
Texas 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	Texas
Grade	3 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 113 -- Social Studies
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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 Is the Land Like Here, and Elsewhere?

Unit 3: The Land a Community Sits On · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How is the physical environment here similar to and different from other places?
Standards	Tx3 Physical Environment -> 3.3(A) Geography — describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;
Learning target	"I can describe my community's physical environment and compare it with another."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards.

Success criteria (student-friendly)

- "I describe the climate where I live."
- "I name a landform and a natural resource here."
- "I compare one of these with another community."

Academic vocabulary

climate, landform, natural resource, natural hazard, environment

Materials and technology

- Physical maps
- Local weather records
- 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.

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

A description of the local physical environment across all four elements, compared with one other community.

Family communication

Ask someone at home what the weather is usually like here in each season.

Day 41 — Climate Is Not Weather

Week 9, Day 1 · Unit 3 · Standards: 3.3(A)

Focus	A distinction that matters.
Learning target	"I can describe my community's physical environment and compare it with another."
Vocabulary in use	climate, landform, natural resource
Local date	_____

Learning sequence

Weather is today; climate is what today is usually like. Use local records so the difference is visible in numbers rather than asserted.

Check for understanding

Child explains the difference between weather and climate.

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 — Landforms

Week 9, Day 2 · Unit 3 · Standards: 3.3(A)

Focus	The shape of the ground.
Learning target	"I can describe my community's physical environment and compare it with another."
Vocabulary in use	climate, landform, natural resource
Local date	_____

Learning sequence

What shapes are here -- flat, hilly, river valley, coast? Use a physical map and, where possible, the view out of the window.

Check for understanding

Child names a landform in or near the community.

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 — Natural Resources

Week 9, Day 3 · Unit 3 · Standards: 3.3(A)

Focus	What the land provides.
Learning target	"I can describe my community's physical environment and compare it with another."
Vocabulary in use	climate, landform, natural resource
Local date	_____

Learning sequence

Water, soil, timber, stone, oil, wind. Which are here? Link forward to unit 4: resources are where a community's work often starts.

Check for understanding

Child names a natural resource of the 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 44 — Natural Hazards

Week 9, Day 4 · Unit 3 · Standards: 3.3(A)

Focus	The fourth element.
Learning target	"I can describe my community's physical environment and compare it with another."
Vocabulary in use	climate, landform, natural resource
Local date	_____

Learning sequence

The standard names hazards alongside the rest, so they are taught as part of the environment rather than as disasters: what this place has to be ready for, and how people prepare.

Check for understanding

Child names a natural hazard of the area and one way people prepare.

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 — Comparing Two Places

Week 9, Day 5 · Unit 3 · Standards: 3.3(A)

Focus	The standard assessed.
Learning target	"I can describe my community's physical environment and compare it with another."
Vocabulary in use	climate, landform, natural resource
Local date	_____

Learning sequence

Compare the four elements here with a contrasting community. Similarities AND differences, because 3.3(A) asks for both.

Check for understanding

Child compares the physical environment of two communities.

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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Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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Accessibility

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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Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 113 -- Social Studies. The social studies TEKS were amended effective 1 August 2024 and implemented beginning with the 2024-2025 school year. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>