

Arizona 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	Arizona
Grade	6 (Middle)
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 — Comparing Civilisations

Unit 3: Early Civilisations and How They Produced · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do civilisations in different regions have in common, and where do they differ?
Standards	Az6 Comparing Civilisations -> 6.H1.1 Arizona History and Social Science Standards (2018, modified 8/23/19) / HISTORY — Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
Learning target	"I can compare the development and characteristics of civilisations from different regions."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

Success criteria (student-friendly)

- "I compare on identical points."
- "I cover more than one global region."
- "I record similarities as carefully as differences."

Academic vocabulary

civilisation, characteristic, development, region, urbanisation, record-keeping, specialisation, monumental

Materials and technology

- Materials the district supplies
- Maps
- Comparison grids
- 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.
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

Two civilisations from different regions compared across at least six identical points.

Family communication

Ask someone at home which ancient civilisation they have heard most about.

Day 41 — What Makes a Civilisation

Week 9, Day 1 · Unit 3 · Standards: 6.H1.1

Focus	Building the comparison points.
Learning target	"I can compare the development and characteristics of civilisations from different regions."
Vocabulary in use	civilisation, characteristic, development
Local date	_____

Learning sequence

Rather than handing over a definition, build the points from cases: cities, food surplus, specialised work, record-keeping, organised government, shared beliefs, monumental building, and trade. These become the comparison grid used for every society this year. Note that the list is a tool, not a test a society passes or fails.

Check for understanding

Pupil names the points the comparison will use.

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 — Two Regions, Same Questions

Week 9, Day 2 • Unit 3 • Standards: 6.H1.1

Focus	The standard says DIFFERENT GLOBAL REGIONS.
Learning target	"I can compare the development and characteristics of civilisations from different regions."
Vocabulary in use	civilisation, characteristic, development
Local date	_____

Learning sequence

6.H1.1 says from DIFFERENT GLOBAL REGIONS, so a comparison drawn from one part of the hemisphere does not meet it. Using your district's materials, fill the grid for two civilisations from genuinely different regions, asking identical questions of each and citing sources.

Check for understanding

Pupil fills a point for two civilisations from sources.

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 Similarities Are the Finding

Week 9, Day 3 · Unit 3 · Standards: 6.H1.1

Focus	The half pupils skip.
Learning target	"I can compare the development and characteristics of civilisations from different regions."
Vocabulary in use	civilisation, characteristic, development
Local date	_____

Learning sequence

Societies with no contact developed writing or record-keeping, calendars, law, taxation, monumental building and specialised craft. Fill the similarity column deliberately and ask what it suggests -- that these are answers to problems every large settled society has, which is a genuinely powerful idea at grade 6.

Check for understanding

Pupil states a similarity between unconnected societies and its significance.

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 — Development Over Time

Week 9, Day 4 · Unit 3 · Standards: 6.H1.1

Focus	The standard's word DEVELOPMENT.
Learning target	"I can compare the development and characteristics of civilisations from different regions."
Vocabulary in use	civilisation, characteristic, development
Local date	_____

Learning sequence

6.H1.1 says DEVELOPMENT AND CHARACTERISTICS. A civilisation is not a fixed thing; it grows, changes and sometimes ends. Add a time dimension to the grid -- what each was like early and later -- and place both on the class timeline within their designated periods.

Check for understanding

Pupil describes how one civilisation changed over 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 45 — Our Comparison Grid

Week 9, Day 5 • Unit 3 • Standards: 6.H1.1

Focus	The week's product.
Learning target	"I can compare the development and characteristics of civilisations from different regions."
Vocabulary in use	civilisation, characteristic, development
Local date	_____

Learning sequence

Pupils complete the grid across six identical points with both columns filled and sources cited. Close by pointing at next week: every one of these societies had to decide who produced what, and how.

Check for understanding

Pupil's grid uses identical points for both civilisations.

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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