

Oklahoma 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	Oklahoma
Grade	8 (Middle)
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 — Strength, Resources, and What They Did Not Decide

Unit 3: Declaring and Winning It • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	How did the colonies defeat the British Empire?
Standards	Ok8 Colonial Victory -> 8.C.2.3 Content Standards — Evaluate the challenges and reasons for the colonial victory over the British Empire. A. Compare military strength and available resources, including financial support from private individuals and allied nations, as well as French support negotiated by Benjamin Franklin. B. Summarize the impact of key military turning points of the Revolutionary War, including the victories at Boston, Trenton, Saratoga, and Yorktown. C. Explain how an effective military force was shaped by the leadership of General George Washington, Thomas Paine's <i>The Crisis</i> , and conditions at the Valley Forge encampment. D. Describe the significance of the Treaty of Paris (1783) as it relates to the recognition of the United States of America as an independent nation and the extension of American authority over western territory ceded by Britain.
Learning target	"I can evaluate why the colonies won despite being weaker."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will evaluate the challenges and reasons for the colonial victory over the British Empire, comparing military strength and available resources.

Success criteria (student-friendly)

- "I compare the military strength and resources of both sides."
- "I explain the effect of foreign assistance."
- "I explain how distance and motivation worked against Britain."

Academic vocabulary

attrition, alliance, supply line, militia, surrender

Materials and technology

- Comparative resource tables
- Campaign maps
- Social studies notebooks
- Chart paper
- 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

An evaluation weighing at least four factors in the colonial victory.

Family communication

Ask someone at home why a smaller force sometimes beats a larger one.

Day 41 — Counting the Odds

Week 9, Day 1 · Unit 3 · Standards: 8.C.2.3

Focus	The comparison the standard asks for.
Learning target	"I can evaluate why the colonies won despite being weaker."
Vocabulary in use	attrition, alliance, supply line
Local date	_____

Learning sequence

Navy, professional army, money, industry -- Britain led on every measure. Build the table before explaining the outcome.

Check for understanding

Student compares the military strength of both sides.

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 — Three Thousand Miles

Week 9, Day 2 · Unit 3 · Standards: 8.C.2.3

Focus	Distance as a factor.
Learning target	"I can evaluate why the colonies won despite being weaker."
Vocabulary in use	attrition, alliance, supply line
Local date	_____

Learning sequence

Every soldier, musket and biscuit crossed an ocean under sail. Distance turned British advantages into costs.

Check for understanding

Student explains how distance affected the British war effort.

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 — Foreign Assistance

Week 9, Day 3 · Unit 3 · Standards: 8.C.2.3

Focus	The alliance.
Learning target	"I can evaluate why the colonies won despite being weaker."
Vocabulary in use	attrition, alliance, supply line
Local date	_____

Learning sequence

French money, troops and above all a navy changed what was possible, and turned a colonial rebellion into a wider war Britain had to fight elsewhere too.

Check for understanding

Student explains the effect of foreign assistance.

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 — Not Losing Is Winning

Week 9, Day 4 · Unit 3 · Standards: 8.C.2.3

Focus	The strategic asymmetry.
Learning target	"I can evaluate why the colonies won despite being weaker."
Vocabulary in use	attrition, alliance, supply line
Local date	_____

Learning sequence

Britain had to reconquer; the colonies had only to survive. Examine what that did to each side's definition of success.

Check for understanding

Student explains the different victory conditions of the two sides.

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.

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Day 45 — Weighing the Factors

Week 9, Day 5 · Unit 3 · Standards: 8.C.2.3

Focus	The evaluation.
Learning target	"I can evaluate why the colonies won despite being weaker."
Vocabulary in use	attrition, alliance, supply line
Local date	_____

Learning sequence

Rank the factors and defend the ranking against a classmate's. 8.C.2.3 asks students to EVALUATE, which means arguing a judgement.

Check for understanding

Student evaluates the reasons for the colonial victory.

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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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

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