
New Mexico 8 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 Mexico
Grade	8 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	New Mexico Social Studies Standards
Issuing agency	New Mexico Public Education Department
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 Europe Wanted

Unit 3: Encounter: Europe Reaches the Americas · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What made European states send ships across an ocean?
Standards	Nm8 European Nations -> 8.37 History 15. Historical Change, Continuity, Context, and Reconciliation — Identify key people, places, and ideas from major European nations of the 15th and 16th centuries. Nm8 Economic Theories -> 8.35 Economics/Personal Financial Literacy 7. Economics Systems and Models — Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.
Learning target	"I can identify the key people, places and ideas of 15th and 16th century Europe and illustrate an economic theory that drove colonisation."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify key people, places, and ideas from major European nations of the 15th and 16th centuries.
- Students will illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

Success criteria (student-friendly)

- "I can place the major European nations on a map of the period."
- "I can explain a theory as a rule about wealth, not a slogan."
- "My illustration shows the theory CAUSING a decision."

Academic vocabulary

mercantilism, bullion, balance of trade, monopoly, charter, investment, nation-state, colony

Materials and technology

- Period maps of Europe
- Source sets the district supplies
- Diagram materials
- Notebooks

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.

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

Assessment and evidence

A labelled map of major European nations with key people and ideas, plus a diagram of one economic theory connected to a colonisation decision.

Family communication

Ask at home what it costs to start something new, and who usually pays for it.

Day 41 — The Map Before the Voyages

Week 9, Day 1 • Unit 3 • Standards: 8.37, 8.35

Focus	8.37's places.
Learning target	"I can identify the key people, places and ideas of 15th and 16th century Europe and illustrate an economic theory that drove colonisation."
Vocabulary in use	mercantilism, bullion, balance of trade
Local date	_____

Learning sequence

Establish which European states are in play in the 15th and 16th centuries, where they are, and what each is competing for. Voyages become explicable only once the rivalry on the map is visible. Pupils label from the district's period maps.

Check for understanding

Pupil places the major European nations of the period on a map.

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 — People and Ideas

Week 9, Day 2 · Unit 3 · Standards: 8.37, 8.35

Focus	The rest of 8.37.
Learning target	"I can identify the key people, places and ideas of 15th and 16th century Europe and illustrate an economic theory that drove colonisation."
Vocabulary in use	mercantilism, bullion, balance of trade
Local date	_____

Learning sequence

8.37 asks for key PEOPLE, PLACES AND IDEAS. Take the ideas seriously as ideas -- what was believed about wealth, about rule, about who may claim what -- because these are what the next unit's decisions run on. Use the district's sources; do not extend beyond who they name.

Check for understanding

Pupil names one person, one place and one idea, each from a source.

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 — A Theory About Wealth

Week 9, Day 3 · Unit 3 · Standards: 8.37, 8.35

Focus	8.35's first half.
Learning target	"I can identify the key people, places and ideas of 15th and 16th century Europe and illustrate an economic theory that drove colonisation."
Vocabulary in use	mercantilism, bullion, balance of trade
Local date	_____

Learning sequence

An economic theory is a rule about where wealth comes from and how a state gets more of it. Build one from the period carefully as a mechanism: what counts as wealth, who should hold it, what colonies are FOR under that rule.

Check for understanding

Pupil states what one theory says wealth is and where it comes from.

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 — From Theory to Ship

Week 9, Day 4 · Unit 3 · Standards: 8.37, 8.35

Focus	8.35 says CONNECTION.
Learning target	"I can identify the key people, places and ideas of 15th and 16th century Europe and illustrate an economic theory that drove colonisation."
Vocabulary in use	mercantilism, bullion, balance of trade
Local date	_____

Learning sequence

The standard asks for the connection to colonisation, so the diagram must show causation and not coexistence. Pupils draw the chain: theory, state policy, charter or funding, voyage, claim, extraction, return. Each arrow is labelled with what makes the next step follow.

Check for understanding

Pupil's diagram shows a theory causing a specific colonisation decision.

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 — Who Paid and Who Profited

Week 9, Day 5 • Unit 3 • Standards: 8.37, 8.35

Focus	Following the money.
Learning target	"I can identify the key people, places and ideas of 15th and 16th century Europe and illustrate an economic theory that drove colonisation."
Vocabulary in use	mercantilism, bullion, balance of trade
Local date	_____

Learning sequence

Voyages needed financing and financiers wanted returns. Pupils identify from the sources who funded, who bore the risk, and who received the proceeds -- and then note who bore costs without appearing in the accounts at all. That absence is the subject of the next three weeks.

Check for understanding

Pupil names who funded a venture and who received its returns.

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 Mexico Public Education Department. New Mexico Social Studies Standards. Written by New Mexico. Kindergarten through grade 8 number the performance standards sequentially within the grade (K.1, 8.105) and carry the discipline in the anchor standard rather than the code; high school uses a band-and-course code (9-12.Civ.1, 9-12.NMH.18). New Mexico history is a course in its own right. Retrieved 2026-07-27 from <https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf>