

Alaska 6 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	6 (Middle)
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 People Do to the Land

Unit 3: Living With a Powerful Environment · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	In what ways do humans change the environment they live in?
Standards	Ak6 Human Impact -> SS.6.1.16.1 Alaska Social Studies Standards (2024) / Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture — Demonstrate an understanding of how humans impact their environment.
Learning target	"I can demonstrate how humans impact their environment, with real Alaska examples and their mechanisms."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate an understanding of how humans impact their environment.

Success criteria (student-friendly)

- "I give the mechanism, not just the outcome."
- "I include impacts that are intended and ones that are not."
- "I judge scale -- how big, how lasting, how reversible."

Academic vocabulary

impact, mechanism, intended, unintended, scale, reversible, cumulative, ecosystem

Materials and technology

- Local and regional materials the district supplies
- Before-and-after images
- Notebooks
- Chart paper

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

Four human impacts described with their mechanisms, sorted intended or unintended, and each judged for scale and reversibility.

Family communication

Ask a family member what has changed about the land or water near you.

Day 41 — Naming the Mechanisms

Week 9, Day 1 • Unit 3 • Standards: SS.6.1.16.1

Focus	How rather than what.
Learning target	"I can demonstrate how humans impact their environment, with real Alaska examples and their mechanisms."
Vocabulary in use	impact, mechanism, intended
Local date	_____

Learning sequence

Pupils will list outcomes -- pollution, clearing, building. Push to MECHANISM: what exactly does the activity do, physically, that produces the outcome? Building a road does not merely occupy ground; it changes drainage, divides habitat and gives access to places that had none. The standard says DEMONSTRATE AN UNDERSTANDING, and understanding lives in the mechanism.

Check for understanding

Student explains the mechanism by which one activity changes an environment.

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 — Meant and Not Meant

Week 9, Day 2 · Unit 3 · Standards: SS.6.1.16.1

Focus	Intended and unintended impacts.
Learning target	"I can demonstrate how humans impact their environment, with real Alaska examples and their mechanisms."
Vocabulary in use	impact, mechanism, intended
Local date	_____

Learning sequence

Some impacts are the point of the activity and some are side effects nobody chose. Sort examples into both columns. The unintended ones are usually larger and later, and they are the reason environmental decisions are hard -- a genuinely important idea that unit 7's work on resource management depends on entirely.

Check for understanding

Student gives an unintended impact of an activity done for another purpose.

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 — How Big and How Long

Week 9, Day 3 · Unit 3 · Standards: SS.6.1.16.1

Focus	Judging scale.
Learning target	"I can demonstrate how humans impact their environment, with real Alaska examples and their mechanisms."
Vocabulary in use	impact, mechanism, intended
Local date	_____

Learning sequence

Not all impacts matter equally. Teach three questions: how large an area, how long does it last, and can it be reversed? Apply to the examples gathered. Pupils discover that small-but-permanent can outweigh large-but-temporary, which is exactly the judgement resource decisions turn on and which they will need in unit 7.

Check for understanding

Student judges an impact on extent, duration and reversibility.

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 44 — Adding Up

Week 9, Day 4 · Unit 3 · Standards: SS.6.1.16.1

Focus	Cumulative impact.
Learning target	"I can demonstrate how humans impact their environment, with real Alaska examples and their mechanisms."
Vocabulary in use	impact, mechanism, intended
Local date	_____

Learning sequence

One of anything is often negligible; many is not. Introduce cumulative impact -- the reason a decision that seems harmless in isolation can matter, and the reason 'this one won't make a difference' is a weak argument. Work an example from your district's materials where accumulation is the issue. This idea recurs in weeks 26 and 28.

Check for understanding

Student explains why individually small impacts can matter collectively.

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 — The Impact Study

Week 9, Day 5 • Unit 3 • Standards: SS.6.1.16.1

Focus	The week's product.
Learning target	"I can demonstrate how humans impact their environment, with real Alaska examples and their mechanisms."
Vocabulary in use	impact, mechanism, intended
Local date	_____

Learning sequence

Pupils produce a study of four human impacts on an Alaska environment: mechanism, intended or not, scale on all three measures, and whether accumulation is a factor, all attributed. Close by turning the direction around: the environment also acts on people, sometimes catastrophically.

Check for understanding

Student's study gives mechanism and scale for every impact listed.

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.
- Standards were transcribed from the official source.
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Source citation

Alaska Department of Education and Early Development. Alaska Social Studies Standards (2024). Transcribed from DEED's own K-5/6-8/9-12 standards spreadsheets rather than the PDF, and verified cell by cell against them. Where the document levels a band standard to a grade ("By the end of 5: ...") the LEVELED code and statement are registered, because that is what the grade teaches; the inquiry standards are band-level and are registered as printed. Standards the document marks "not addressed at this grade" are omitted from that grade. In 31 place(s) this grade's "Leveled Content" column still holds text belonging to another grade, which is an error in the published spreadsheet; those rows use the code and standard printed in the same sheet's own Code and Grade-Band Standard columns instead. ONE CODE IS OMITTED FROM THIS GRADE BECAUSE THE ADOPTED DOCUMENT USES IT FOR TWO DIFFERENT STANDARDS: SS.6.3.15.1 carries both "Engage in discussions of factors that could lead to future immigration to Alaska." and "Explain how local, Tribal, and state government agencies work to sustain resources and promote economic development in Alaska." Neither is registered under an ambiguous code, so TWO GRADE 6 STANDARDS ARE NOT COVERED BY THIS PRODUCT and should be taken from the state document directly. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Adopted-AK-SS-Standards-2024.pdf>