

Wyoming 8 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	8 (Middle)
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 — Ghana, Mali and Songhai

Unit 3: African Kingdoms, and the Americas Before Contact · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What made these kingdoms wealthy?
Standards	Ghana, Mali and Songhai Compared -> RH.6-8.5 strand — text Geography and the African Kingdoms -> WHST.6-8.1d strand — text
Learning target	"I can compare the three kingdoms and explain how geography shaped them."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare the African kingdoms of Ghana, Mali and Songhai.
- Students will describe how physical geography shaped the growth of medieval African kingdoms and trade.

Success criteria (student-friendly)

- "I compare on culture, economy and systems."
- "I use the same frame for all three."
- "I link a geographic feature to a specific outcome."

Academic vocabulary

kingdom, trans-Saharan, salt, gold, savannah, Sahel, trade route

Materials and technology

- Outline maps of Africa
- Comparison frames
- 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.

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

The three kingdoms compared and geography linked to outcomes.

Family communication

Ask your child what was traded across the Sahara.

Day 41 — Three Kingdoms, One Frame

Week 9, Day 1 · Unit 3 · Standards: RH.6-8.5, WHST.6-8.1d

Focus	this week's standard.
Learning target	"I can compare the three kingdoms and explain how geography shaped them."
Vocabulary in use	kingdom, trans-Saharan, salt, gold, savannah, Sahel, trade route
Local date	_____

Learning sequence

Connect: Week 7's comparison frame. Teach: applying the same frame to Ghana, Mali and Songhai - cultures, economic systems, political systems - so the comparison is like with like. Try: shared frame building. Apply: pupils begin filling for all three. Reflect: these are three kingdoms in sequence, not three versions of one.

Check for understanding

Student applies a comparison frame to the three kingdoms.

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 — Where They Sat, and Why It Mattered

Week 9, Day 2 · Unit 3 · Standards: RH.6-8.5, WHST.6-8.1d

Focus	this week's standard.
Learning target	"I can compare the three kingdoms and explain how geography shaped them."
Vocabulary in use	kingdom, trans-Saharan, salt, gold, savannah, Sahel, trade route
Local date	_____

Learning sequence

Connect: the frame. Teach: linking specific geographic features - the desert edge, the river, the goldfields, the salt sources - to specific outcomes in growth and trade. Try: shared mapping. Apply: pupils link three features to outcomes. Reflect: 'geography shaped it' means nothing until you name which feature and which outcome.

Check for understanding

Student links a geographic feature to a specific outcome.

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 Trade That Crossed a Desert

Week 9, Day 3 · Unit 3 · Standards: RH.6-8.5, WHST.6-8.1d

Focus	Economic systems.
Learning target	"I can compare the three kingdoms and explain how geography shaped them."
Vocabulary in use	kingdom, trans-Saharan, salt, gold, savannah, Sahel, trade route
Local date	_____

Learning sequence

Connect: geography. Teach: the trans-Saharan trade as a system - what moved in each direction, who controlled the routes, and how taxing trade built states. Try: shared mapping. Apply: pupils trace the routes and goods. Reflect: controlling a route is a form of power, which recurs all year.

Check for understanding

Student traces a trade route and what moved along it.

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 — Completing the Comparison

Week 9, Day 4 · Unit 3 · Standards: RH.6-8.5, WHST.6-8.1d

Focus	this week's standard finished.
Learning target	"I can compare the three kingdoms and explain how geography shaped them."
Vocabulary in use	kingdom, trans-Saharan, salt, gold, savannah, Sahel, trade route
Local date	_____

Learning sequence

Connect: trade. Teach: completing the frame for all three kingdoms and drawing a conclusion from it. Try: shared completion. Apply: pupils complete and conclude. Reflect: the conclusion is the assessed part, as in Week 7.

Check for understanding

Student completes a three-way comparison and draws a conclusion.

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 — Week 9 Check: Kingdoms Compared

Week 9, Day 5 · Unit 3 · Standards: RH.6-8.5, WHST.6-8.1d

Focus	this week's standards begun.
Learning target	"I can compare the three kingdoms and explain how geography shaped them."
Vocabulary in use	kingdom, trans-Saharan, salt, gold, savannah, Sahel, trade route
Local date	_____

Learning sequence

Connect: the week. Teach: the criteria. Try: shared checking. Apply: pupils complete. Reflect: recorded; next week completes the cluster.

Check for understanding

Student compares the kingdoms and links geography to outcomes.

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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