
South Dakota 7 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 Dakota
Grade	7 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	South Dakota Social Studies Standards (adopted 17 April 2023)
Issuing agency	South Dakota 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 Farming Changed

Unit 3: Farming, and the First Cities · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does growing food change who does what?
Standards	Settlement, Roles and Specialised Work -> 7.SS.12 <i>1 standards this week; full text in the standards table.</i>
Learning target	"I can describe how farming changed how people lived and worked."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe the settlement patterns, shift in gender roles and job specialisation associated with agrarian societies.
- Students will connect surplus to specialisation.

Success criteria (student-friendly)

- "I describe a settlement pattern."
- "I explain how specialised work became possible."
- "I describe changes in roles."

Academic vocabulary

settlement pattern, surplus, specialisation, division of labour, role

Materials and technology

- Supplied case material
- Notebooks
- Chart paper
- Maps
- Whiteboards

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

Settlement patterns, specialisation and role changes described.

Family communication

Ask your child what a food surplus made possible.

Day 41 — Where People Built

Week 9, Day 1 · Unit 3 · Standards: 7.SS.12

Focus	Settlement patterns.
Learning target	"I can describe how farming changed how people lived and worked."
Vocabulary in use	settlement pattern, surplus, specialisation, division of labour, role
Local date	_____

Learning sequence

Connect: Week 8's rivers. Teach: the patterns settlements take - clustered, linear along a river, dispersed - and what each says about the land and the society. Try: shared reading of supplied plans. Apply: pupils classify three.

Check for understanding

Student classifies a settlement pattern and explains it.

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 — More Food Than You Need

Week 9, Day 2 · Unit 3 · Standards: 7.SS.12

Focus	Surplus.
Learning target	"I can describe how farming changed how people lived and worked."
Vocabulary in use	settlement pattern, surplus, specialisation, division of labour, role
Local date	_____

Learning sequence

Connect: patterns. Teach: surplus as the hinge - once some people can feed others, other work becomes possible - which explains almost everything in the rest of the course. Try: shared reasoning. Apply: pupils explain the chain from surplus to specialisation. Reflect: THIS IS THE MOST IMPORTANT CAUSAL CHAIN IN THE YEAR.

Check for understanding

Student explains how surplus makes specialised work possible.

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 — Somebody Does One Thing

Week 9, Day 3 · Unit 3 · Standards: 7.SS.12

Focus	Specialisation.
Learning target	"I can describe how farming changed how people lived and worked."
Vocabulary in use	settlement pattern, surplus, specialisation, division of labour, role
Local date	_____

Learning sequence

Connect: surplus. Teach: job specialisation and the kinds of work it produced - potters, smiths, builders, record-keepers - and that specialists depend on farmers. Try: shared listing. Apply: pupils identify four specialised roles and their dependence.

Check for understanding

Student explains what specialisation requires.

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 — Roles That Changed

Week 9, Day 4 · Unit 3 · Standards: 7.SS.12

Focus	Gender roles, handled carefully.
Learning target	"I can describe how farming changed how people lived and worked."
Vocabulary in use	settlement pattern, surplus, specialisation, division of labour, role
Local date	_____

Learning sequence

TEACHER NOTE: THIS IS TAUGHT AS EVIDENCE ABOUT PAST SOCIETIES, NOT AS A CLAIM ABOUT WHAT ANY ROLE SHOULD BE. 7.SS.12 names a shift in gender roles; the plan describes what the evidence indicates about who did what and how that changed, states that the evidence is partial, and NEVER PRESENTS ANY DIVISION OF WORK AS NATURAL OR PROPER. No pupil is asked about roles in their own home. Connect: specialisation. Teach: what changed and what the evidence for it is. Try: shared examination. Apply: pupils describe one documented change with its evidence. Reflect: the evidence is thinner than most accounts admit, and saying so is honest.

Check for understanding

Student describes a change in roles with its evidence and its limits.

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 — What Farming Changed

Week 9, Day 5 · Unit 3 · Standards: 7.SS.12

Focus	7.SS.12 assessed.
Learning target	"I can describe how farming changed how people lived and worked."
Vocabulary in use	settlement pattern, surplus, specialisation, division of labour, role
Local date	_____

Learning sequence

Connect: the week. Teach: a written description covering settlement, specialisation and roles. Try: shared setup. Apply: pupils write. Reflect: this week's standard recorded.

Check for understanding

Student describes the social changes agriculture brought.

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

South Dakota Department of Education. South Dakota Social Studies Standards (adopted 17 April 2023). South Dakota adopted the Oceti Sakowin Essential Understandings and Standards alongside its academic standards and expects them taught across subjects rather than as a separate course. The understandings cited on this row are drawn from that document, which states that its standards "are not 'standards' in the typical academic sense" but strands for curriculum and instructional design. They carry no grade level of their own. Retrieved 2026-07-27 from <https://doe.sd.gov/contentstandards/socialstudies.aspx>