
South Carolina 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	South Carolina
Grade	8 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	2019 South Carolina Social Studies College- and Career-Ready Standards
Issuing agency	South Carolina 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 — Why It Came

Unit 3: Toward Revolution · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What economic, political and social factors surrounded the American Revolution?
Standards	Sc8 Revolution Factors -> 8.2.CE Causation — Explain the economic, political, and social factors surrounding the American Revolution.
Learning target	"I can explain the factors surrounding the American Revolution."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the economic, political, and social factors surrounding the American Revolution.

Success criteria (student-friendly)

- "I explain an economic factor."
- "I explain a political factor."
- "I explain a social factor."

Academic vocabulary

taxation, representation, boycott, grievance, faction

Materials and technology

- Teacher-selected primary and secondary sources
- Social studies notebooks
- Chart paper
- Class devices
- Timeline materials

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.
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.

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

Assessment and evidence

Three factors explained -- economic, political and social -- each with evidence.

Family communication

Ask someone at home what would make people willing to fight their own government.

Day 41 — Economic Factors

Week 9, Day 1 · Unit 3 · Standards: 8.2.CE

Focus	The first kind.
Learning target	"I can explain the factors surrounding the American Revolution."
Vocabulary in use	taxation, representation, boycott
Local date	_____

Learning sequence

Trade regulation, taxes, debt to British merchants, and what each did to planters and merchants here specifically.

Check for understanding

Student explains an economic factor of the Revolution.

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 — Political Factors

Week 9, Day 2 · Unit 3 · Standards: 8.2.CE

Focus	The second.
Learning target	"I can explain the factors surrounding the American Revolution."
Vocabulary in use	taxation, representation, boycott
Local date	_____

Learning sequence

Consent, representation, and a colonial assembly used to governing itself meeting a Parliament asserting authority.

Check for understanding

Student explains a political factor.

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 — Social Factors

Week 9, Day 3 · Unit 3 · Standards: 8.2.CE

Focus	The third.
Learning target	"I can explain the factors surrounding the American Revolution."
Vocabulary in use	taxation, representation, boycott
Local date	_____

Learning sequence

Divisions between lowcountry and backcountry, and the fear among white colonists of revolt by the enslaved majority -- which shaped how far anyone would go.

Check for understanding

Student explains a social factor.

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 — In This Colony Particularly

Week 9, Day 4 • Unit 3 • Standards: 8.2.CE

Focus	The local case.
Learning target	"I can explain the factors surrounding the American Revolution."
Vocabulary in use	taxation, representation, boycott
Local date	_____

Learning sequence

A wealthy colony with much to lose, deeply tied to British trade and credit, and divided internally. Its road to revolution was not the same as Massachusetts'.

Check for understanding

Student explains what made this colony's situation distinctive.

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 — Causation Written

Week 9, Day 5 · Unit 3 · Standards: 8.2.CE

Focus	The standard's verb is EXPLAIN.
Learning target	"I can explain the factors surrounding the American Revolution."
Vocabulary in use	taxation, representation, boycott
Local date	_____

Learning sequence

Students explain the factors and how they combined, not merely list them.

Check for understanding

Student explains the factors surrounding the American Revolution.

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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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

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