

**Course: Social Studies**  
**Grade Level: Third**  
**Topic: Continuity and Change**

Essential Learning	#	Components	Suggested	
			Activities	Assessments
VCS SS3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in spatial context. AK - A.8, B.1.b, B.3, C.1, C.2, C.3, C.5.p	VCS 3.1.1	Identify geographical features in their local region (e.g., mountains, valleys, hills, coastal areas, oceans, lakes)	<p>Create a photo booklet of Mountains Surrounding Valdez. Label each Mt. Photo with name and elevation.</p> <p>Draw a map of the Valdez area including various geographical features.</p> <p>Powerpoint of local landforms</p>	<p>Various scoring guides</p> <p>Map making</p> <p>Teacher made tests</p>
	VCS 3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., construction changed a river or coastline, dikes, pipeline pad	<p>Field trips</p> <ul style="list-style-type: none"> <li>- Packtrail</li> <li>- Solomon Gulch</li> </ul>	
VCS SS3.2 Students describe the Alaska Native Tribes in their local region long ago and in the recent past. AK – A.2, A.4, A.5, A.6, A.8, A.9, B.1.a, B.1.b, B.5, C4	VCS 3.2.1	Describe native tribes and there: religious beliefs, customs, and various folklore traditions.	<p>Presentation from Valdez Tribal Council.</p> <p>Educator from Valdez Museum</p>	<p>Personal writing</p> <p>Teacher made test</p>
	VCS 3.2.2	Discuss the ways in which physical geography including climate influenced how the local native tribes adapted to their national environment (e.g., how they obtained food, clothing, tools).		

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	VCS 3.2.3	Describe the economy and systems of local government.  Economy- fishing, oil, tourism, government Local- school board and city council	Junior Achievement	
	VCS 3.2.4	Discuss the interaction of the new settlers with the already established natives of the region.	Museum educator	
VCS SS 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. AK – A.1, A.4, A.5, A.6, A.9, B.1, B.1.a, B.1.b	VCS 3.3.1	Research the explorers who visited here, the new people who settled here, and the new people who came to the region, including their culture and religious traditions and contributions.	Meeting at the Museum Annex with Pioneers of Alaska  Timeline	Personal writing
	VCS 3.3.2	Describe the changes in the Valdez economy from early settlers to present day.	Presentation by Museum Educational Curator	
	VCS 3.3.3	Trace why our community was established, how individuals and families contributed to its founding and	Map skills Research names of streets	

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		development, and how the community has changed over time, drawing on maps, photographs, oral histories, letter, newspapers, and other primary sources.		
VCS SS 3.4 Students understand the role of rules in laws in our daily lives and the basic structure of the U.S. government. AK – A.4, A.5, A.7, B.4, C.1, C.5, C.5.b, C.5.e	VCS 3.4.1	Determine the reason for rules and laws in our community and the role of citizenship and the promotion of rules and laws; and the consequences for people who violate rules and laws.  i.e. – taxes, city provided services, voting	Discussion of the importance of rules, regulations, and citizenship in school and classroom setting.  Develop classroom rules.	Daily journal
	VCS 3.4.2	Discuss the importance of being a good citizen and the role of citizens, including how to participate in the classroom, and the community, and in civic life.  i.e. – volunteering, voting, following laws.	Community service project.	
	VCS 3.4.3	Know the histories of important local landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Capitol, Sugarloaf, Old Town, Veterans		

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		Memorial, Keyston Canyon).		
	VCS 3.4.4	Introduce the three branches of government, with an emphasis on local government.	Develop poster depicting three branches of government. Guest speaker, City council member	Teacher made test.
	VCS 3.4.5	Introduce the ways in which local Indian tribes contribute to local government and their own system of government.	Identify natives of PWsound region  Map Work	
	VCS 3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr.).	Read biographies  Power point presentation	Personal writing Rubric
VCS SS3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. AK – B.3, C.1, C.3, C.5.c, C.5.d, C.5.f	VCS 3.5.1	Describe the ways in which local companies have used and are using natural resources, human resources, and financial resources to produce goods and services in the past and present. i.e. – goldrush, oil boom, tourism, fishing, and migrant workers		

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	VCS 3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	Develop brochure advertising local goods	Rubric
	VCS 3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits of costs.  i.e. – oil vs. possibility of spills - buying local vs. Anchorage and businesses closing	Movie: Oil spill	Personal Writing Teacher made quiz
VCS SS3.6	VCS 3.6.1	List the two regions and identify the states that make up the SW and NE region	State reports Folder of states info.	