

Arizona 5 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	5 (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 — Loyalists and Patriots

Unit 3: Revolution, and Choosing Sides · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why did people who lived side by side choose opposite sides?
Standards	Az5 Loyalists And Patriots -> 5.SP2.1 Arizona History and Social Science Standards (2018, modified 8/23/19) / DISCIPLINARY SKILLS AND PROCESSES — Explain why individuals and groups during the same historical period differed in their perspectives • Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti -federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers • Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
Learning target	"I can explain why loyalists and patriots differed in their perspectives."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain why individuals and groups during the same historical period differed in their perspectives.

Success criteria (student-friendly)

- "I state each side's reasoning in terms it would accept."
- "I connect a position to a person's circumstances."
- "I remember the people who chose neither."

Academic vocabulary

loyalist, patriot, neutral, allegiance, subject, grievance, perspective, circumstance

Materials and technology

- Materials the district 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.

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

Both positions stated fairly with reasoning, plus three circumstances that pushed people one way or the other.

Family communication

Ask someone at home whether they would have found the choice easy.

Day 41 — A Real Choice, Not an Obvious One

Week 9, Day 1 · Unit 3 · Standards: 5.SP2.1

Focus	Setting up the week honestly.
Learning target	"I can explain why loyalists and patriots differed in their perspectives."
Vocabulary in use	loyalist, patriot, neutral
Local date	_____

Learning sequence

5.SP2.1 names A LOYALIST AND PATRIOTS among its pairs. Pupils know how the war ended and assume one side was obviously right. Establish the situation as it was: a decision made under uncertainty, with families divided, and severe consequences for choosing wrongly. Only then can the standard's EXPLAIN be met.

Check for understanding

Pupil explains why the choice was difficult at the time.

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 Patriot Case

Week 9, Day 2 · Unit 3 · Standards: 5.SP2.1

Focus	Stated from inside.
Learning target	"I can explain why loyalists and patriots differed in their perspectives."
Vocabulary in use	loyalist, patriot, neutral
Local date	_____

Learning sequence

Using your district's materials, set out the patriot reasoning as patriots gave it: taxation and rule without representation, the distance of the authority, specific grievances, and a claim about rights. Keep to what the sources say rather than what is remembered.

Check for understanding

Pupil states the patriot case with 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.

Day 43 — The Loyalist Case

Week 9, Day 3 · Unit 3 · Standards: 5.SP2.1

Focus	Given the same seriousness.
Learning target	"I can explain why loyalists and patriots differed in their perspectives."
Vocabulary in use	loyalist, patriot, neutral
Local date	_____

Learning sequence

Using your district's materials, set out loyalist reasoning as loyalists gave it: the risk and cost of war, doubts that separation would improve anything, existing obligations and offices, trade protection, and fear of disorder. Give it the same time and evidence as yesterday -- a course that summarises one side and argues the other has not explained anything.

Check for understanding

Pupil states the loyalist case in terms loyalists would accept.

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 — What Pushed People

Week 9, Day 4 • Unit 3 • Standards: 5.SP2.1

Focus	Connecting position to circumstance.
Learning target	"I can explain why loyalists and patriots differed in their perspectives."
Vocabulary in use	loyalist, patriot, neutral
Local date	_____

Learning sequence

Trade, office, land, religion, region, family and dependence on British markets all pushed people one way or the other. Build the list from sources. Include the many who tried to stay out of it, and enslaved people whose calculation ran differently again because both sides at times offered freedom for service.

Check for understanding

Pupil connects a circumstance to a likely position.

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 Two Cases

Week 9, Day 5 • Unit 3 • Standards: 5.SP2.1

Focus	The week's product.
Learning target	"I can explain why loyalists and patriots differed in their perspectives."
Vocabulary in use	loyalist, patriot, neutral
Local date	_____

Learning sequence

Pupils write both cases fairly with circumstances. Test them: would someone on each side accept the account of their own view? Close by pointing at next week: the argument produced documents, and the documents were written to solve problems.

Check for understanding

Pupil's account would be accepted by both sides.

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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