
Nevada 3 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	Nevada
Grade	3 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Nevada Academic Content Standards for Social Studies, revised September 2018
Issuing agency	Nevada 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 People Move

Unit 3: People on the Move · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What makes a family decide to leave one place for another?
Standards	Why People Move -> SS.3.18 3 — Identify how democratic principles motivate individuals to migrate.
Learning target	"I can identify reasons people move, including moving toward rights and freedoms."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify how democratic principles motivate individuals to migrate.

Success criteria (student-friendly)

- "I can name several different reasons."
- "I know some people move by choice and some do not."
- "I use real examples from sources."

Academic vocabulary

reason, opportunity, safety, work, family, choice, forced, freedom

Materials and technology

- Materials the district supplies
- World map
- 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.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Six reasons for moving with a real example each, sorted into chosen and not chosen.

Family communication

Ask someone at home why they think families move to new countries.

Day 41 — Building the Reasons List

Week 9, Day 1 · Unit 3 · Standards: SS.3.18

Focus	From the children.
Learning target	"I can identify reasons people move, including moving toward rights and freedoms."
Vocabulary in use	reason, opportunity, safety
Local date	_____

Learning sequence

Ask what would make a family move to a different country. Children produce work, family, safety, school, and 'something bad happened' without prompting. Write them up as the reasons list and keep it -- the rest of the unit hangs on it.

Check for understanding

Child names three reasons a family might move.

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 — Chosen and Not Chosen

Week 9, Day 2 · Unit 3 · Standards: SS.3.18

Focus	A distinction the year needs.
Learning target	"I can identify reasons people move, including moving toward rights and freedoms."
Vocabulary in use	reason, opportunity, safety
Local date	_____

Learning sequence

Some people move because they want to; some move because staying became impossible -- war, disaster, persecution, or being forced by others. Establish the difference plainly and calmly. Both are movement, and treating them the same would misdescribe both.

Check for understanding

Child sorts a reason as chosen or not chosen.

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 — Real Examples

Week 9, Day 3 · Unit 3 · Standards: SS.3.18

Focus	Evidence rather than imagination.
Learning target	"I can identify reasons people move, including moving toward rights and freedoms."
Vocabulary in use	reason, opportunity, safety
Local date	_____

Learning sequence

Using your district's materials, match documented examples from around the world to the reasons list. Keep the source beside each one. Cover more than one part of the world, because SS.3.1 said AROUND THE WORLD and a course drawn from one region would not meet it.

Check for understanding

Child matches a documented example to a reason.

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 — Moving Away and Moving Toward

Week 9, Day 4 · Unit 3 · Standards: SS.3.18

Focus	A useful pair of words.
Learning target	"I can identify reasons people move, including moving toward rights and freedoms."
Vocabulary in use	reason, opportunity, safety
Local date	_____

Learning sequence

Sometimes people move AWAY from something bad, and sometimes TOWARD something good, and often both at once. Sort the class's examples into the two and notice how many are both. This sets up tomorrow's standard directly.

Check for understanding

Child identifies an example that is both moving away and moving toward.

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 — Our Reasons Chart

Week 9, Day 5 • Unit 3 • Standards: SS.3.18

Focus	The week's product.
Learning target	"I can identify reasons people move, including moving toward rights and freedoms."
Vocabulary in use	reason, opportunity, safety
Local date	_____

Learning sequence

Children record six reasons with examples, sorted into chosen and not chosen. Close by pointing at next week: one reason on our list is special enough that Nevada names it on its own.

Check for understanding

Child's chart has a real example for each reason.

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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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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