
Rhode Island 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	Rhode Island
Grade	5 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Rhode Island Social Studies Standards
Issuing agency	Rhode Island 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 — Trade, Alliance, Treaty and War

Unit 3: Relationships, and a New System of Enslavement · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How did relationships between Indigenous peoples and colonists change over time?
Standards	Ri5 Indigenous Colonist Relations A -> SS5.2.3 SS5 — Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships
Learning target	"I can analyse how relationships between Indigenous peoples and colonists changed over time."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships.

Success criteria (student-friendly)

- "I describe an early relationship of trade or alliance."
- "I explain what changed as settlement grew."
- "I explain why relationships evolved as they did."

Academic vocabulary

alliance, treaty, trade, encroachment, conflict

Materials and technology

- Materials produced by tribal nations
- Treaty texts
- Teacher-selected primary sources
- Social studies notebooks
- 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.
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

A described sequence of relationships from early contact through to conflict, with evidence.

Family communication

Ask someone at home what makes an agreement between two groups hold.

Day 41 — Early Trade

Week 9, Day 1 · Unit 3 · Standards: SS5.2.3

Focus	The first phase.
Learning target	"I can analyse how relationships between Indigenous peoples and colonists changed over time."
Vocabulary in use	alliance, treaty, trade
Local date	_____

Learning sequence

Exchange that both sides wanted: furs, metal goods, cloth, food. Indigenous nations were traders with their own terms, not passive recipients.

Check for understanding

Student describes an early trading relationship.

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 — Alliance

Week 9, Day 2 · Unit 3 · Standards: SS5.2.3

Focus	The political phase.
Learning target	"I can analyse how relationships between Indigenous peoples and colonists changed over time."
Vocabulary in use	alliance, treaty, trade
Local date	_____

Learning sequence

Nations allied with colonial powers against rivals, making choices in their own interest and often holding the balance.

Check for understanding

Student explains why a nation allied with a colonial power.

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 — Treaties

Week 9, Day 3 · Unit 3 · Standards: SS5.2.3

Focus	The legal phase.
Learning target	"I can analyse how relationships between Indigenous peoples and colonists changed over time."
Vocabulary in use	alliance, treaty, trade
Local date	_____

Learning sequence

Agreements between sovereigns over land and peace. Read one, and note what each side understood it to mean -- often not the same thing.

Check for understanding

Student explains what a treaty was meant to do.

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 — Pressure

Week 9, Day 4 · Unit 3 · Standards: SS5.2.3

Focus	What changed.
Learning target	"I can analyse how relationships between Indigenous peoples and colonists changed over time."
Vocabulary in use	alliance, treaty, trade
Local date	_____

Learning sequence

Growing settlement, livestock on planting grounds, and colonists own hunger for land strained every arrangement.

Check for understanding

Student explains what changed as settlement grew.

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 — Conflict

Week 9, Day 5 · Unit 3 · Standards: SS5.2.3

Focus	The breakdown.
Learning target	"I can analyse how relationships between Indigenous peoples and colonists changed over time."
Vocabulary in use	alliance, treaty, trade
Local date	_____

Learning sequence

War in this region, including the conflict that devastated southern New England, is taught factually with causes and consequences named.

Check for understanding

Student describes a conflict and its causes.

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.
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Source citation

Rhode Island Department of Education. Rhode Island Social Studies Standards. Endorsed February 2023, with full implementation by the 2026-27 school year. Retrieved 2026-07-27 from <https://ride.ri.gov/instruction-assessment/social-studies>