


**Quarter 1**  
**Social Studies–Third Grade**

**Unit 1:** Matanuska Susitna Borough

**Module 1**–Geography/Culture & History

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
1	Map Exploration	<ul style="list-style-type: none"> <li>Map of MSB (large)</li> <li>Pinterest</li> <li>Teachers Pay Teachers</li> <li>Several maps for small group work (or projected map)</li> <li>Checklist for items to find on map. <i>Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</i></li> </ul>	Students will: <ul style="list-style-type: none"> <li>Identify the geographic features common to areas where human settlements exist.</li> <li>Use map features to make logical inferences and describe relationships between human settlement and physical geography (e.g. population density in relation to cities' proximity to water, utilization of natural resources).</li> <li>Identify the shapes and purposes of natural and man-made boundaries of the Mat-Su Borough.</li> </ul>	No formal assessment (Teacher Observation)
<b>State Standard(s)</b>				
<b>3-G-1</b> Determine the relationships between human settlement and geography in the Mat-Su Borough.				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
2-4	Map Creation	<ul style="list-style-type: none"> <li>Blank map of MSB. <i>Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</i></li> <li>Map</li> <li>Colored pencils</li> <li>Checklist from Day 1</li> </ul>	Students will: <ul style="list-style-type: none"> <li>See Day 1 and describe the ecosystems of the Mat-Su Borough (i.e. glaciers, mountain, valley, forest, and wetland).</li> <li>Identify important natural resources located in the Mat-Su Borough.</li> <li>Describe how communities have modified the environment to accommodate their needs (e.g. farming/agriculture, mining, building, and transporting systems).</li> <li>Investigate ways different communities have adapted into an ecosystem.</li> </ul>	Student product

State Standard(s)				
<b>3-G-1</b> Determine the relationships between human settlement and geography in the Mat-Su Borough. <b>3-G-2</b> Describe how various communities have adapted to existing environments and how other communities have modified the environment.				
<b>Cross Curricular Connections:</b> Climate (Earth Science) Culture				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
5-7	Ecosystems	<ul style="list-style-type: none"> <li>Map of MSB natural resources</li> <li>Video (Any video resource-for example, Brainpop Jr., The Magic School Bus, Bill Nye for ecosystems and/or natural resources)</li> <li>Student maps</li> <li>Colored pencils and paper to create foldable or poster with the five main ecosystems</li> </ul>	Same as Days 2-3	Student product
State Standard(s)				
<b>3-G-2</b> Describe how various communities have adapted to existing environments and how other communities have modified the environment.				
<b>Cross Curricular Connections:</b> Culture				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
8-9	Adaption to environment	<ul style="list-style-type: none"> <li>Student created maps</li> <li>Website such as <a href="#">Alaskool</a></li> <li>Library books related to native cultures, Knik-Wasilla Settlement, Palmer Colony, etc.</li> <li>Student created maps</li> <li>Colored pencils</li> <li>Computers (to use technology to create a PowerPoint or document identifying human-environment relationships)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Same as above and identify ways people use the physical environment (e.g. agriculture, recreation, energy, industry).</li> <li>Compare changes in the availability and use of natural resources over time.</li> <li>Compare perspectives of various communities toward the natural environment.</li> <li>Make inferences about the positive and negative impacts of human-caused change to the physical environment.</li> </ul>	Student Product
State Standard(s)				
<b>3-G-2</b> Describe how various communities have adapted to existing environments and how other communities have modified the environment. <b>3-G-3</b> Analyze ways cultures use, maintain, and preserve the physical environment.				
<b>Cross Curricular Connections:</b> Culture and Sequence of Events				

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
10-11	Adaptation to Environment (Past to Present Day)	<ul style="list-style-type: none"> <li>Compare/Contrast</li> <li>Past/present adaptations to our environment</li> <li>Paper/pencil (Cooperative learning groups to create Venn Diagram, list, etc.)</li> <li>To compare/contrast past relationships with the environment to the present)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Identify and explain the interrelationship of the environment (e.g. location, natural resources, and climate) and community development (e.g. food, shelter, clothing, industries, markets, recreation, and artistic creations).</li> </ul>	Student responses
<b>State Standard(s)</b>				
<b>3-C/H-1</b>				
<b>Cross Curricular Connections:</b> Culture				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
12-15	Review/Complete unfinished work/extend			
<b>State Standard(s)</b>				
<b>3-G-1</b> Determine the relationships between human settlement and geography in the Mat-Su Borough. <b>3-G-2</b> Describe how various communities have adapted to existing environments and how other communities have modified the environment. <b>3-C/H-1</b> Evaluate key factors that determine how a community develops. <b>3-C/H-2</b> Explain how the local indigenous cultures have changed over time.				
<b>Cross Curricular Connections:</b> Art, Writing and Science				
<b>Quarter 2</b>				
<b>Social Studies–Third Grade</b>				
<b>Unit 1:</b> Culture and History				
<b>Module 1</b> –Interrelationships with Environment				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
1-4	Introduction to the Athabascan	<ul style="list-style-type: none"> <li><a href="#">Lesson Plan</a> to accompany book</li> <li>Teachers Pay Teachers</li> <li>The Sleeping Lady by Ann Dixon</li> </ul> 	Students will: <ul style="list-style-type: none"> <li>Identify the elements of culture (e.g. language, religion, customs, artistic expression, systems of exchange)</li> <li>Describe how stories, folktales, music, and artistic creations serve as expressions of culture.</li> </ul>	Student responses

		<ul style="list-style-type: none"> <li>Pencils, colored pencils, construction paper (This book provides a great opportunity for various art projects. Google The Sleeping Lady for ideas.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the interrelationships of the environment (e.g. location, natural resources, and climate (e.g. food, shelter, clothing, industries, markets, recreation, and artistic creations).</li> <li>Examine changes in communities that can or have occurred when two or more cultures interact.</li> </ul>	
<b>State Standard(s)</b>				
<b>3-C/H-1</b> Evaluate key factors that determine how a community develops. <b>3-C/H-2</b> Explain how the local indigenous cultures have changed over time.				
<b>Cross Curricular Connections:</b> Science (fossils) Art				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
5	Athabaskan's Basic Needs (met through environment)	<ul style="list-style-type: none"> <li>Prior Knowledge (Small groups to complete a four square of food, shelter, clothing, and water the Athabascans would have needed.)</li> <li>Chart or copy paper and pencils</li> </ul>	Same as above	Student product
6-8	Tools & Weapons Exploration	<ul style="list-style-type: none"> <li>Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</li> <li>Pictures and descriptions of tool examples (Students will be working with a partner, choose a weapon/tool from a basket. Then make a poster and present to the class.)</li> <li>Pictures/cutouts of the tools. Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</li> <li>Construction paper (large), scissors and glue</li> </ul>	Same as above	Student product
9-10	Athabaskan culture and change over time.	<ul style="list-style-type: none"> <li>Dena'ina PowerPoint. Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</li> <li>Basic needs chart to update during ppt</li> </ul>	Same as above	Oral Discussion

11	Extend Athabaskan Unit	<ul style="list-style-type: none"> <li>• Guest Speaker to reinforce and extend previously taught concepts</li> </ul>	Same as above	Oral Discussion/ Questions
<b>State Standard(s)</b>				
<b>3-C/H-1</b> Evaluate key factors that determine how a community develops.				
<b>Day(s)</b>	<b>Lesson</b>	<b>Suggested Resources/Materials</b>	<b>Objective(s)</b>	<b>Assessment(s)</b>
12-14	Athabaskan Art	<ul style="list-style-type: none"> <li>• Instructional Flip chart. <i>Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</i></li> <li>• Poster board tracers, construction or other paper, scissors, markers, colored pencils, etc.</li> </ul> <p>Yarn, feathers, pony beads and stapler</p>		Student product
15	Thank you Note (written for our guest speaker)	Card stock or construction paper, pencils, colored pencils, markers, etc.	Same as above	
<b>State Standard(s)</b>				
<b>3-C/H-1</b> Evaluate key factors that determine how a community develops. <b>3-C/H-2</b> Explain how the local indigenous cultures have changed over time.				
<b>Cross Curricular Connections:</b> Literacy (Proper letter writing)				
<b>Quarter 3 Social Studies–Third Grade</b>				
<b>Unit 3:</b> Government (Unit 2 continued)				
<b>Module:</b> Interrelationships with Environment/Mat-Su Borough				
<b>Day(s)</b>	<b>Lesson</b>	<b>Suggested Resources/Materials</b>	<b>Objective(s)</b>	<b>Assessment(s)</b>
1-2	Compare and contrast Athabaskan culture to settlers and colonists	<ul style="list-style-type: none"> <li>• PowerPoint of Alaskan Trappers. <i>Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your <a href="mailto:ab123456@ad.matsuk12.us">ab123456@ad.matsuk12.us</a> and password)&gt;Elementary Documents</i></li> <li>• Promethean Board</li> <li>• Create foldable/booklet (copy or construction paper) with key ideas and pictures (to add on information each day).</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze how the cultures of settlers, colonists, and indigenous peoples have changed through their interactions.</li> </ul>	

3-4	Mining in the Mat-Su	<ul style="list-style-type: none"> <li>PowerPoint. Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your ab123456@ad.matsuk12.us and password)&gt;Elementary Documents</li> <li>Foldable/booklet</li> </ul>	Same as above	Oral Discussion
5-6	History of Wasilla	<ul style="list-style-type: none"> <li>PowerPoint. Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your ab123456@ad.matsuk12.us and password)&gt;Elementary Documents</li> <li>Foldable/booklet</li> </ul>	Same as above	Oral Discussion
7-8	Matanuska Colonists	<ul style="list-style-type: none"> <li>PowerPoint. Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your ab123456@ad.matsuk12.us and password)&gt;Elementary Documents</li> <li>Foldable/booklet</li> </ul>	Same as above	Oral Discussion
9	Review and/or compare/contrast each group with Venn Diagrams or column lists	<ul style="list-style-type: none"> <li>Refer back to PowerPoints as needed.</li> <li>Paper and pencil</li> <li>Small groups or partners</li> </ul>	Same as above	Student product

**State Standard(s)**

**3-C/H-2** Explain how the local indigenous cultures have changed over time.

**Cross Curricular Connections:** Literacy (Compare/Contrast)

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
10	Guest Speaker/Field Trip	<ul style="list-style-type: none"> <li>Trapper Organization, Bird TLC (907) 562-4852</li> <li>Alaska Wildbird Rehabilitation (907) 892-2927</li> </ul>	Same as above	

**State Standard(s)**

**3-C/H-1** Evaluate key factors that determine how a community develops. **3-C/H-2** Explain how the local indigenous cultures have changed over time.

**Cross Curricular Connections:** Science

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
11-13	Culminating Event Potlatch, project, diorama, games, crafts, writing about Athabascans, etc.	<ul style="list-style-type: none"> <li>Community/local experts?</li> <li>Will vary depending on chosen event</li> </ul>	Same as above	Student product

State Standard(s)				
<b>3-C/H-1</b> Evaluate key factors that determine how a community develops. <b>3-C/H-2</b> Explain how the local indigenous cultures have changed over time.				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
14	Introduce Government Unit	<ul style="list-style-type: none"> <li>• <a href="#">Matanuska-Susitna Borough Government</a></li> <li>• Webpages introducing the history of the borough and government structure.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• List the responsibilities community members have to one another.</li> <li>• Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).</li> </ul>	Participation/oral responses
State Standard(s)				
<b>3-G/C-1</b> Describe the rights and responsibilities inherent in being a contributing member of a community.				
<b>Cross Curricular Connections:</b> Health-Community, Health & Safety, Mental & Emotional Health				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
15	Guest Speaker	<ul style="list-style-type: none"> <li>• Mayor or other local elected officials</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above and differentiate between personal and community needs.</li> <li>• Identify roles of representative government (e.g. make laws, maintain order, levy taxes, and provide public services).</li> <li>• Research community needs and the role government serves in meeting those needs.</li> </ul>	Participation/oral responses
16-17	Matsu Borough Assembly	<ul style="list-style-type: none"> <li>• <a href="#">Matanuska-Susitna Borough Government</a></li> <li>• Laptops or desktop computers (work with partner)</li> <li>• <a href="#">Mat-Su Government Assembly</a></li> <li>• Scavenger Hunt. <i>Go to Teacher Lounge site&gt;Curriculum&gt;District Curriculum Share (log-in using your ab123456@ad.matsuk12.us and password)&gt;Elementary Documents</i></li> </ul>	Same as above	Student product
State Standard(s)				
<b>3-G/C-1</b> Describe the rights and responsibilities inherent in being a contributing member of a community. <b>3-G/C-2</b> Identify ways community needs are met by government.				
<b>Cross Curricular Connections:</b> Technology				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
18	Field Trip	<ul style="list-style-type: none"> <li>• Borough Offices</li> </ul>	Same as above	

19	Writing activity about field trip	<ul style="list-style-type: none"> <li>• Thank you notes</li> <li>• Paper, pencil, colored pencils, writing paper</li> </ul>	Same as above	Student product-paragraph explaining what they learned on the field trip/favorite part
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**Cross Curricular Connections:** Writing

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
20	Catch up day/ additional guest speaker			

**State Standard(s)**

**3-G/C-2** Identify ways community needs are met by government.

**Quarter 4  
Social Studies–Third Grade**

**Unit 4:** Government

**Module**–Mat-Su Borough

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
1	Introduce civics and current events	<ul style="list-style-type: none"> <li>• <a href="#">Constitution Center-Learn/Educational Resources/Activities</a></li> <li>• Brain Pop Jr (civics, citizenship, rights and responsibilities and activities)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Engage in meaningful dialogue about the community and current events within the classroom, school and local community.</li> <li>• Identify and consider the diverse viewpoints of the people who comprise a community.</li> <li>• Demonstrate respect for the opinions, backgrounds, and culture of others.</li> </ul>	Student product if completing the activities
2-3	Current Events	<ul style="list-style-type: none"> <li>• <a href="#">Current Event My Community</a></li> <li>• Focus on one standard-classroom, school or local community</li> <li>• Packet</li> <li>• Pencils</li> <li>• Laptop or desktop computer</li> <li>• Newspaper/ website/printed articles</li> </ul>	Same as above	Student Product



		<ul style="list-style-type: none"> <li>• Work in partners or small groups</li> </ul>		
<b>Cross Curricular Connections:</b> Literacy				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
4-5	Current Events	<ul style="list-style-type: none"> <li>• Current event packet-focus on another standard</li> <li>• Packet</li> <li>• Pencils</li> <li>• Laptop or desktop computer</li> <li>• Newspaper/ website/printed articles</li> </ul> Work in partners or small groups	Same as above	Student product
6-10	Culminating project focusing on Matsu Borough, local or school, community events or place of interest.	<ul style="list-style-type: none"> <li>• Pinterest.com</li> <li>• Teachers Pay Teachers</li> <li>• Teachers notebook</li> <li>• <a href="#">Alaska</a> (explore the Mat-Su Valley)</li> <li>• Travel brochure and newsletter templates</li> <li>• Poster</li> </ul>	Same as above	Student product
<b>State Standard(s)</b>				
<b>3-G/C-3</b> Apply principles of civic responsibility.				
<b>Cross Curricular Connections:</b> Literacy				