

Arizona 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	Arizona
Grade	8 (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 — Becoming a Citizen

Unit 3: Citizenship and Civic Participation · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does someone become a citizen, and what shapes people's views about it?
Standards	Az8 Naturalisation -> 8.C2.4 Arizona History and Social Science Standards (2018, modified 8/23/19) / CIVICS — Explain how immigrants become naturalized citizens. Az8 Interests And Perspectives -> 8.C1.3 Arizona History and Social Science Standards (2018, modified 8/23/19) / CIVICS — Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
Learning target	"I can explain the naturalisation process and analyse how interests and perspectives shape people's positions."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain how immigrants become naturalized citizens.
- Students will analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.

Success criteria (student-friendly)

- "I can describe the steps accurately and in order."
- "I distinguish an interest from a value."
- "I state a position I do not hold in terms its holders would accept."

Academic vocabulary

naturalisation, residency, eligibility, civics test, oath, interest, value, stake

Materials and technology

- Official process 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

The naturalisation process explained accurately from official material, plus two positions on an issue analysed for interests and values.

Family communication

Ask someone at home whether anyone in the family has moved between countries.

Day 41 — The Process, From the Official Source

Week 9, Day 1 · Unit 3 · Standards: 8.C2.4, 8.C1.3

Focus	Accuracy above all.
Learning target	"I can explain the naturalisation process and analyse how interests and perspectives shape people's positions."
Vocabulary in use	naturalisation, residency, eligibility
Local date	_____

Learning sequence

8.C2.4 asks pupils to EXPLAIN HOW immigrants become naturalised citizens. TEACHER NOTE: SUPPLY THE CURRENT OFFICIAL MATERIAL. Requirements, fees, forms and timescales change, and a remembered version teaches something out of date about a process that affects real families. Pupils build the sequence from the official source and cite it.

Check for understanding

Pupil states the steps in order from the official material.

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 — What the Requirements Ask

Week 9, Day 2 · Unit 3 · Standards: 8.C2.4, 8.C1.3

Focus	Understanding, not just listing.
Learning target	"I can explain the naturalisation process and analyse how interests and perspectives shape people's positions."
Vocabulary in use	naturalisation, residency, eligibility
Local date	_____

Learning sequence

Work through what the requirements actually involve -- lawful residency for a period, good moral character as defined, English and civics knowledge, an application, an interview, and an oath. Establish the scale honestly: this is a long, costly and demanding process, which is a fact many pupils do not know.

Check for understanding

Pupil explains what one requirement involves.

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 — Interests and Values

Week 9, Day 3 · Unit 3 · Standards: 8.C2.4, 8.C1.3

Focus	8.C1.3's analytical distinction.
Learning target	"I can explain the naturalisation process and analyse how interests and perspectives shape people's positions."
Vocabulary in use	naturalisation, residency, eligibility
Local date	_____

Learning sequence

8.C1.3 asks about the influence of PERSONAL INTERESTS AND PERSPECTIVES when people address issues. An INTEREST is what benefits someone; a VALUE is what they think is right. Both influence positions, they often point the same way, and having an interest does not make an argument wrong. Practise separating them on accessible cases first.

Check for understanding

Pupil separates an interest from a value in one 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 44 — Applying It Without Accusation

Week 9, Day 4 · Unit 3 · Standards: 8.C2.4, 8.C1.3

Focus	The discipline this needs.
Learning target	"I can explain the naturalisation process and analyse how interests and perspectives shape people's positions."
Vocabulary in use	naturalisation, residency, eligibility
Local date	_____

Learning sequence

Analysing interests can slide into dismissing everyone as selfish. Set the rules: name the interest only where evidence supports it, state the argument on its merits as well, and remember that people also act against their own interest. Apply to a documented policy debate from your district's materials.

Check for understanding

Pupil analyses a position's interests without dismissing its argument.

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 Naturalisation Study

Week 9, Day 5 • Unit 3 • Standards: 8.C2.4, 8.C1.3

Focus	The week's product.
Learning target	"I can explain the naturalisation process and analyse how interests and perspectives shape people's positions."
Vocabulary in use	naturalisation, residency, eligibility
Local date	_____

Learning sequence

Pupils explain the process from official material and analyse two positions for interests and values. Close by pointing at next week: when people with different interests have to decide together, the process itself matters.

Check for understanding

Pupil's process explanation cites the official 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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