

Arizona 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	Arizona
Grade	3 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Arizona History and Social Science Standards (2018, modified 8/23/19)
Issuing agency	Arizona Department of Education
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 — The People Who Were Here First

Unit 3: Arizona's Long Past · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who lived in Arizona first, and how do we know?
Standards	Az3 First Peoples -> 3.H1.1 Arizona History and Social Science Standards (2018, modified 8/23/19) / HISTORY — Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations . • Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations • Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers • Key events include but are not limited to statehood • Influential individuals and groups in the history and development of Arizona
Learning target	"I can use sources to tell part of the story of Arizona's first peoples."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

Success criteria (student-friendly)

- "I use more than one kind of source."
- "I describe what people made and how they lived."
- "I know these nations are still here today."

Academic vocabulary

culture, civilisation, innovation, artefact, ancestor, nation, evidence, narrative

Materials and technology

- Materials the district supplies, including materials produced by Arizona's Indian Nations
- Artefact images
- Maps
- Notebooks

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.

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

Assessment and evidence

A short narrative about Arizona's first peoples built from at least two kinds of source, saying how each piece is known.

Family communication

Ask someone at home whether they know the name of a nation whose homeland is near us.

Day 41 — A Very Long Time

Week 9, Day 1 · Unit 3 · Standards: 3.H1.1

Focus	Getting the scale across.
Learning target	"I can use sources to tell part of the story of Arizona's first peoples."
Vocabulary in use	culture, civilisation, innovation
Local date	_____

Learning sequence

Make the timescale physical: a long strip of paper down the corridor or across the room where the years since statehood take up a very small part of the end. Children need to FEEL that most of Arizona's human story happened before any of the written records they will meet.

Check for understanding

Child shows on the strip roughly where statehood sits.

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 — How We Know Without Writing

Week 9, Day 2 · Unit 3 · Standards: 3.H1.1

Focus	Evidence for the deep past.
Learning target	"I can use sources to tell part of the story of Arizona's first peoples."
Vocabulary in use	culture, civilisation, innovation
Local date	_____

Learning sequence

For most of that strip there are no letters or books, so we learn from what people left and from what nations themselves have kept and passed on. Look at artefact images with the week 2 questions: what is it made of, what was it for, what does it tell us? Establish that a people's own account of their history is a source with a method, not a gap where one should be.

Check for understanding

Child says what an object tells us about the people who made 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 — Building Something Remarkable

Week 9, Day 3 · Unit 3 · Standards: 3.H1.1

Focus	Innovations, which the standard names.
Learning target	"I can use sources to tell part of the story of Arizona's first peoples."
Vocabulary in use	culture, civilisation, innovation
Local date	_____

Learning sequence

3.H1.1 asks about INNOVATIONS. Using your district's materials, study what people here worked out how to do -- growing food in a dry place, moving water long distances, building for the heat, making pottery and cloth, trading over long distances. Connect straight back to week 7: these were the modifications.

Check for understanding

Child describes an innovation and what problem it solved.

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 — Still Here

Week 9, Day 4 · Unit 3 · Standards: 3.H1.1

Focus	The correction that matters most at this age.
Learning target	"I can use sources to tell part of the story of Arizona's first peoples."
Vocabulary in use	culture, civilisation, innovation
Local date	_____

Learning sequence

Children often finish a unit like this believing these peoples belong only to the past. Correct it plainly and early: Arizona has 22 Indian Nations TODAY, with their own governments, languages and communities, and unit 7 will study those governments. Use materials produced by the nations themselves.

Check for understanding

Child states that these nations are here today.

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 45 — Our First Chapter

Week 9, Day 5 • Unit 3 • Standards: 3.H1.1

Focus	The week's product.
Learning target	"I can use sources to tell part of the story of Arizona's first peoples."
Vocabulary in use	culture, civilisation, innovation
Local date	_____

Learning sequence

Children write the first part of the year's Arizona narrative from at least two kinds of source, saying how each piece is known. Close by pointing at next week: after a very long time, other people began arriving.

Check for understanding

Child's narrative says how each piece is known.

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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