

Alaska 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	Alaska
Grade	5 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Alaska Social Studies Standards (2024)
Issuing agency	Alaska Department of Education and Early Development
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 — What It Took to Produce Anything

Unit 3: Colonial Economy and Exchange · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What did making things require then, and what does it require now?
Standards	Ak5 Capital Then Now -> SS.5.1.11.1 Alaska Social Studies Standards (2024) / Economics Anchor Standard 11: Systems, Models, and Markets — Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services
Learning target	"I can compare past and present examples of human capital, physical capital and natural resources and how each was used."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare and contrast past and current examples of human capital, physical capital and natural resources and how they were and are used to produce goods and services.

Success criteria (student-friendly)

- "I can define all three and keep them apart."
- "I give a past AND a present example of each."
- "I say what changed between them and what did not."

Academic vocabulary

human capital, physical capital, capital goods, natural resource, produce, goods, services, compare

Materials and technology

- Colonial and present-day production materials the district supplies
- Sorting cards
- 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.
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

The three categories compared past and present with two examples each, and a statement of what changed and what held.

Family communication

Ask a family member what skills and tools their work needs, and what it would have needed long ago.

Day 41 — Three Things Production Needs

Week 9, Day 1 · Unit 3 · Standards: SS.5.1.11.1

Focus	Deriving the categories from a case.
Learning target	"I can compare past and present examples of human capital, physical capital and natural resources and how each was used."
Vocabulary in use	human capital, physical capital, capital goods
Local date	_____

Learning sequence

Take something concretely produced in the colonies, from your district's materials, and ask what it took. Pupils list materials, tools and somebody knowing how. Name the three: NATURAL RESOURCES from the earth; PHYSICAL CAPITAL, the things people made in order to make other things; HUMAN CAPITAL, the knowledge, skill and experience. Deriving them from a case makes them stick.

Check for understanding

Student names the three things producing something requires.

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 Two Confusions

Week 9, Day 2 · Unit 3 · Standards: SS.5.1.11.1

Focus	Keeping the categories clean.
Learning target	"I can compare past and present examples of human capital, physical capital and natural resources and how each was used."
Vocabulary in use	human capital, physical capital, capital goods
Local date	_____

Learning sequence

A standing tree is a natural resource; an axe is physical capital -- the test is whether people made it in order to make something else. And human capital is not the person but what they know and can do, which is why it can grow and why unit 8 can talk about investing in it. Sort a mixed card set and argue the hard cases.

Check for understanding

Student explains why a tool is capital and a raw material is not.

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 — Then and Now, Side by Side

Week 9, Day 3 · Unit 3 · Standards: SS.5.1.11.1

Focus	The comparison the standard asks for.
Learning target	"I can compare past and present examples of human capital, physical capital and natural resources and how each was used."
Vocabulary in use	human capital, physical capital, capital goods
Local date	_____

Learning sequence

Build a grid: the three categories across, past and present down. Fill both rows for a comparable kind of production. The standard says COMPARE AND CONTRAST, so both similarity and difference must be reported. Pupils usually see only difference; require at least one similarity in each category.

Check for understanding

Student gives a past and a present example in the same category.

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 — And How They Were Used

Week 9, Day 4 · Unit 3 · Standards: SS.5.1.11.1

Focus	The clause after the list.
Learning target	"I can compare past and present examples of human capital, physical capital and natural resources and how each was used."
Vocabulary in use	human capital, physical capital, capital goods
Local date	_____

Learning sequence

The standard says AND HOW THEY WERE AND ARE USED TO PRODUCE GOODS AND SERVICES -- the process, not just the inputs. Trace one production process end to end in each era: what was gathered, what was done to it, by whom, with what, and what came out. The comparison of the two processes teaches more than the comparison of the two lists.

Check for understanding

Student traces a production process from resource to finished good.

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 — What Changed and What Held

Week 9, Day 5 · Unit 3 · Standards: SS.5.1.11.1

Focus	The week's product.
Learning target	"I can compare past and present examples of human capital, physical capital and natural resources and how each was used."
Vocabulary in use	human capital, physical capital, capital goods
Local date	_____

Learning sequence

Pupils write the comparison with two examples per category per era, and a closing paragraph on what changed between the eras and what did not. Human capital is usually where they find the continuity, which is worth drawing out. Close by pointing at next week: if people had different things to work with, they ended up making different things.

Check for understanding

Student names something that changed and something that held.

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.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Alaska Department of Education and Early Development, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alaska Department of Education and Early Development, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.alaska.gov/akstandards/Adopted-AK-SS-Standards-2024.pdf> and local school or district guidance.

Source citation

Alaska Department of Education and Early Development. Alaska Social Studies Standards (2024). Transcribed from DEED's own K-5/6-8/9-12 standards spreadsheets rather than the PDF, and verified cell by cell against them. Where the document levels a band standard to a grade ("By the end of 5: ...") the LEVELED code and statement are registered, because that is what the grade teaches; the inquiry standards are band-level and are registered as printed. Standards the document marks "not addressed at this grade" are omitted from that grade. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Adopted-AK-SS-Standards-2024.pdf>