
Rhode Island 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	Rhode Island
Grade	3 (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 — The Land of the Southeastern

Unit 3: The Southeastern Region · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is the geography and environment of the Southeastern region?
Standards	Ri3 Se Geography -> SS3.3.1 SS3 — Explain the geography and environment in the Southeastern region of the United States
Learning target	"I can explain the geography and environment of the Southeastern region."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the geography and environment of the Southeastern region of the United States.

Success criteria (student-friendly)

- "I describe the landforms of the region."
- "I describe its climate."
- "I name a natural resource found there."

Academic vocabulary

landform, climate, natural resource, region, environment

Materials and technology

- Physical and political maps of the United States
- Regional photographs and climate data
- Social studies notebooks
- Chart paper
- 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.
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

A labelled regional map with landforms, climate and one natural resource described.

Family communication

Ask someone at home whether they have visited the Southeastern and what it was like.

Day 41 — Where It Is: Southeastern

Week 9, Day 1 · Unit 3 · Standards: SS3.3.1

Focus	Locating the region.
Learning target	"I can explain the geography and environment of the Southeastern region."
Vocabulary in use	landform, climate, natural resource
Local date	_____

Learning sequence

Outline the Southeastern on a map of the country and list the states inside the outline. The shape comes before the detail.

Check for understanding

Student locates the Southeastern region.

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 Land: Southeastern

Week 9, Day 2 · Unit 3 · Standards: SS3.3.1

Focus	Landforms.
Learning target	"I can explain the geography and environment of the Southeastern region."
Vocabulary in use	landform, climate, natural resource
Local date	_____

Learning sequence

This region has a wide coastal plain, the Appalachian Mountains, big slow rivers, a warm wet climate and a long growing season. Look at photographs and the physical map together.

Check for understanding

Student describes the landforms of the region.

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 — The Weather Through the Year: Southeastern

Week 9, Day 3 · Unit 3 · Standards: SS3.3.1

Focus	Climate.
Learning target	"I can explain the geography and environment of the Southeastern region."
Vocabulary in use	landform, climate, natural resource
Local date	_____

Learning sequence

Compare this region's climate with this state's across the seasons, using real data rather than impressions.

Check for understanding

Student describes the climate of the region.

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 — What the Land Gives: Southeastern

Week 9, Day 4 · Unit 3 · Standards: SS3.3.1

Focus	Natural resources.
Learning target	"I can explain the geography and environment of the Southeastern region."
Vocabulary in use	landform, climate, natural resource
Local date	_____

Learning sequence

Soil, water, forests, fish, minerals or energy -- what people here can use, and where it is found.

Check for understanding

Student names a natural resource of the region.

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 — Explaining the Region: Southeastern

Week 9, Day 5 · Unit 3 · Standards: SS3.3.1

Focus	The standard assessed.
Learning target	"I can explain the geography and environment of the Southeastern region."
Vocabulary in use	landform, climate, natural resource
Local date	_____

Learning sequence

Students explain the geography and environment using their own map and notes.

Check for understanding

Student explains the geography and environment of the Southeastern region.

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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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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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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