

Nebraska 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	Nebraska
Grade	5 (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 — Ecosystems and Their Problems

Unit 3: The Land, Its Resources and Its Weather · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What lives where, and what threatens it?
Standards	Ecosystems and the Issues They Face -> SS.5.3.3.a Nebraska Social Studies — Identify examples of ecosystems and analyze issues related to the natural setting in the United States. For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining
Learning target	"I can identify the country's ecosystems and analyse the issues each faces."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify examples of ecosystems and analyse issues related to the natural setting in the United States.

Success criteria (student-friendly)

- "I can name several ecosystems and what characterises each."
- "I pair each with an issue it actually faces."
- "I explain the mechanism of an issue rather than naming it."

Academic vocabulary

ecosystem, forest, desert, grassland, deforestation, erosion, urban sprawl, strip mining

Materials and technology

- Ecosystem materials the district supplies
- The week 8 regions chart
- 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

Several ecosystems identified and characterised, each paired with an issue explained by mechanism.

Family communication

Ask a family member what kind of country surrounds your community.

Day 41 — What an Ecosystem Is

Week 9, Day 1 · Unit 3 · Standards: SS.5.3.3.a

Focus	The concept, and why it matters here.
Learning target	"I can identify the country's ecosystems and analyse the issues each faces."
Vocabulary in use	ecosystem, forest, desert
Local date	_____

Learning sequence

An ecosystem is the living things of a place together with the non-living conditions they depend on, all connected. Establish the connectedness, because it is what makes this week's second half comprehensible: change one part and others follow. SS.5.3.3.a's examples name forests, deserts and grasslands.

Check for understanding

Student explains what makes something an ecosystem rather than a place.

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 Country's Ecosystems

Week 9, Day 2 · Unit 3 · Standards: SS.5.3.3.a

Focus	Mapping them onto the regions.
Learning target	"I can identify the country's ecosystems and analyse the issues each faces."
Vocabulary in use	ecosystem, forest, desert
Local date	_____

Learning sequence

Using your district's materials, identify the ecosystems across the country and what characterises each. Map them against the week 8 regions and note how closely the two correspond -- not a coincidence, since climate and landform are among the criteria that defined the regions in the first place.

Check for understanding

Student names an ecosystem and what characterises it.

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 Issues, With Mechanisms

Week 9, Day 3 · Unit 3 · Standards: SS.5.3.3.a

Focus	The second half of the standard.
Learning target	"I can identify the country's ecosystems and analyse the issues each faces."
Vocabulary in use	ecosystem, forest, desert
Local date	_____

Learning sequence

SS.5.3.3.a's examples name deforestation, wildfires, urban sprawl, flooding, erosion and strip mining. For each, give the MECHANISM rather than the label: what physically happens, why it happens more under some conditions, and what it does to the ecosystem. Pupils fill an issue column with mechanisms.

Check for understanding

Student explains the mechanism of an environmental issue.

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 — Why This Issue Here

Week 9, Day 4 · Unit 3 · Standards: SS.5.3.3.a

Focus	Pairing issue to ecosystem.
Learning target	"I can identify the country's ecosystems and analyse the issues each faces."
Vocabulary in use	ecosystem, forest, desert
Local date	_____

Learning sequence

The standard says issues RELATED TO THE NATURAL SETTING, so the pairing matters: an issue affects a particular ecosystem because of what that ecosystem is. Dry grassland with accumulated material faces fire; land cleared and sloped faces erosion; low ground near water faces flooding. Pupils justify each pairing.

Check for understanding

Student justifies why an issue affects a particular ecosystem.

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 Ecosystem Study

Week 9, Day 5 · Unit 3 · Standards: SS.5.3.3.a

Focus	The week's product.
Learning target	"I can identify the country's ecosystems and analyse the issues each faces."
Vocabulary in use	ecosystem, forest, desert
Local date	_____

Learning sequence

Pupils produce a study of the country's ecosystems with characteristics, paired issues and mechanisms, mapped against the regions. Close by pointing at next week: some of what the natural setting does arrives suddenly and changes how people live afterwards.

Check for understanding

Student's study pairs each ecosystem with an issue and its mechanism.

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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