

Oklahoma 5 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	5 (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 — The Starving Time and What Held

Unit 3: Jamestown and Plymouth · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What nearly ended Jamestown, and what allowed it to survive?
Standards	Ok5 Jamestown -> 5.C.1.5 Content Standards — Analyze the early successes and challenges of Jamestown, by explaining the A. leadership and diplomacy of Captain John Smith B. challenges of the Starving Time and the value of Powhatan trade to sustain the colony C. export of natural resources and John Rolfe's development of tobacco as a cash crop D. deteriorating relationships with the Powhatan, characterized by differing views on land ownership.
Learning target	"I can analyse what nearly ended Jamestown and what allowed it to hold."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyse the early successes and challenges of Jamestown, including leadership and diplomacy, relations with the Powhatan, and the role of tobacco.

Success criteria (student-friendly)

- "I describe two challenges with evidence."
- "I explain the part diplomacy played."
- "I explain how tobacco changed the colony's prospects."

Academic vocabulary

diplomacy, starving time, cash crop, tobacco, Powhatan

Materials and technology

- Supplied Jamestown accounts
- 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.
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.

Support area	This week's plan
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

Two challenges and two reasons for survival, each supported by evidence.

Family communication

Ask your child what saved Jamestown.

Day 41 — A Bad Place for a Fort

Week 9, Day 1 · Unit 3 · Standards: 5.C.1.5

Focus	The challenges.
Learning target	"I can analyse what nearly ended Jamestown and what allowed it to hold."
Vocabulary in use	diplomacy, starving time, cash crop
Local date	_____

Learning sequence

Connect: week 7's question. Teach: the site's problems -- brackish water, disease, and a settlement of men unprepared to farm -- from supplied accounts. Try: shared reading. Apply: pupils list challenges with evidence. Reflect: the first years were about survival, not profit.

Check for understanding

Student names two challenges with evidence from a source.

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 — Leadership and Diplomacy

Week 9, Day 2 · Unit 3 · Standards: 5.C.1.5

Focus	The named requirement.
Learning target	"I can analyse what nearly ended Jamestown and what allowed it to hold."
Vocabulary in use	diplomacy, starving time, cash crop
Local date	_____

Learning sequence

Connect: crisis. Teach: the leadership decisions and the diplomacy with the Powhatan that supplied food, using sources from more than one side where they exist. Try: shared study. Apply: pupils explain one negotiation. Reflect: the colony depended on people it was also threatening.

Check for understanding

Student explains how diplomacy affected Jamestown's survival.

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 — The Winter That Nearly Ended It

Week 9, Day 3 · Unit 3 · Standards: 5.C.1.5

Focus	The starving time.
Learning target	"I can analyse what nearly ended Jamestown and what allowed it to hold."
Vocabulary in use	diplomacy, starving time, cash crop
Local date	_____

Learning sequence

Connect: dependence. Teach: the winter of 1609-10 factually from supplied accounts, flagged beforehand. Try: shared reading. Apply: pupils record what the sources say. Reflect: the colony came within days of being abandoned.

Check for understanding

Student describes the starving time from supplied 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 — Tobacco Changes Everything

Week 9, Day 4 · Unit 3 · Standards: 5.C.1.5

Focus	The cash crop.
Learning target	"I can analyse what nearly ended Jamestown and what allowed it to hold."
Vocabulary in use	diplomacy, starving time, cash crop
Local date	_____

Learning sequence

Connect: near-failure. Teach: how tobacco gave the colony an export worth investing in, and what that then demanded -- more land and more labour. Try: shared reasoning. Apply: pupils explain the change. Reflect: the solution created the next problem.

Check for understanding

Student explains how tobacco changed Jamestown's prospects.

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 — Weighing the Reasons

Week 9, Day 5 • Unit 3 • Standards: 5.C.1.5

Focus	Analysis.
Learning target	"I can analyse what nearly ended Jamestown and what allowed it to hold."
Vocabulary in use	diplomacy, starving time, cash crop
Local date	_____

Learning sequence

Connect: the week. Teach: weighing which factors mattered most and defending a ranking with evidence. Try: shared ranking. Apply: pupils rank and justify. Reflect: 'analyse' means weigh, not list.

Check for understanding

Student ranks causes of survival and defends the ranking.

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 5. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/social-studies.html>