

Nebraska 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	Nebraska
Grade	7 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Nebraska Social Studies Standards (2019)
Issuing agency	Nebraska 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 — Who Drew the Region

Unit 3: Regions and Cultures · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Are world regions discovered, or made?
Standards	Ne7 Constructing Regions -> SS.7.3.2.c Nebraska Social Studies — Identify how humans construct major world regions and the impact on human societies. For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure
Learning target	"I can identify how major world regions are constructed and what that does to the societies inside them."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify how humans construct major world regions and the impact on human societies.

Success criteria (student-friendly)

- "I explain that a region is defined by a chosen criterion."
- "I show the same area divided differently by different criteria."
- "I state an impact of a regional boundary on real people."

Academic vocabulary

region, criterion, boundary, construct, formal region, functional region, perceptual region, infrastructure

Materials and technology

- Multiple world regional maps
- Notebooks
- Chart paper

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

One area divided three ways by three criteria, with an impact of one boundary stated and evidenced.

Family communication

Ask a family member which part of the world they think this state belongs to and why.

Day 41 — Regions Are Arguments

Week 9, Day 1 • Unit 3 • Standards: SS.7.3.2.c

Focus	The idea the whole week rests on.
Learning target	"I can identify how major world regions are constructed and what that does to the societies inside them."
Vocabulary in use	region, criterion, boundary
Local date	_____

Learning sequence

Show three published world-regional maps that divide the world differently. Pupils will assume one must be correct; establish instead that each groups places by a different criterion -- physical, cultural, economic, political -- and each is useful for a different question. A region is a tool, and someone chose how to build it.

Check for understanding

Student explains that a region is defined by a chosen criterion.

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 — The Same Land, Three Ways

Week 9, Day 2 · Unit 3 · Standards: SS.7.3.2.c

Focus	Doing it themselves.
Learning target	"I can identify how major world regions are constructed and what that does to the societies inside them."
Vocabulary in use	region, criterion, boundary
Local date	_____

Learning sequence

Take one area and have pupils divide it three times -- by physical features, by language or religion, and by economic connection. The three maps will disagree, and the disagreement is the finding. Ask which map they would want for which question.

Check for understanding

Student produces two different regional divisions of the same area.

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 — What a Boundary Does

Week 9, Day 3 · Unit 3 · Standards: SS.7.3.2.c

Focus	The impact half of the standard.
Learning target	"I can identify how major world regions are constructed and what that does to the societies inside them."
Vocabulary in use	region, criterion, boundary
Local date	_____

Learning sequence

SS.7.3.2.c's examples name geographic factors influencing international relationships and economic development -- trade, communication, transportation, infrastructure. A boundary decides what is connected to what, where investment goes, whose language is official and who counts as an outsider. Using your materials, trace one boundary to a documented effect on the people it separated or joined.

Check for understanding

Student states an impact of a regional boundary on real people.

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 — Drawn From Outside

Week 9, Day 4 · Unit 3 · Standards: SS.7.3.2.c

Focus	A case the year will return to.
Learning target	"I can identify how major world regions are constructed and what that does to the societies inside them."
Vocabulary in use	region, criterion, boundary
Local date	_____

Learning sequence

Some of the world's boundaries were drawn by people who had never been there, for reasons that had nothing to do with the people living inside them. Using your district's materials, examine a documented case -- the standard's own examples elsewhere name the Berlin Conference and the partition of India -- and record what the boundary cut across and what followed. Report what your sources establish, including where accounts differ.

Check for understanding

Student describes what an externally drawn boundary cut across.

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 — The Region Analysis

Week 9, Day 5 · Unit 3 · Standards: SS.7.3.2.c

Focus	The week's product.
Learning target	"I can identify how major world regions are constructed and what that does to the societies inside them."
Vocabulary in use	region, criterion, boundary
Local date	_____

Learning sequence

Pupils produce their three divisions with the criterion stated for each, plus one boundary traced to an evidenced impact. Close by pointing at next week: inside any region there are peoples, and comparing them properly needs its own method.

Check for understanding

Student's analysis names the criterion behind each division.

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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