

3rd Grade Social Studies

Instructional Focus: Matanuska Susitna Borough

- The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.
- All people exist within cultures, or the way of life of a group of people. All human communities have cultural attributes. These attributes change over time in response to changes in the world around them. Indigenous cultures in the Mat-Su Borough, Alaska demonstrate these attributes, and teachers are encouraged to select examples from these rich cultural traditions.
- There are purposes and roles of local representative government. People are elected in this nation to represent the views of other people. There are rights people have within this government. There are multiple functions and services of government. Community members have rights, and with those rights come responsibilities. For a community to function effectively, community members must understand and accept those responsibilities. Recognizing and considering the viewpoints of others is essential.

Geography: Students will understand how geography influences community location and development.

Standard	Objective	Examples
3-G-1. Determine the relationships between human settlement and geography in the Mat-Su Borough.	Students will: <ul style="list-style-type: none"> • Identify the geographic features common to areas where human settlements exist. • 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). • Identify the shapes and purposes of natural and man-made boundaries of the Mat-Su Borough. 	<ul style="list-style-type: none"> • Palmer settlement (valley) for agriculture. Waterways and settlements. • Create a physical map of the valley including key/legend with symbols, title, and compass rose with cardinal and intermediate directions. • Physical maps should include mountains, valleys, and glaciers, natural and man-made bodies of water. • Maps can include political features of towns, cities, railroads, and major roadways.
3-G-2. Describe how various communities have adapted to existing environments and how other communities have modified the environment.	Students will: <ul style="list-style-type: none"> • Describe the ecosystems of the Mat-Su Borough (i.e. glaciers, mountain, valley, forest, and wetland). • Identify important natural resources located in the Mat-Su Borough. • Describe how communities have modified the environment to accommodate their needs (e.g. farming/agriculture, mining, building, and transporting systems). • Investigate ways different communities have adapted into an ecosystem. 	<ul style="list-style-type: none"> • How colonists and settlers chose their location for living. • Create a four square, labeled with basic needs, (food, shelter, clothing, and water) How do we currently meet our basic needs? • Using the same format, investigate how the indigenous people met their basic needs. • Dena'ina power point on the district web site under Alaska History Teacher Resources.
3-G-3. Analyze ways cultures use, maintain, and preserve the physical environment.	Student will: <ul style="list-style-type: none"> • Identify ways people use the physical environment (e.g. agriculture, recreation, energy, industry). • Compare changes in the availability and use of natural resources over time. • Compare perspectives of various communities toward the natural environment. • Make inferences about the positive and negative impacts of human-caused change to the physical environment. 	

Culture and History: Students will understand cultural and historical factors that shape a community.

Cross-Cutting:

- Sequencing Events

Standard	Objective	Examples
3-C/H-1. Evaluate key factors that determine how a community develops.	Students will: <ul style="list-style-type: none"> • Identify the elements of culture (e.g. language, religion, customs, artistic expression, systems of exchange). • Describe how stories, folktales, music, and artistic creations serve as expressions of culture. • 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). • Examine changes in communities that can or have occurred when two or more cultures interact. 	<ul style="list-style-type: none"> • Utilize resources and cultural specialists from the Indian Education Program in Federal Programs.
3-C/H-2. Explain how the local indigenous cultures have changed over time.	Students will: <ul style="list-style-type: none"> • Describe and compare early indigenous people of the Mat-Su Borough. • Analyze how the cultures of settlers, colonists, and indigenous peoples have changed through their interactions. • Identify how indigenous people maintain cultural traditions today. 	<ul style="list-style-type: none"> • Dena'ina power point on the district web site under Alaska History Teacher Resources.

Government: Students will understand the principles of civic responsibility in classroom, community, and borough.

Standard	Objective	Examples
3-G/C-1. Describe the rights and responsibilities inherent in being a contributing member of a community.	Students will : <ul style="list-style-type: none"> • List the responsibilities community members have to one another. • Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws). 	<ul style="list-style-type: none"> • Guest speakers: Mayor or other local officials. • Junior Achievement.
3-G/C-2. Identify ways community needs are met by government.	Students will: <ul style="list-style-type: none"> • Differentiate between personal and community needs. • Identify roles of representative government (e.g. make laws, maintain order, levy taxes, and provide public services). • Research community needs and the role government serves in meeting those needs. 	
3-G/C-3. Apply principles of civic responsibility.	Students will: <ul style="list-style-type: none"> • Engage in meaningful dialogue about the community and current events within the classroom, school and local community. • Identify and consider the diverse viewpoints of the people who comprise a community. • Demonstrate respect for the opinions, backgrounds, and culture of others. 	