

Oklahoma 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	Oklahoma
Grade	4 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Oklahoma Academic Standards for Social Studies (2026, published 07-10-2026)
Issuing agency	Oklahoma State Department of Education
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 Citizens Owe

Unit 3: What Citizens Owe, and What They Choose · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which responsibilities keep a republic running?
Standards	Ok4 Civic Virtue -> 4.C.1.3 Content Standards — Explain the concept of civic virtue and responsibilities of citizenship. A. Examine why citizens are expected to respect the law and institutions of authority. B. Analyze how fulfilling one's civic responsibilities (e.g., voting, jury and military service, paying taxes) is necessary for the health and continuity of a constitutional republic. C. Describe how our nation's constitutional republic relies on civil discourse, thoughtful decision-making, and compromise to make laws. D. Explain how citizens can contribute to the betterment of their communities through public service, charitable donations, and volunteerism. E. Summarize ways in which citizens are stewards of the nation's environment by examining how natural resources can be managed wisely (e.g., recycling and anti-littering efforts, water conservation, development of renewable energy sources).
Learning target	"I can explain civic virtue and why specific responsibilities are necessary."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the concept of civic virtue by examining why citizens are expected to respect the law and institutions of authority, and analysing how fulfilling civic responsibilities such as voting, jury and military service and paying taxes is necessary for the health of a constitutional republic.

Success criteria (student-friendly)

- "I define civic virtue."
- "I explain why respect for law and institutions is expected."
- "I explain what fails if a responsibility goes unfulfilled."

Academic vocabulary

civic virtue, responsibility, jury, taxes, institution

Materials and technology

- Supplied jury and tax explainers
- Notebooks
- Chart paper
- Teacher-selected sources
- Class devices

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.

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

Assessment and evidence

Four responsibilities explained with what fails if each is neglected.

Family communication

Ask your child what would happen if nobody served on juries.

Day 41 — Virtue as a Civic Word

Week 9, Day 1 • Unit 3 • Standards: 4.C.1.3

Focus	The concept.
Learning target	"I can explain civic virtue and why specific responsibilities are necessary."
Vocabulary in use	civic virtue, responsibility, jury
Local date	_____

Learning sequence

Connect: principles. Teach: that civic virtue means the habits citizens need for self-government to work, not personal goodness in general. Try: shared reading. Apply: pupils define it. Reflect: a public word, not a private one.

Check for understanding

Student defines civic virtue in a civic sense.

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 — Respecting Law and Institutions

Week 9, Day 2 · Unit 3 · Standards: 4.C.1.3

Focus	Why it is expected.
Learning target	"I can explain civic virtue and why specific responsibilities are necessary."
Vocabulary in use	civic virtue, responsibility, jury
Local date	_____

Learning sequence

Connect: rule of law. Teach: why respect for law and lawful institutions is expected even by those who disagree with a particular law, and what legitimate disagreement looks like. Try: shared discussion. Apply: pupils explain both halves. Reflect: obeying and agreeing are different.

Check for understanding

Student explains why respect for law is expected of citizens.

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 — Voting

Week 9, Day 3 · Unit 3 · Standards: 4.C.1.3

Focus	The first responsibility.
Learning target	"I can explain civic virtue and why specific responsibilities are necessary."
Vocabulary in use	civic virtue, responsibility, jury
Local date	_____

Learning sequence

Connect: elections. Teach: why voting is treated as a responsibility rather than only a right, and what happens to representation when turnout falls. Try: shared study. Apply: pupils explain the consequence. Reflect: the ones who show up decide.

Check for understanding

Student explains what fails when citizens do not vote.

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 — Juries and Service

Week 9, Day 4 · Unit 3 · Standards: 4.C.1.3

Focus	The ones people forget.
Learning target	"I can explain civic virtue and why specific responsibilities are necessary."
Vocabulary in use	civic virtue, responsibility, jury
Local date	_____

Learning sequence

Connect: responsibilities. Teach: what jury service is, why trials require ordinary citizens, and what military service contributes. Try: shared reading. Apply: pupils explain why a jury must be citizens. Reflect: courts run on people who did not volunteer.

Check for understanding

Student explains why jury service is a civic responsibility.

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 — Paying For It

Week 9, Day 5 · Unit 3 · Standards: 4.C.1.3

Focus	Taxes.
Learning target	"I can explain civic virtue and why specific responsibilities are necessary."
Vocabulary in use	civic virtue, responsibility, jury
Local date	_____

Learning sequence

Connect: the common good. Teach: what taxes fund, connecting week 6's shared services to how they are paid for. Try: shared tracing. Apply: pupils link a tax to a service. Reflect: the common good has an invoice.

Check for understanding

Student links taxation to a service provided in common.

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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Source citation

Oklahoma State Department of Education. Oklahoma Academic Standards for Social Studies (2026, published 07-10-2026). Codes are scope.strand.standard.objective, where the strand is P (Social Studies Practices) or C (Content Standards); PreK omits the strand letter. High school is written as named courses - United States History (USH), United States Government (USG), Modern World History (MWH), Ancient and Medieval World History (AWH), World Geography (WG), Economics (E), Oklahoma History (OKH) and 20th Century (TOT). NOTE ON EDITION: the February 2025 edition of these standards was permanently overturned by the Oklahoma Supreme Court in December 2025 for an Open Meeting Act violation; the 07-10-2026 text cited here is the edition OSDE currently publishes, and OSDE has stated it is initiating a formal review of it. Oklahoma implements newly approved standards in the school year following legislative review, so this 2026 edition is the one in force for 2026-2027. Scope: grade 4. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/social-studies.html>