understand that history is a record of human experiences that links the past to the present and the future. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	A.5.	Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast Grade 4 - West Region Geography
GRADE LEVEL EXPECTATION / STRAND	A.6.	Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
GRADE LEVEL EXPECTATION / STRAND	A.7.	Understand that history is dynamic and composed of key turning points.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION / STRAND	A.8.	<p>Know that history is a bridge to understanding groups of people and an individual's relationship to society.</p> <p><b><u>Social Studies Online</u></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>
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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><b><u>Social Studies Online</u></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>
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PERFORMANCE / CONTENT STANDARD	AK.B.	History: A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	B.1.	Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

GOAL	B.1.b.	<p>Human communities and their relationships with climate, subsistence base, resources, geography, and technology.</p> <p><b><u>Social Studies Online</u></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>
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GOAL	B.1.c.	<p>The origin and impact of ideologies, religions, and institutions upon human societies.</p> <p><b><u>Social Studies Online</u></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.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
GRADE LEVEL EXPECTATION / STRAND	B.4.	Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
GRADE LEVEL EXPECTATION / STRAND	B.5.	Evaluate the influence of context upon historical understanding.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
PERFORMANCE / CONTENT STANDARD	AK.C.	History: A student should develop the skills and processes of historical inquiry. A student who meets the content standard should:
GRADE LEVEL EXPECTATION / STRAND	C.2.	Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers.  <b><u>Social Studies Online</u></b> Grade 3 - The First Americans
GRADE LEVEL EXPECTATION / STRAND	C.3.	Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

GRADE LEVEL EXPECTATION / STRAND	C.4.	<p>Use historical perspective to solve problems, make decisions, and understand other traditions.</p> <p><b><u>Social Studies Online</u></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 Geography</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</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><u>Social Studies Online</u></b></p> <p>Grade 4 - Northeast</p> <p>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><u>Social Studies Online</u></b></p> <p>Grade 2 - Our Government At Work</p> <p>Grade 3 - How Government Helps Our Communities</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><u>Social Studies Online</u></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 - 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>
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)  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms
PERFORMANCE / CONTENT STANDARD	AK.AH.HI.1	Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)
GRADE LEVEL EXPECTATION / STRAND	AH.HI.1.8.	Colonial Era The United States Period (1867-1912) - Consumption, Production, Distribution: The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

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

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

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

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