

Arizona 4 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	4 (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 Olmec and the Maya

Unit 3: Civilisations of the Americas · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What did these societies build, and how do we know?
Standards	Az4 Olmec And Maya -> 4.H1.1 Arizona History and Social Science Standards (2018, modified 8/23/19) / HISTORY — Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. • Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
Learning target	"I can build a narrative about the Olmec and the Maya from several kinds of source."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will utilize a variety of multi-genre primary and secondary sources to construct historical narratives about cultures, civilizations, and innovations in the Americas.

Success criteria (student-friendly)

- "I use more than one genre of source."
- "I describe innovations, not just buildings."
- "I say how each thing is known."

Academic vocabulary

civilisation, innovation, glyph, calendar, astronomy, maize, city-state, archaeology

Materials and technology

- Materials the district supplies
- Site and 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 narrative about one of the two societies using at least three genres of source, with innovations described and attributed.

Family communication

Ask someone at home whether they have heard of the Maya.

Day 41 — Multi-Genre Means Several Kinds

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

Focus	The standard's unusual word.
Learning target	"I can build a narrative about the Olmec and the Maya from several kinds of source."
Vocabulary in use	civilisation, innovation, glyph
Local date	_____

Learning sequence

4.H1.1 says MULTI-GENRE primary and secondary sources. For societies like these that means built structures, carved and painted images, written glyphs, objects, the landscape itself, and modern scholarship. Establish the range first, because pupils expect 'source' to mean a piece of writing and most of this week's evidence is not.

Check for understanding

Pupil names three different genres of source.

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 — The Olmec

Week 9, Day 2 · Unit 3 · Standards: 4.H1.1

Focus	The earliest the standard names.
Learning target	"I can build a narrative about the Olmec and the Maya from several kinds of source."
Vocabulary in use	civilisation, innovation, glyph
Local date	_____

Learning sequence

Using your district's materials, study what the Olmec built and made, where and roughly when, and what later societies in the region appear to have taken from them. Apply week 2's five criteria to the sources -- a modern reconstruction drawing and a photograph of a surviving carving are very different kinds of evidence.

Check for understanding

Pupil describes an Olmec achievement and the evidence for 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 — Maya Writing and Numbers

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

Focus	Innovations, which the standard names explicitly.
Learning target	"I can build a narrative about the Olmec and the Maya from several kinds of source."
Vocabulary in use	civilisation, innovation, glyph
Local date	_____

Learning sequence

Using your district's materials, study Maya achievements in writing, calendars, astronomy and mathematics, and in growing food in difficult terrain. Establish what an INNOVATION is -- a new way of doing something that others then use -- and insist on the evidence for each attribution rather than a confident list.

Check for understanding

Pupil 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.

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Day 44 — Cities and How They Were Run

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

Focus	Organisation, which sets up week 11.
Learning target	"I can build a narrative about the Olmec and the Maya from several kinds of source."
Vocabulary in use	civilisation, innovation, glyph
Local date	_____

Learning sequence

Large settlements need food brought in, water managed, work coordinated, disputes settled and records kept. Using your materials, look at how these societies organised themselves and what the evidence for that organisation is. Note that the peoples of these regions are here today, and their descendants' communities and languages continue.

Check for understanding

Pupil describes one way a society organised itself.

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 — Our First Narrative

Week 9, Day 5 · Unit 3 · Standards: 4.H1.1

Focus	The week's product.
Learning target	"I can build a narrative about the Olmec and the Maya from several kinds of source."
Vocabulary in use	civilisation, innovation, glyph
Local date	_____

Learning sequence

Pupils construct a narrative about one of the two societies using at least three genres, saying how each claim is known. Close by pointing at next week: two more of the societies Arizona names, and both were still governing when Europeans arrived.

Check for understanding

Pupil's narrative attributes each claim to a source.

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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