

Alaska 3 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	3 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Alaska Social Studies Standards (2024)
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — What a Government Is For

Unit 3: Alaska's Governments · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who decides things here, and what do they decide?
Standards	Ak3 Government Structures -> SS.3.1.9.1 Alaska Social Studies Standards (2024) / Civics Anchor Standard 9: Alaska's Governments — Explore and describe various government structures within Alaska.
Learning target	"I can describe more than one kind of government working in Alaska and say what each one does."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explore and describe various government structures within Alaska.

Success criteria (student-friendly)

- "I can name more than one kind of government that operates where I live."
- "I describe a government by what it does, not only by who leads it."
- "I know that more than one government can serve the same place."

Academic vocabulary

government, structure, municipal, borough, state, Tribal, authority, service

Materials and technology

- Chart paper
- Notebooks
- Local government materials the district provides
- A blank organiser for who-does-what

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Two or more government structures operating in Alaska described by function, with one service correctly attributed to each.

Family communication

Ask your child what a government does that people could not do for themselves.

Day 41 — Things Nobody Does Alone

Week 9, Day 1 · Unit 3 · Standards: SS.3.1.9.1

Focus	Arriving at government from need.
Learning target	"I can describe more than one kind of government working in Alaska and say what each one does."
Vocabulary in use	government, structure, municipal
Local date	_____

Learning sequence

List things the class depends on that no household provides for itself -- roads, safe water, schools, help in emergencies. Ask who does provide them. Pupils will not know precisely, and that is the honest starting point. Government is introduced as the answer to a question rather than as a vocabulary word: it is how people arrange to do together what none can do alone, and week 8's benefits chart is the bridge.

Check for understanding

Student names something government provides that a household cannot.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — More Than One Government

Week 9, Day 2 · Unit 3 · Standards: SS.3.1.9.1

Focus	The finding at the heart of the unit.
Learning target	"I can describe more than one kind of government working in Alaska and say what each one does."
Vocabulary in use	government, structure, municipal
Local date	_____

Learning sequence

The idea grade 3 pupils most often lack is that several governments operate in the same place at once. Alaska has municipal and borough governments, a state government, and Tribal governments, and a person may be served by more than one of them. Introduce this plainly, without ranking, and let pupils voice their surprise. Chart the names now; functions come next.

Check for understanding

Student states that more than one government can serve the same place.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Who Does What

Week 9, Day 3 · Unit 3 · Standards: SS.3.1.9.1

Focus	Describing by function.
Learning target	"I can describe more than one kind of government working in Alaska and say what each one does."
Vocabulary in use	government, structure, municipal
Local date	_____

Learning sequence

Using the materials your district provides, build a who-does-what organiser: for each government structure, what it is responsible for and one thing pupils can point to as evidence of it. Where a responsibility is shared, record it as shared rather than assigning it arbitrarily. Where your materials do not settle a question, write 'need to find out' -- unanswered is a legitimate cell and honest.

Check for understanding

Student attributes a specific service to a specific government structure.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

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Day 44 — Looking It Up

Week 9, Day 4 · Unit 3 · Standards: SS.3.1.9.1

Focus	Finding out rather than assuming.
Learning target	"I can describe more than one kind of government working in Alaska and say what each one does."
Vocabulary in use	government, structure, municipal
Local date	_____

Learning sequence

Take the 'need to find out' cells and work out where the answer would come from -- which office, which published material, which person. Pupils draft the question they would ask. This is the inquiry skill of unit 1 turned on a civics problem, and it teaches something more durable than the answers themselves: governments publish what they do, and a citizen can check.

Check for understanding

Student identifies where an answer about a government's duties could be found.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

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Day 45 — Describing a Structure

Week 9, Day 5 · Unit 3 · Standards: SS.3.1.9.1

Focus	The week's written product.
Learning target	"I can describe more than one kind of government working in Alaska and say what each one does."
Vocabulary in use	government, structure, municipal
Local date	_____

Learning sequence

Each pupil writes a short description of two government structures operating in Alaska: what each is, what it does, and one thing it provides. Require that the description works by function rather than by naming an office-holder, since office-holders change and functions are what the standard asks for. Close by flagging that next week takes one pairing -- state and Tribal -- much further.

Check for understanding

Student's description defines a government by what it does.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

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