

South Dakota 9 World Geography

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	9 (High)
Subject	World Geography
Course category	Social Studies
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 — Material and Nonmaterial Culture

Unit 3: Culture: Material, Expressive, Built · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Is a custom a thing?
Standards	Material and Nonmaterial Culture -> 9-12.WG.2 <i>1 standards this week; full text in the standards table.</i>
Learning target	"I can differentiate material from nonmaterial culture and place folk customs correctly."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will differentiate between material and nonmaterial culture within a society, including folk customs.

Success criteria (student-friendly)

- "I define both categories."
- "I classify examples correctly."
- "I explain how the two depend on each other."

Academic vocabulary

material culture, nonmaterial culture, artefact, custom, folk custom, norm

Materials and technology

- Printed sources and images
- 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

Examples classified with the dependence between categories explained.

Family communication

Ask your child whether a recipe is material culture or not.

Day 41 — Things and Not-Things

Week 9, Day 1 · Unit 3 · Standards: 9-12.WG.2

Focus	The distinction.
Learning target	"I can differentiate material from nonmaterial culture and place folk customs correctly."
Vocabulary in use	material culture, nonmaterial culture, artefact, custom, folk custom, norm
Local date	_____

Learning sequence

Connect: the nine aspects. Teach: material culture as the objects a society makes and uses, nonmaterial as the beliefs, norms, customs and knowledge - with the boundary cases discussed rather than avoided. Try: shared classification of eight examples. Apply: students classify eight and justify two. Reflect: a recipe is nonmaterial; the dish is material; and neither exists without the other.

Check for understanding

Student classifies examples and justifies a boundary case.

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 — Folk Customs

Week 9, Day 2 · Unit 3 · Standards: 9-12.WG.2

Focus	The standard's inclusion.
Learning target	"I can differentiate material from nonmaterial culture and place folk customs correctly."
Vocabulary in use	material culture, nonmaterial culture, artefact, custom, folk custom, norm
Local date	_____

Learning sequence

Connect: nonmaterial culture. Try: shared description of two. Apply: students describe two folk customs from sources. Reflect: 'folk' describes how something is transmitted, not how sophisticated it is.

Check for understanding

Student describes a folk custom accurately and neutrally.

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 — Each Depends on the Other

Week 9, Day 3 · Unit 3 · Standards: 9-12.WG.2

Focus	The relationship.
Learning target	"I can differentiate material from nonmaterial culture and place folk customs correctly."
Vocabulary in use	material culture, nonmaterial culture, artefact, custom, folk custom, norm
Local date	_____

Learning sequence

Connect: both categories. Teach: how an object encodes a belief and a belief requires objects, traced through two supplied examples. Try: shared tracing. Apply: students trace the dependence for two examples. Reflect: an object without its meaning is just a shape.

Check for understanding

Student explains the dependence between the two categories.

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 Survives and What Does Not

Week 9, Day 4 • Unit 3 • Standards: 9-12.WG.2

Focus	Evidence.
Learning target	"I can differentiate material from nonmaterial culture and place folk customs correctly."
Vocabulary in use	material culture, nonmaterial culture, artefact, custom, folk custom, norm
Local date	_____

Learning sequence

Connect: the dependence. Teach: that material culture survives to be studied and nonmaterial culture largely does not, so our picture of the past is biased towards things - a real limitation on the evidence. Try: shared discussion. Apply: students explain one consequence of this bias. Reflect: what we know about a past culture is shaped by what happened to last.

Check for understanding

Student explains the evidential bias towards material culture.

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 — Reading an Object

Week 9, Day 5 · Unit 3 · Standards: 9-12.WG.2

Focus	Application.
Learning target	"I can differentiate material from nonmaterial culture and place folk customs correctly."
Vocabulary in use	material culture, nonmaterial culture, artefact, custom, folk custom, norm
Local date	_____

Learning sequence

Connect: the relationship. Teach: inferring nonmaterial culture from a supplied object or image - what it implies about belief, technology and organisation - with the inference marked as an inference. Try: shared reading of one object. Apply: students read two objects and mark their inferences. Reflect: say which part you saw and which part you inferred.

Check for understanding

Student infers nonmaterial culture from an object, marking inferences.

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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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>