
Pennsylvania 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	Pennsylvania
Grade	8 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Civics and Government and Economics and Geography and History and Reading and Writing in History and Social Studies
Issuing agency	Pennsylvania 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 — From Magna Carta to the Constitution

Unit 3: The Documents, the Framers and the Courts · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which documents shaped the government of the United States?
Standards	Pa8 Us Documents -> 5.1.9.E Principles and Documents of Government — Analyze the basic documents shaping the government of the United States. * Magna Carta * English Bill of Rights * Mayflower Compact * Articles of Confederation * Declaration of Independence * Federalist papers * Anti-federalist writings * United States Constitution
Learning target	"I can analyse the documents that shaped the government of the United States."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyze the basic documents shaping the government of the United States, including Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Articles of Confederation and the Constitution.

Success criteria (student-friendly)

- "I explain what Magna Carta and the English Bill of Rights established."
- "I explain what the Mayflower Compact did."
- "I trace one idea from an early document into the Constitution."

Academic vocabulary

charter, compact, precedent, liberty, constitution

Materials and technology

- Document excerpts
- Teacher-selected primary sources
- Social studies notebooks
- Chart paper
- Class devices

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 traced idea from an early document into the Constitution, with both texts cited.

Family communication

Ask someone at home why old documents still matter.

Day 41 — Magna Carta

Week 9, Day 1 · Unit 3 · Standards: 5.1.9.E

Focus	The oldest root.
Learning target	"I can analyse the documents that shaped the government of the United States."
Vocabulary in use	charter, compact, precedent
Local date	_____

Learning sequence

A king bound by law at the insistence of his nobles. Narrow at the time, and the precedent that authority is not above law.

Check for understanding

Student explains what Magna Carta established.

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 English Bill of Rights

Week 9, Day 2 · Unit 3 · Standards: 5.1.9.E

Focus	The second.
Learning target	"I can analyse the documents that shaped the government of the United States."
Vocabulary in use	charter, compact, precedent
Local date	_____

Learning sequence

Limits on the crown, parliamentary consent to taxation, and specified rights. Much of it reappears almost word for word later.

Check for understanding

Student explains what the English Bill of Rights established.

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 Mayflower Compact

Week 9, Day 3 · Unit 3 · Standards: 5.1.9.E

Focus	Self-government written down.
Learning target	"I can analyse the documents that shaped the government of the United States."
Vocabulary in use	charter, compact, precedent
Local date	_____

Learning sequence

Settlers beyond their charter agreeing among themselves to make and obey just laws. Authority from mutual agreement, in 1620.

Check for understanding

Student explains what the Mayflower Compact did.

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 — Declaration and Articles

Week 9, Day 4 · Unit 3 · Standards: 5.1.9.E

Focus	The American documents.
Learning target	"I can analyse the documents that shaped the government of the United States."
Vocabulary in use	charter, compact, precedent
Local date	_____

Learning sequence

The Declaration's statement of purpose, and the Articles' attempt at a government -- and its failure.

Check for understanding

Student explains the purpose of the Declaration and the weakness of the Articles.

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 — Tracing an Idea

Week 9, Day 5 · Unit 3 · Standards: 5.1.9.E

Focus	The analysis.
Learning target	"I can analyse the documents that shaped the government of the United States."
Vocabulary in use	charter, compact, precedent
Local date	_____

Learning sequence

Take one idea -- consent to taxation, trial by jury, limits on power -- and follow it through all six documents.

Check for understanding

Student analyses how a document shaped the United States government.

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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