
Nevada 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	Nevada
Grade	5 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Nevada Academic Content Standards for Social Studies, revised September 2018
Issuing agency	Nevada 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 — Three Cultures, Conflict and Compromise

Unit 3: Peoples, Conflict and Compromise · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How were Native, European and African cultures affected by what happened between them?
Standards	Nv5 Cultures In Contact -> SS.5.14 5 — Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.
Learning target	"I can analyse how Native, European and African cultures were impacted by both conflict and compromise."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyse the way in which Native, European and African cultures were impacted by conflict and compromise in our nation's early history.

Success criteria (student-friendly)

- "I address all three cultures the standard names."
- "I report compromise as well as conflict."
- "I say what the impact actually was, with a mechanism."

Academic vocabulary

culture, impact, conflict, compromise, negotiation, displacement, exchange, mechanism

Materials and technology

- Materials the district supplies, including materials produced by the peoples concerned
- 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.
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.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

All three cultures addressed, with both conflict and compromise represented and impacts given with mechanisms, fully attributed.

Family communication

Ask your child what they learned about how different peoples affected each other.

Day 41 — Sourcing the Unit

Week 9, Day 1 · Unit 3 · Standards: SS.5.14

Focus	Establishing where the content comes from.
Learning target	"I can analyse how Native, European and African cultures were impacted by both conflict and compromise."
Vocabulary in use	culture, impact, conflict
Local date	_____

Learning sequence

TEACHER NOTE FOR THE UNIT: SS.5.14 names NATIVE, EUROPEAN AND AFRICAN cultures -- those are the standard's own words -- but names no individual people or group, and neither does this planner. Use your district's materials and, for the peoples studied, materials produced by those peoples wherever they can be obtained. This unit and unit 7 cover the hardest material in the year; teach it from evidence, accurately, and do not assign pupils to represent a group.

Check for understanding

Student names the unit's sources and who produced them.

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 — Three Sets of Circumstances

Week 9, Day 2 · Unit 3 · Standards: SS.5.14

Focus	Establishing that the three were not in the same position.
Learning target	"I can analyse how Native, European and African cultures were impacted by both conflict and compromise."
Vocabulary in use	culture, impact, conflict
Local date	_____

Learning sequence

Before any interaction is studied, establish the different circumstances: peoples long established here with their own societies and territories; people arriving from Europe by choice, with varying resources and purposes; and people brought from Africa by force, without choice. Those differences govern everything that follows, and pupils who miss them misread every interaction afterwards.

Check for understanding

Student states the different circumstances of the three groups.

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 — Conflict, and What It Did

Week 9, Day 3 · Unit 3 · Standards: SS.5.14

Focus	The first of the standard's two forces.
Learning target	"I can analyse how Native, European and African cultures were impacted by both conflict and compromise."
Vocabulary in use	culture, impact, conflict
Local date	_____

Learning sequence

Using your district's materials, examine conflicts and their impacts -- over land and territory, over resources, over authority and over the terms of coexistence. The standard asks for IMPACT, so the analysis must reach what changed for each culture: population, territory, practices, autonomy, and what could be sustained. Handle human cost seriously and stay with the sources.

Check for understanding

Student names an impact of conflict on a specific culture.

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 — Compromise, Which Also Happened

Week 9, Day 4 · Unit 3 · Standards: SS.5.14

Focus	The half most often omitted.
Learning target	"I can analyse how Native, European and African cultures were impacted by both conflict and compromise."
Vocabulary in use	culture, impact, conflict
Local date	_____

Learning sequence

The standard says CONFLICT AND COMPROMISE. Compromise happened too: agreements and negotiations, trade on terms both accepted, alliances against a third party, knowledge and goods exchanged, and arrangements for living alongside one another. Study these from your materials with equal seriousness -- including how durable each proved and who kept to it, which is a fair historical question.

Check for understanding

Student gives an example of compromise and says how durable it proved.

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 — The Three-Culture Analysis

Week 9, Day 5 • Unit 3 • Standards: SS.5.14

Focus	The week's product.
Learning target	"I can analyse how Native, European and African cultures were impacted by both conflict and compromise."
Vocabulary in use	culture, impact, conflict
Local date	_____

Learning sequence

Pupils write an analysis covering all three cultures, with impacts from both conflict and compromise, mechanisms named and every claim attributed. Close by pointing at next week: given all this, the question of who counted as an American had very different answers depending on who was asked.

Check for understanding

Student's analysis covers all three cultures and both forces.

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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