

New York 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 York
Grade	8 (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 — Expansion and the People Already There

Unit 3: Expansion and Imperialism · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What does continued expansion cost, and who pays it?
Standards	Ny8 Westward Conflict -> 8.3a conceptual understanding — Continued westward expansion contributed to increased conflicts with Native Americans.
Learning target	"I can explain how continued westward expansion increased conflict with Native Americans."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain how continued westward expansion contributed to increased conflicts with Native Americans.
- Students will describe the consequences for Native nations.

Success criteria (student-friendly)

- "I connect expansion to a specific conflict."
- "I describe a consequence for a named nation."
- "I avoid describing Native nations as passive."

Academic vocabulary

expansion, treaty, reservation, displacement, sovereignty

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.
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

One conflict explained from the positions of both parties.

Family communication

Ask your child what happens to people already living where others want to settle.

Day 41 — Expansion Continues

Week 9, Day 1 · Unit 3 · Standards: 8.3a

Focus	The pressure on the land.
Learning target	"I can explain how continued westward expansion increased conflict with Native Americans."
Vocabulary in use	expansion, treaty, reservation
Local date	_____

Learning sequence

Establish what drove continued expansion after the war -- railways, mining, ranching, homesteading -- and map where it pressed. Pupils connect each driver to the land it required.

Check for understanding

Student connects a driver of expansion to the land it required.

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 — Conflict and Consequence

Week 9, Day 2 · Unit 3 · Standards: 8.3a

Focus	What followed for Native nations.
Learning target	"I can explain how continued westward expansion increased conflict with Native Americans."
Vocabulary in use	expansion, treaty, reservation
Local date	_____

Learning sequence

Follow one named nation through the period: the treaties made, the land ceded or taken, the reservation system, and what was done to children and language. Named specifics throughout.

Check for understanding

Student describes one named nation's experience with specifics.

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 — Both Positions

Week 9, Day 3 · Unit 3 · Standards: 8.3a

Focus	Two accounts, both evidenced.
Learning target	"I can explain how continued westward expansion increased conflict with Native Americans."
Vocabulary in use	expansion, treaty, reservation
Local date	_____

Learning sequence

Write the same episode from the position of a settler and of the nation whose land it was, each with evidence. Pupils then say why the accounts differ -- position, not opinion.

Check for understanding

Student produces two evidenced accounts and explains the 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 44 — Sovereignty and Treaty

Week 9, Day 4 · Unit 3 · Standards: 8.3a

Focus	What a treaty implies.
Learning target	"I can explain how continued westward expansion increased conflict with Native Americans."
Vocabulary in use	expansion, treaty, reservation
Local date	_____

Learning sequence

A treaty is made between sovereigns. Pupils work out what treaty-making implies about status, then compare that with how the treaties were subsequently treated, and state the contradiction.

Check for understanding

Student explains what treaty-making implies and how it was contradicted.

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 Expansion File

Week 9, Day 5 · Unit 3 · Standards: 8.3a

Focus	The week's product.
Learning target	"I can explain how continued westward expansion increased conflict with Native Americans."
Vocabulary in use	expansion, treaty, reservation
Local date	_____

Learning sequence

Pupils compile a file on one episode: drivers, the nation involved, the instrument used, the consequence, and the two positions held together in a closing paragraph.

Check for understanding

Student's file holds both positions without dismissing either.

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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