
Wyoming 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	Wyoming
Grade	3 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Wyoming Content and Performance Standards
Issuing agency	Wyoming 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 — How Our Parks Began

Unit 3: Parks, Symbols and Landmarks · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why did people decide to set land aside as parks?
Standards	How Our Parks Began -> SS5.4.3 strand — text SS5.4.4 strand — text
Learning target	"I can explain how park systems began and what parks give us."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will research the development of the state and national park systems.
- Students will describe benefits that parks provide.

Success criteria (student-friendly)

- "I use a source."
- "I describe how it began."
- "I name a benefit."

Academic vocabulary

park, preserve, public land, benefit, research

Materials and technology

- Reference books
- Approved online sources
- Research planners
- Chart paper
- Social studies notebooks

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

Research note: origin of one park system plus two benefits.

Family communication

Ask your child why parks are set aside.

Day 41 — What a Public Park Is

Week 9, Day 1 • Unit 3 • Standards: SS5.4.3, SS5.4.4

Focus	Defining the idea.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: places we visit. Teach: a public park is land kept for everyone. Try: shared discussion. Apply: children define. Reflect: idea established.

Check for understanding

Student explains what makes a park public.

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 — Starting the National Park System

Week 9, Day 2 • Unit 3 • Standards: SS5.4.3, SS5.4.4

Focus	National origins.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: public land. Teach: how a national system was created. Try: shared research. Apply: children take notes. Reflect: sources recorded.

Check for understanding

Student records one fact about the national park system.

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 — Wyoming's State Parks

Week 9, Day 3 • Unit 3 • Standards: SS5.4.3, SS5.4.4

Focus	State origins.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: national system. Teach: the state developed its own system. Try: shared research. Apply: children take notes. Reflect: two systems compared.

Check for understanding

Student records one fact about Wyoming's state parks.

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 Parks Protect

Week 9, Day 4 · Unit 3 · Standards: SS5.4.3, SS5.4.4

Focus	Benefits.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: both systems. Teach: parks protect land, history and recreation. Try: shared listing. Apply: children list benefits. Reflect: benefits grouped.

Check for understanding

Student names two benefits parks provide.

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 — Sharing What We Found

Week 9, Day 5 · Unit 3 · Standards: SS5.4.3, SS5.4.4

Focus	Communicating research.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: our notes. Teach: sharing findings with sources named. Try: rehearsal. Apply: children share. Reflect: sources credited.

Check for understanding

Student shares a finding and names its source.

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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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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