

New York 7 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 York
Grade	7 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	New York State K-12 Social Studies Framework
Issuing agency	New York State 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 — Why the Colonies Were Not One Place

Unit 3: Colonies, New York, and an Institution Taking Hold · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How much of a region is explained by its land?
Standards	Ny7 Regional Differences -> 7.2c conceptual understanding — European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.
Learning target	"I can explain how geography and settlers made colonial regions differ."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare the New England, Middle and Southern colonies.
- Students will explain how geography, climate and the colonists themselves produced those differences.

Success criteria (student-friendly)

- "I compare the three regions on economy and society."
- "I give a geographic reason and a human one."
- "I resist explaining everything by the land alone."

Academic vocabulary

region, cash crop, subsistence, port, labour system

Materials and technology

- Sources the department supplies
- Maps
- 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

A three-region comparison naming a geographic and a human cause for each difference.

Family communication

Ask your child how where you live shapes the work people do there.

Day 41 — Three Regions

Week 9, Day 1 · Unit 3 · Standards: 7.2c

Focus	Establishing the pattern.
Learning target	"I can explain how geography and settlers made colonial regions differ."
Vocabulary in use	region, cash crop, subsistence
Local date	_____

Learning sequence

From the colony table, pupils group the colonies into New England, Middle and Southern and state what each group has in common. Make them do the grouping before the names are given, so the regions are a finding rather than a label.

Check for understanding

Student groups colonies and states a shared feature.

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 — Land and People

Week 9, Day 2 · Unit 3 · Standards: 7.2c

Focus	Two explanations at once.
Learning target	"I can explain how geography and settlers made colonial regions differ."
Vocabulary in use	region, cash crop, subsistence
Local date	_____

Learning sequence

Compare growing season, soil and rivers across the three regions, then compare who settled each and what they intended. Pupils write both explanations for one regional difference and mark which the evidence supports better.

Check for understanding

Student gives a geographic and a human explanation for one difference.

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 — What the Land Does Not Explain

Week 9, Day 3 · Unit 3 · Standards: 7.2c

Focus	The limit of geography.
Learning target	"I can explain how geography and settlers made colonial regions differ."
Vocabulary in use	region, cash crop, subsistence
Local date	_____

Learning sequence

Find a difference geography cannot account for -- a pattern of landholding, a religious settlement, a labour arrangement -- and make pupils say so. Geographic determinism is the error this day exists to prevent, and it recurs in week 12.

Check for understanding

Student names a difference geography does not explain.

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 — Ports and What They Carried

Week 9, Day 4 · Unit 3 · Standards: 7.2c

Focus	The economy in one place.
Learning target	"I can explain how geography and settlers made colonial regions differ."
Vocabulary in use	region, cash crop, subsistence
Local date	_____

Learning sequence

Take one port and follow what came in and went out. Pupils infer the region's economy from the cargo, then check the inference against the colony table. Where the two disagree, they investigate rather than choose.

Check for understanding

Student infers an economic pattern from trade evidence and checks 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 45 — The Regional Profile

Week 9, Day 5 · Unit 3 · Standards: 7.2c

Focus	The week's product.
Learning target	"I can explain how geography and settlers made colonial regions differ."
Vocabulary in use	region, cash crop, subsistence
Local date	_____

Learning sequence

Pupils complete a profile of one region: geography, economy, who settled and why, and one thing that makes it unlike the other two. The profiles go on the wall and are used in weeks 12 and 35.

Check for understanding

Student's profile identifies a genuine regional distinction.

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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