

| State | Website | State Standard # | Virtual History- Settling America Concept | Sections |
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| Alaska | http://www.eed.state.ak.us/TLS/FRAMEWORKS/ssstudies/first.htm | Social Studies Framework | Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage | <i>Alaska Standards and Key Elements for Geography</i> A. A student should be able to make a use maps, globes and graphs to gather, analyze, and report spatial (geographic) information. D. 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. |
| | | | Economics <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe | <i>Alaska Standards and Key Elements for Government/Citizenship</i> D. A student should understand the role of the United States in international affairs. (1) be able to analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries; F. A student should understand the economies of the United States and the state and their relationships to the global economy. (2) be aware that economic systems determine how resources are used to produce and distribute goods and services; (5) understand the basic concepts of supply and demand, the market system, and profit; G. A student should understand the impact of economic choices and be able to participate effectively in the local, state, national, and global |

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| | | | | <p>economies.</p> <p>(1) be able to apply economic principles to actual world situations;</p> <p>(2) understand choices are made because resources are scarce;</p> <p>(3) be able to identify and compare the costs and benefits when making choices;</p> <p>B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> |
| | | | <p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense | <p>B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>(1) be able to comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:</p> <p>(a) the development of cultures, the emergence of civilizations, and the accomplishments and mistakes of social organizations;</p> <p>(d) the consequences of peace and violent conflict to societies and their cultures;</p> |
| | | | <p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to | <p>B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>(1) be able to comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:</p> |

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| | | | <p>European survival</p> <ul style="list-style-type: none">• Trade, including fur, seeds, guns, and metal goods• Treaties and conflict | <p>following persistent organizing themes:</p> <p>(a) the development of cultures, the emergence of civilizations, and the accomplishments and mistakes of social organizations;</p> <p>(b) human communities and their relationships with climate, subsistence base, resources, geography and technology;</p> <p>(d) the consequences of peace and violent conflict to societies and their cultures;</p> |
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