

Nebraska 4 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	Nebraska
Grade	4 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Nebraska Social Studies Standards (2019)
Issuing agency	Nebraska 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 — When the Price Goes Up

Unit 3: Revolution and a New Government · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do people do when something costs more?
Standards	Ne4 Consumer Response -> SS.4.2.1.a Nebraska Social Studies — Predict how consumers would react if the price of a good or service changed. For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.
Learning target	"I can predict how consumers would react to a price change and explain my reasoning."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will predict how consumers would react if the price of a good or service changed.

Success criteria (student-friendly)

- "I predict in both directions -- price up and price down."
- "I name a specific behaviour, not just 'buy less'."
- "I can explain why some things people keep buying anyway."

Academic vocabulary

consumer, price, predict, demand, substitute, behaviour, necessity, budget

Materials and technology

- Price scenario cards
- Notebooks
- Chart paper
- Local price materials the district supplies

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

Predictions made in both directions with specific behaviours named, and an explanation of why some purchases are less responsive.

Family communication

Ask a family member whether a price rise has ever changed what your household buys.

Day 41 — Predicting, Not Defining

Week 9, Day 1 · Unit 3 · Standards: SS.4.2.1.a

Focus	The standard's verb.
Learning target	"I can predict how consumers would react to a price change and explain my reasoning."
Vocabulary in use	consumer, price, predict
Local date	_____

Learning sequence

SS.4.2.1.a says PREDICT, so the whole week runs forward from a change to a behaviour rather than backward from a definition. Set the pattern today with something concrete from the standard's own examples -- if the price of a haircut goes up, what do people do? Collect predictions before any vocabulary arrives.

Check for understanding

Student predicts a behaviour from a price change.

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 — Naming the Behaviour

Week 9, Day 2 · Unit 3 · Standards: SS.4.2.1.a

Focus	Specificity.
Learning target	"I can predict how consumers would react to a price change and explain my reasoning."
Vocabulary in use	consumer, price, predict
Local date	_____

Learning sequence

'Buy less' is a start, not an answer. Push for the actual behaviours the standard's examples name: buy a smaller amount, buy it less often, switch to something else that does the same job, share the cost with others, do without, or do it yourself. Pupils build the behaviour list and then apply it to several goods.

Check for understanding

Student names three specific behaviours beyond 'buy less'.

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 Other Direction

Week 9, Day 3 · Unit 3 · Standards: SS.4.2.1.a

Focus	Prices fall too.
Learning target	"I can predict how consumers would react to a price change and explain my reasoning."
Vocabulary in use	consumer, price, predict
Local date	_____

Learning sequence

The standard names both -- price decreases and people buy more of it. Work the downward case, and then the more interesting follow-on: what do people do with the money they no longer spend? They buy more of that thing, or something else, or save it. Pupils predict all three and notice the choice is itself a decision.

Check for understanding

Student predicts behaviour when a price falls, including what happens to the money saved.

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 — Things People Buy Anyway

Week 9, Day 4 · Unit 3 · Standards: SS.4.2.1.a

Focus	Where the prediction weakens.
Learning target	"I can predict how consumers would react to a price change and explain my reasoning."
Vocabulary in use	consumer, price, predict
Local date	_____

Learning sequence

Some purchases barely respond to price -- things people must have, things with no substitute, things where the alternative costs more in time or trouble. Work cases and let pupils discover the limit of their own rule. Knowing where a prediction is weaker is a more useful skill than the prediction itself.

Check for understanding

Student names a purchase that responds little to price and says why.

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.

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Day 45 — The Prediction Set

Week 9, Day 5 · Unit 3 · Standards: SS.4.2.1.a

Focus	The week's product.
Learning target	"I can predict how consumers would react to a price change and explain my reasoning."
Vocabulary in use	consumer, price, predict
Local date	_____

Learning sequence

Pupils produce predictions for several goods and services in both directions, each with the specific behaviour and the reasoning, plus one case where the prediction is weak. Close by pointing at next week: the people selling those things are making predictions too.

Check for understanding

Student's predictions run both directions with reasoning.

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.
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