

Montana 1 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	Montana
Grade	1 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Montana Content Standards for Social Studies (2021)
Issuing agency	Montana Office of Public Instruction
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 — Needs and Wants

Unit 3: Needs, Wants and Money · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is the difference between what I need and what I want?
Standards	Using Money for Goods and Services -> SS.E.1.1 Montana Social Studies Content Standards / economics — explain the difference between needs and wants
Learning target	"I can tell the difference between a need and a want."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the concept of using money to acquire goods and services to satisfy needs and wants.
- Students will distinguish needs from wants.

Success criteria (student-friendly)

- "I sort items."
- "I explain my sorting."
- "I accept that some are tricky."

Academic vocabulary

need, want, goods, services, money

Materials and technology

- Picture cards
- Sorting mats
- Chart paper
- Play money
- Recording sheets

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

Product: child sorts items into needs and wants with reasons.

Family communication

Sort a shopping list into needs and wants together.

Day 41 — Things We Must Have

Week 9, Day 1 • Unit 3 • Standards: SS.E.1.1

Focus	Needs.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: living things. Teach: needs are essential. Explore: identifying. Apply: sorting. Reflect: term charted.

Check for understanding

Student identifies a need.

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 — Things We Would Like

Week 9, Day 2 · Unit 3 · Standards: SS.E.1.1

Focus	Wants.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: needs. Teach: wants are not essential. Explore: identifying. Apply: sorting. Reflect: contrast drawn.

Check for understanding

Student identifies a want.

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 Tricky Ones

Week 9, Day 3 · Unit 3 · Standards: SS.E.1.1

Focus	Ambiguous cases.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: both terms. Teach: some depend on circumstances. Explore: discussing. Apply: reasoning. Reflect: nuance accepted.

Check for understanding

Student explains why an item could be either a need or a want.

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 — Goods and Services

Week 9, Day 4 · Unit 3 · Standards: SS.E.1.1

Focus	Two kinds of purchase.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: buying. Teach: things versus work done for us. Explore: sorting. Apply: classifying. Reflect: terms charted.

Check for understanding

Student distinguishes a good from a service.

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 — Paying for What We Choose

Week 9, Day 5 · Unit 3 · Standards: SS.E.1.1

Focus	Money as means of exchange.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: goods and services. Teach: money buys both. Explore: role-play. Apply: purchasing. Reflect: function named.

Check for understanding

Student explains that money is used to obtain goods and services.

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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Source citation

Montana Office of Public Instruction. Montana Content Standards for Social Studies (2021). Codes and statements are transcribed from the MONTANA CONTENT STANDARDS FOR SOCIAL STUDIES FOR K-12, which records on every page "Document Created April 5, 2021 | Effective date July 1, 2021" and states in its own text that "The following standards will go into effect on July 1, 2021". The document sets out its coding scheme explicitly as SUBJECT.STANDARD.GradeLevel SUBSTANDARD.sub-substandard, with SS social studies and the four content areas CG civics and government, E economics, G geography and H history. A STRUCTURAL FEATURE OF THIS DOCUMENT MUST BE UNDERSTOOD TO READ THE CODES CORRECTLY. Where a content area has SEVERAL standards at a grade, the area line is a stem and the standards are numbered beneath it. Where a content area has EXACTLY ONE standard at that grade, there is no numbered child: the standard is stated on the area line and ITS CODE ENDS AT THE GRADE, giving forms like SS.G.K and SS.H.K alongside SS.CG.K.1. The document signals the difference by writing "content standard is" rather than "content standards are", and that signal is what the transcription reads; a pattern that expected a final number would silently lose every single-standard area. THIS ENTRY IS THE GRADE 1 ROW of the 2021 Montana Content Standards for Social Studies, and it registers ALL EIGHT GRADE 1 STANDARDS: two civics and government, two economics, two geography and two history. THE CODE FORM IS THE DOCUMENT'S OWN, SS..., so SS.CG.1.1 is the first civics and government standard for grade 1 and SS.H.1.2 the second history standard. GRADE 1 CARRIES A FULL FINAL NUMBER ON EVERY CODE, WHICH KINDERGARTEN DOES NOT: where a domain publishes only one standard for a grade the document drops the final number entirely -- kindergarten geography is printed SS.G.K, not SS.G.K.1 -- and grade 1 publishes two standards in every domain, so every grade 1 code ends in a number. A code copied forward from kindergarten's shape, or a number added to one that has none, would be a citation the state does not print. STANDARDS CARRYING MONTANA INDIAN EDUCATION FOR ALL CONTENT KEEP IT IN THE STATEMENT:

SS.H.1.2 requires that events be understood as described differently depending on historical context and perspective, including those of Montana American Indians, and that wording is part of the standard rather than an editorial addition. The standards are laid out as grade-banded tables and every statement was located by its own printed code rather than by table position. Retrieved 2026-07-27 from https://opifiles.mt.gov/portals/182/Page%20Files/K-12%20Content%20Standards%20&%20Revision/Social%20Studies/SIPL_CSI_Standards%20Revision_Social%20Studies_Montana%20K-12%20Content%20Standards%20for%20Social%20Studies_2021.04.05.pdf