
New Hampshire 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	New Hampshire
Grade	5 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	New Hampshire K-12 Social Studies Curriculum Framework (June 2006)
Issuing agency	New Hampshire 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 — Social Reforms

Unit 3: Social Reform, Immigration and Migration · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is the difference between changing a law and changing a life?
Standards	Progressive Era Social Reforms -> SS:HI:6:1.1, SS:HI:6:1.2, SS:HI:6:3.1, SS:HI:6:4.1, SS:HI:6:4.2, SS:HI:6:4.3, SS:HI:6:5.1, SS:HI:6:5.2, SS:HI:6:5.3, SS:HI:6:5.4 <i>10 standards this week; full text in the standards table.</i>
Learning target	"I can describe a social reform in the nation and in New Hampshire."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe Progressive Era social reforms in the United States.
- Students will describe Progressive Era social reforms in New Hampshire.

Success criteria (student-friendly)

- "I distinguish social from political reform."
- "I describe a national social reform."
- "I describe a New Hampshire one."

Academic vocabulary

social reform, welfare, sanitation, public health, campaign

Materials and technology

- Reform card sets
- Comparison frames
- 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.
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

A description of one national and one New Hampshire social reform.

Family communication

Ask your child what a social reform is.

Day 41 — Social Reform Compared With Political

Week 9, Day 1 • Unit 3 • Standards: SS:HI:6:1.1, SS:HI:6:1.2, SS:HI:6:3.1, SS:HI:6:4.1, SS:HI:6:4.2, SS:HI:6:4.3, SS:HI:6:5.1, SS:HI:6:5.2, SS:HI:6:5.3, SS:HI:6:5.4

Focus	The distinction.
Learning target	"I can describe a social reform in the nation and in New Hampshire."
Vocabulary in use	social reform, welfare, sanitation
Local date	_____

Learning sequence

Connect: Unit 2. Teach: political reform changes who holds power; social reform changes how people live - schooling, health, housing, work. Try: shared sorting. Apply: pupils sort reforms into the two kinds.

Check for understanding

Student distinguishes a social from a political reform.

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 — Reforms in the Nation

Week 9, Day 2 · Unit 3 · Standards: SS:HI:6:1.1, SS:HI:6:1.2, SS:HI:6:3.1, SS:HI:6:4.1, SS:HI:6:4.2, SS:HI:6:4.3, SS:HI:6:5.1, SS:HI:6:5.2, SS:HI:6:5.3, SS:HI:6:5.4

Focus	National content.
Learning target	"I can describe a social reform in the nation and in New Hampshire."
Vocabulary in use	social reform, welfare, sanitation
Local date	_____

Learning sequence

Connect: the distinction. Teach: national social reforms of the era and the problems they answered. Try: shared study. Apply: pupils describe two. Reflect: reform followed evidence that people had gathered.

Check for understanding

Student describes a national social reform.

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 — Reforms in New Hampshire

Week 9, Day 3 · Unit 3 · Standards: SS:HI:6:1.1, SS:HI:6:1.2, SS:HI:6:3.1, SS:HI:6:4.1, SS:HI:6:4.2, SS:HI:6:4.3, SS:HI:6:5.1, SS:HI:6:5.2, SS:HI:6:5.3, SS:HI:6:5.4

Focus	State content.
Learning target	"I can describe a social reform in the nation and in New Hampshire."
Vocabulary in use	social reform, welfare, sanitation
Local date	_____

Learning sequence

Connect: national reforms. Teach: what changed in New Hampshire and what did not. Try: shared study. Apply: pupils describe a New Hampshire reform.

Check for understanding

Student describes a New Hampshire social reform.

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 — Who Drove the Change

Week 9, Day 4 · Unit 3 · Standards: SS:HI:6:1.1, SS:HI:6:1.2, SS:HI:6:3.1, SS:HI:6:4.1, SS:HI:6:4.2, SS:HI:6:4.3, SS:HI:6:5.1, SS:HI:6:5.2, SS:HI:6:5.3, SS:HI:6:5.4

Focus	Agency.
Learning target	"I can describe a social reform in the nation and in New Hampshire."
Vocabulary in use	social reform, welfare, sanitation
Local date	_____

Learning sequence

Connect: reforms. Teach: legislation, individuals and organised groups - the three engines the standards keep naming. Try: shared analysis. Apply: pupils attribute a reform to one or more. Reflect: reforms have authors.

Check for understanding

Student identifies who drove a particular reform.

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 — Describing a Social Reform

Week 9, Day 5 • Unit 3 • Standards: SS:HI:6:1.1, SS:HI:6:1.2, SS:HI:6:3.1, SS:HI:6:4.1, SS:HI:6:4.2, SS:HI:6:4.3, SS:HI:6:5.1, SS:HI:6:5.2, SS:HI:6:5.3, SS:HI:6:5.4

Focus	this week's standard assessed.
Learning target	"I can describe a social reform in the nation and in New Hampshire."
Vocabulary in use	social reform, welfare, sanitation
Local date	_____

Learning sequence

Connect: the week. Teach: writing a description with evidence. Try: shared planning. Apply: pupils write. Reflect: this week's standard recorded.

Check for understanding

Student describes a Progressive Era social reform with evidence.

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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Source citation

New Hampshire Department of Education. New Hampshire K-12 Social Studies Curriculum Framework (June 2006). New Hampshire's own framework. Standards are published by grade band, and the band boundaries are the framework's own: the code's third field is the last grade of the band (2 = K-2, 4 = grades 3-4, 6 = grades 5-6, 8 = grades 7-8, 12 = grades 9-12). Grade 5 and grade 6 therefore cite the same standards. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>