
Ohio 4 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	Ohio
Grade	4 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Ohio's Learning Standards for Social Studies (2019)
Issuing agency	Ohio Department of Education and Workforce
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 — Key Events of the Revolution

Unit 3: Revolution and a New Government · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How was the Revolution actually won?
Standards	Key Events of the Revolution -> 4.19, 4.15, 4.16, 4.17 — 4 standards; full text in the standards table
Learning target	"I can identify and describe the key events of the Revolution."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify and describe key events of the American Revolution, including the Battles of Lexington and Concord, Saratoga and Yorktown.
- Students will explain the significance of each.

Success criteria (student-friendly)

- "I name the battles the standard names."
- "I describe each."
- "I explain why each mattered."

Academic vocabulary

battle, turning point, surrender, militia, significance

Materials and technology

- Maps of the campaigns
- Timeline
- Teacher-selected sources
- Social studies 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

The three named battles described with their significance.

Family communication

Ask your child which battle was the turning point.

Day 41 — Lexington and Concord

Week 9, Day 1 · Unit 3 · Standards: 4.19, 4.15, 4.16, 4.17

Focus	The war begins.
Learning target	"I can identify and describe the key events of the Revolution."
Vocabulary in use	battle, turning point, surrender
Local date	_____

Learning sequence

Connect: our timeline. Teach: the first fighting and why it mattered. Try: shared study. Apply: pupils describe. Reflect: named in the standard.

Check for understanding

Student describes Lexington and Concord.

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 — Saratoga

Week 9, Day 2 · Unit 3 · Standards: 4.19, 4.15, 4.16, 4.17

Focus	The turning point.
Learning target	"I can identify and describe the key events of the Revolution."
Vocabulary in use	battle, turning point, surrender
Local date	_____

Learning sequence

Connect: early fighting. Teach: why Saratoga changed the war, including foreign support. Try: shared study. Apply: pupils explain. Reflect: 'turning point' defined by consequences.

Check for understanding

Student explains why Saratoga was a turning point.

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 — Yorktown

Week 9, Day 3 · Unit 3 · Standards: 4.19, 4.15, 4.16, 4.17

Focus	The end of the fighting.
Learning target	"I can identify and describe the key events of the Revolution."
Vocabulary in use	battle, turning point, surrender
Local date	_____

Learning sequence

Connect: Saratoga. Teach: the siege and the surrender. Try: shared study. Apply: pupils describe. Reflect: third named battle.

Check for understanding

Student describes Yorktown and its outcome.

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 — What the Battles Do Not Tell Us

Week 9, Day 4 · Unit 3 · Standards: 4.19, 4.15, 4.16, 4.17

Focus	Beyond battles.
Learning target	"I can identify and describe the key events of the Revolution."
Vocabulary in use	battle, turning point, surrender
Local date	_____

Learning sequence

Connect: the battles. Teach: most of a war is not battles - supply, disease, civilians, money. Try: shared discussion. Apply: pupils identify what a battle list omits. Reflect: historical thinking about what accounts leave out.

Check for understanding

Student identifies something a list of battles omits.

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 — Adding the Revolution to Our Timeline

Week 9, Day 5 · Unit 3 · Standards: 4.19, 4.15, 4.16, 4.17

Focus	Sequencing.
Learning target	"I can identify and describe the key events of the Revolution."
Vocabulary in use	battle, turning point, surrender
Local date	_____

Learning sequence

Connect: the events. Teach: extending the class timeline. Try: shared construction. Apply: pupils add events. Reflect: chronology maintained.

Check for understanding

Student places the Revolution's events correctly on the timeline.

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.
- Not affiliated with or endorsed by Ohio Department of Education and Workforce, any district, school, assessment provider or Teachers Pay Teachers.
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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Social Studies (2019). Ohio numbers social studies as sequential Content Statements within each grade or course, under the History, Geography, Government and Economics strands, and refers to them that way ("Grade 1, Content Statement 11"). High school is written as named courses - American History, American Government, Modern World History, World Geography, Economics and Financial Literacy, and Contemporary World Issues. Ohio adopted revised K-8 standards in 2026, but the department states that 2026-2027 is a transition year and that 2027-2028 is the first year of implementation, so this product cites the edition in force for 2026-2027. Scope: grade 4. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies>