

Alaska 8 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	8 (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 — Why Colonies, and Why There

Unit 3: The Colonies That Were Established · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why did different colonies get founded for different reasons?
Standards	Why Different Regions Were Colonised -> SS.8.3.21.2, SS.8.3.2.1, SS.8.3.21.1 — 3 standards; full text in the standards table
Learning target	"I can explain why different regions were colonised for different reasons."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will examine the reasons for European colonisation in different regions of Colonial America.
- Students will identify and analyse primary sources to understand the unique perspectives of different groups in Colonial America.

Success criteria (student-friendly)

- "I give different reasons for different regions rather than one reason for all."
- "I use a primary source to establish a group's perspective."
- "I distinguish the perspective of a source from the fact of an event."

Academic vocabulary

colony, charter, region, perspective, settlement, proprietor

Materials and technology

- Maps
- Primary sources the department supplies
- 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.

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

Assessment and evidence

Reasons given by region, with one perspective established from a primary source.

Family communication

Ask your child why two groups might settle in the same place for different reasons.

Day 41 — Not One Colonisation

Week 9, Day 1 · Unit 3 · Standards: SS.8.3.21.2, SS.8.3.2.1, SS.8.3.21.1

Focus	Regions differ.
Learning target	"I can explain why different regions were colonised for different reasons."
Vocabulary in use	colony, charter, region
Local date	_____

Learning sequence

Establish at the outset that Colonial America is several projects with different purposes, backers and populations, and that the standard asks about DIFFERENT REGIONS. Pupils build a regional frame from the supplied material and resist the single-story summary.

Check for understanding

Student names two regions and one way their purposes differed.

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 — Reading for Perspective

Week 9, Day 2 · Unit 3 · Standards: SS.8.3.21.2, SS.8.3.2.1, SS.8.3.21.1

Focus	Whose account is this.
Learning target	"I can explain why different regions were colonised for different reasons."
Vocabulary in use	colony, charter, region
Local date	_____

Learning sequence

Pupils analyse primary sources for the perspective of the group that produced them, applying the origin-and-purpose questions from Week 5. The standard asks about the UNIQUE PERSPECTIVES OF DIFFERENT GROUPS, so the class needs sources from more than one kind of participant, which the department supplies.

Check for understanding

Student states a group's perspective and the source establishing it.

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 — Reasons by Region

Week 9, Day 3 · Unit 3 · Standards: SS.8.3.21.2, SS.8.3.2.1, SS.8.3.21.1

Focus	Building the comparison.
Learning target	"I can explain why different regions were colonised for different reasons."
Vocabulary in use	colony, charter, region
Local date	_____

Learning sequence

Pupils complete a regional grid of reasons -- economic, religious, political, strategic -- from evidence, marking where a region had several at once and where the record is thin. The grid is used again in Weeks 10 and 12.

Check for understanding

Student completes one region's row with evidence.

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 — Whose Reasons Are Recorded

Week 9, Day 4 · Unit 3 · Standards: SS.8.3.21.2, SS.8.3.2.1, SS.8.3.21.1

Focus	A gap in the archive.
Learning target	"I can explain why different regions were colonised for different reasons."
Vocabulary in use	colony, charter, region
Local date	_____

Learning sequence

The reasons that survive in writing are mostly those of people who wrote. Pupils identify whose purposes are well recorded and whose are not, and what that does to a history built from those records. This is the Week 2 evidence rules applied to a new period.

Check for understanding

Student identifies a group whose perspective is poorly recorded and why.

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 — Writing by Region

Week 9, Day 5 • Unit 3 • Standards: SS.8.3.21.2, SS.8.3.2.1, SS.8.3.21.1

Focus	The comparison in prose.
Learning target	"I can explain why different regions were colonised for different reasons."
Vocabulary in use	colony, charter, region
Local date	_____

Learning sequence

A short piece explaining why colonisation happened differently in different regions, citing sources and naming at least one perspective the record under-represents.

Check for understanding

Written piece differentiates regions and names an under-represented perspective.

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

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. TWO CODES ARE OMITTED FROM THIS GRADE BECAUSE THE ADOPTED DOCUMENT USES EACH OF THEM FOR TWO DIFFERENT STANDARDS: SS.8.1.16.1 appears on page 80 as "Analyze the push and pull factors that influenced early people to migrate." and on page 81 as "Investigate the interplay between Indigenous cultures of the Americas and their environment."; SS.8.8.21.1 is duplicated the same way. The spreadsheet and the PDF agree, so this is an erratum in the source rather than a transcription fault, and neither statement is registered under a code that would be ambiguous. FOUR GRADE 8 STANDARDS ARE THEREFORE NOT COVERED BY THIS PRODUCT and a department teaching them should take them from the state document directly. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Adopted-AK-SS-Standards-2024.pdf>