

# Ohio 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            | Ohio                                                      |
| Grade            | 8 (Middle)                                                |
| 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 — Why Colonies, and Why There

### Unit 3: The Colonies That Were Established · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                          |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why did different colonies get founded for different reasons?                                                                                                                            |
| Standards          | <b>Ak8 Reasons For Colonies -&gt; 8.2 HISTORY</b> — North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. |
| Learning target    | "I can explain why different regions were colonised for different reasons."                                                                                                              |
| Local dates        | _____ (enter your school dates)                                                                                                                                                          |

#### Measurable objectives

- Students will examine the reasons for European colonisation in different regions of Colonial America.
- Students will identify and analyse primary sources to understand the unique perspectives of different groups in Colonial America.

#### Success criteria (student-friendly)

- "I give different reasons for different regions rather than one reason for all."
- "I use a primary source to establish a group's perspective."
- "I distinguish the perspective of a source from the fact of an event."

#### Academic vocabulary

colony, charter, region, perspective, settlement, proprietor

#### Materials and technology

- Maps
- Primary sources the department supplies
- 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**

Reasons given by region, with one perspective established from a primary source.

**Family communication**

Ask your child why two groups might settle in the same place for different reasons.

## Day 41 — Not One Colonisation

### Week 9, Day 1 · Unit 3 · Standards: 8.2

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Regions differ.                                                             |
| Learning target   | "I can explain why different regions were colonised for different reasons." |
| Vocabulary in use | colony, charter, region                                                     |
| Local date        | _____                                                                       |

### Learning sequence

Pupils build a regional frame from the supplied material and resist the single-story summary.

### Check for understanding

Student names two regions and one way their purposes differed.

### 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 — Reading for Perspective

### Week 9, Day 2 · Unit 3 · Standards: 8.2

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Whose account is this.                                                      |
| Learning target   | "I can explain why different regions were colonised for different reasons." |
| Vocabulary in use | colony, charter, region                                                     |
| Local date        | _____                                                                       |

### Learning sequence

Pupils analyse primary sources for the perspective of the group that produced them, applying the origin-and-purpose questions from Week 5.

### Check for understanding

Student states a group's perspective and the source establishing 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)

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## Day 43 — Reasons by Region

### Week 9, Day 3 · Unit 3 · Standards: 8.2

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Building the comparison.                                                    |
| Learning target   | "I can explain why different regions were colonised for different reasons." |
| Vocabulary in use | colony, charter, region                                                     |
| Local date        | _____                                                                       |

### Learning sequence

Pupils complete a regional grid of reasons -- economic, religious, political, strategic -- from evidence, marking where a region had several at once and where the record is thin. The grid is used again in Weeks 10 and 12.

### Check for understanding

Student completes one region's row 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.

## Day 44 — Whose Reasons Are Recorded

### Week 9, Day 4 · Unit 3 · Standards: 8.2

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | A gap in the archive.                                                       |
| Learning target   | "I can explain why different regions were colonised for different reasons." |
| Vocabulary in use | colony, charter, region                                                     |
| Local date        | _____                                                                       |

### Learning sequence

The reasons that survive in writing are mostly those of people who wrote. Pupils identify whose purposes are well recorded and whose are not, and what that does to a history built from those records. This is the Week 2 evidence rules applied to a new period.

### Check for understanding

Student identifies a group whose perspective is poorly recorded and why.

### 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 — Writing by Region

### Week 9, Day 5 • Unit 3 • Standards: 8.2

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | The comparison in prose.                                                    |
| Learning target   | "I can explain why different regions were colonised for different reasons." |
| Vocabulary in use | colony, charter, region                                                     |
| Local date        | _____                                                                       |

### Learning sequence

A short piece explaining why colonisation happened differently in different regions, citing sources and naming at least one perspective the record under-represents.

### Check for understanding

Written piece differentiates regions and names an under-represented perspective.

### 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

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- 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

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 8. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies>