### Alaska Content and Performance Standards

**Science**

**Grade:** 1 - **Adopted:** 2006

<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.D1.</th>
<th>Concepts of Earth Science (SD1, SD2, SD3, SD4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>[3] SD2.1.</td>
<td>The student demonstrates an understanding of the forces that shape Earth by identifying and comparing a variety of Earth’s land features (i.e., rivers, deltas, lakes, glaciers, mountains, valleys, and islands).</td>
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<td>Virtual Field Trips</td>
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<td></td>
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<td>Grade 1 - The Earth Around Us</td>
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<td>Grade 2 - Land and Water Around Us</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.E1.</th>
<th>Science and Technology (SE1, SE2, SE3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>[3] SE1.1.</td>
<td>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by identifying local problems and discussing solutions. (L)</td>
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<td>Virtual Field Trips</td>
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<td>Grade 1 - Life Long Ago</td>
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<td>Grade 1 - The Earth Around Us</td>
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<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.F1.</th>
<th>Cultural, Social, Personal Perspectives, and Science (SF1, SF2, SF3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>[3] SF1.1-SF3.1.</td>
<td>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by exploring local or traditional stories that explain a natural event. (L) Cross referenced with SA3.1</td>
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<td>Virtual Field Trips</td>
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<td>Grade 1 - Life Long Ago</td>
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<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.SA.</th>
<th>Science as Inquiry and Process: A student should understand and be able to apply the processes and applications of scientific inquiry. A student who meets the content standard should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>SA3.</td>
<td>Develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.</td>
</tr>
<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>EXPECTATION / STRAND</td>
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<tr>
<td>AK.SD.</td>
<td>SD2.</td>
<td>Develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth. Virtual Field Trips Grade 2 - Land and Water Around Us</td>
</tr>
<tr>
<td>SD3.</td>
<td>Develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us</td>
<td></td>
</tr>
<tr>
<td>AK.SE.</td>
<td>SE1.</td>
<td>Develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events. Virtual Field Trips Grade 1 - Life Long Ago</td>
</tr>
<tr>
<td>SE3.</td>
<td>Develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures Virtual Field Trips Grade 1 - Life Long Ago</td>
<td></td>
</tr>
<tr>
<td>AK.SF.</td>
<td>SF1.</td>
<td>Develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology. Virtual Field Trips Grade 1 - Life Long Ago</td>
</tr>
<tr>
<td>SF2.</td>
<td>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. Virtual Field Trips Grade 1 - Life Long Ago</td>
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<tr>
<td>SF3.</td>
<td>Develop an understanding of the importance of recording and validating cultural knowledge. Virtual Field Trips Grade 1 - Life Long Ago</td>
<td></td>
</tr>
<tr>
<td>AK.SG.</td>
<td>SG1.</td>
<td>Develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.</td>
</tr>
</tbody>
</table>
# Alaska Content and Performance Standards

## Social Studies

**Grade: 1 - Adopted: 2006**

<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.A.</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE LEVEL / STRAND</strong></td>
<td><strong>SG3.</strong></td>
<td>Develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.B.</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE LEVEL / STRAND</strong></td>
<td><strong>B.1.</strong></td>
<td>Know that places have distinctive geographic characteristics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.B.</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE LEVEL / STRAND</strong></td>
<td><strong>B.2.</strong></td>
<td>Analyze how places are formed, identified, named, and characterized.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.B.</th>
<th>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:</th>
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</thead>
<tbody>
<tr>
<td><strong>GRADE LEVEL / STRAND</strong></td>
<td><strong>B.3.</strong></td>
<td>Relate how people create similarities and differences among places.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>PERFORMANCE / CONTENT STANDARD</th>
<th>AK.B.</th>
<th>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:</th>
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</thead>
<tbody>
<tr>
<td><strong>GRADE LEVEL / STRAND</strong></td>
<td><strong>B.5.</strong></td>
<td>Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.</td>
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<tr>
<td>GRADE LEVEL</td>
<td>EXPECTATION / STRAND</td>
<td>B.7.</td>
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<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - Let’s Learn About the Government</td>
<td>Grade 2 - Our Government At Work</td>
</tr>
<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>AK.C.</td>
<td>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:</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>EXPECTATION / STRAND</td>
<td>C.1.</td>
</tr>
<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - The Earth Around Us</td>
<td>Grade 2 - Land and Water Around Us</td>
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<tr>
<td>C.3.</td>
<td>Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.</td>
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<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - The Earth Around Us</td>
<td>Grade 2 - Land and Water Around Us</td>
</tr>
<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>AK.D.</td>
<td>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:</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>EXPECTATION / STRAND</td>
<td>D.2.</td>
</tr>
<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - The Earth Around Us</td>
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<tr>
<td>D.4.</td>
<td>Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.</td>
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<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - Life Long Ago</td>
<td>Grade 1 - The Earth Around Us</td>
</tr>
<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>AK.E.</td>
<td>Geography: A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the content standard should:</td>
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<tr>
<td>GRADE LEVEL</td>
<td>EXPECTATION / STRAND</td>
<td>E.1.</td>
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<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - The Earth Around Us</td>
<td>Grade 2 - Land and Water Around Us</td>
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<tr>
<td>E.2.</td>
<td>Recognize and assess local, regional, and global patterns of resource use.</td>
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<tr>
<td>Virtual Field Trips</td>
<td>Grade 1 - The Earth Around Us</td>
<td>Grade 2 - Land and Water Around Us</td>
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<tr>
<td>GRADE LEVEL</td>
<td>EXPECTATION / STRAND</td>
<td>ACTIVITY</td>
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<td>E.4.</td>
<td>Determine the influence of human perceptions on resource utilization and the environment.</td>
<td>Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us</td>
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<tr>
<td>E.5.</td>
<td>Analyze the consequences of human modification of the environment and evaluate the changing landscape.</td>
<td>Virtual Field Trips Grade 2 - Land and Water Around Us</td>
</tr>
<tr>
<td>E.6.</td>
<td>Evaluate the impact of physical hazards on human systems.</td>
<td>Virtual Field Trips Grade 2 - Land and Water Around Us</td>
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</tbody>
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<thead>
<tr>
<th>PERCENTAGE / CONTENT STANDARD</th>
<th>AK.F.</th>
<th>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:</th>
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</thead>
<tbody>
<tr>
<td>F.3.</td>
<td>Analyze resource management practices to assess their impact on future environmental quality.</td>
<td>Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us</td>
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<thead>
<tr>
<th>PERCENTAGE / CONTENT STANDARD</th>
<th>AK.A.</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1.</td>
<td>Understand the necessity and purpose of government.</td>
<td>Virtual Field Trips Grade 2 - Our Government At Work</td>
</tr>
<tr>
<td>A.2.</td>
<td>Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.</td>
<td>Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work</td>
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<thead>
<tr>
<th>PERCENTAGE / CONTENT STANDARD</th>
<th>AK.B.</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.</td>
<td>Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights.</td>
<td>Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work</td>
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<tr>
<td>B.2.</td>
<td>Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion.</td>
<td>Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5</td>
</tr>
<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>B.3.</td>
<td>Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.</td>
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<td>Virtual Field Trips</td>
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<td>Grade 2 - Our Government At Work</td>
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<td></td>
<td>Washington, DC - Grades K - 5</td>
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<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>B.7.</td>
<td>Distinguish between constitution-based ideals and the reality of American political and social life.</td>
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<td>Grade 2 - Our Government At Work</td>
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<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>B.8.</td>
<td>Understand the place of law in the American political system.</td>
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<td>Grade 1 - Let’s Learn About the Government</td>
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<td>Grade 2 - Living Together</td>
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<td>Grade 2 - Our Government At Work</td>
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<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>AK.E.</td>
<td>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:</td>
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<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>E.1.</td>
<td>Know the important characteristics of citizenship.</td>
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<td>Virtual Field Trips</td>
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<td>Grade 1 - Let’s Learn About the Government</td>
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<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>E.2.</td>
<td>Recognize that it is important for citizens to fulfill their public responsibilities.</td>
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<td>Virtual Field Trips</td>
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<td>Grade 1 - Let’s Learn About the Government</td>
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<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>E.3.</td>
<td>Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting.</td>
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<td>Grade 2 - Our Government At Work</td>
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<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>E.4.</td>
<td>Establish, explain, and apply criteria useful in evaluating rules and laws.</td>
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<td>Grade 2 - Our Government At Work</td>
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<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>E.6.</td>
<td>Recognize the value of community service.</td>
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<td>Virtual Field Trips</td>
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<td>Grade 1 - All About Work</td>
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<td>Grade 2 - Work and Money</td>
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<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>AK.F.</td>
<td>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:</td>
</tr>
<tr>
<td>GRADE LEVEL EXPECTATION / STRAND</td>
<td>F.1.</td>
<td>Understand how the government and the economy interrelate through regulations, incentives, and taxation.</td>
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<td>Virtual Field Trips</td>
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<td>Grade 2 - Work and Money</td>
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<tr>
<td>PERFORMANCE / CONTENT STANDARD</td>
<td>AK.G.</td>
<td>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:</td>
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</table>
| GRADE LEVEL EXPECTATION / STRAND | G.2.                                                                 | Understand that choices are made because resources are scarce.  
Virtual Field Trips  
Grade 2 - Work and Money |
| GRADE LEVEL EXPECTATION / STRAND | G.6.                                                                 | Understand that wages and productivity depend on investment in physical and human capital.  
Virtual Field Trips  
Grade 1 - All About Work  
Grade 2 - Work and Money |
| 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.  
Virtual Field Trips  
Jerusalem - Then and Now (Younger Grades) |
| GRADE LEVEL EXPECTATION / STRAND | A.7.                                                                 | Understand that history is dynamic and composed of key turning points.  
Virtual Field Trips  
Grade 2 - Early Americans  
Washington, DC - Grades K - 5 |
| GRADE LEVEL EXPECTATION / STRAND | A.8.                                                                 | Know that history is a bridge to understanding groups of people and an individual's relationship to society.  
Virtual Field Trips  
Grade 1 - Life Long Ago  
Grade 2 - Early Americans |
| 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: |
| GOAL                           | B.1.b.                                                                | Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:  
Virtual Field Trips  
The Earth Around Us  
Land and Water Around Us |
| GOAL                           | B.1.c.                                                                | The origin and impact of ideologies, religions, and institutions upon human societies.  
Virtual Field Trips  
Jerusalem - Then and Now (Younger Grades) |
| 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.  
Virtual Field Trips  
Let's Learn About the Government |
<table>
<thead>
<tr>
<th>Grade Level Expectation / Strand</th>
<th>D.6.</th>
<th>Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.</th>
</tr>
</thead>
</table>
| 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.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 2 - Early 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.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* |