
Montana 1 World Languages / Bilingual Education

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	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Montana K-12 World Languages Content Standards (adopted 2024, implemented 2026)
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 — Gestures and Celebrations

Unit 3: Culture and Comparison · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do people in the target culture do?
Standards	Gestures and Expressions -> MT.WL.2 Montana K-12 World Languages / Cultures — Interact with cultural competence and understanding MT.WL.2.a Montana K-12 World Languages / Cultures — Relating cultural practices to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous Tribes Celebrations and Events -> MT.WL.2.a Montana K-12 World Languages / Cultures — Relating cultural practices to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous Tribes
Learning target	"I can use a gesture and name a celebration from the target culture."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use appropriate gestures and oral expressions.
- Students will identify typical activities, events, and celebrations of the target cultures.

Success criteria (student-friendly)

- "I use a gesture correctly."
- "I name a celebration."
- "I say one thing people do at it."

Academic vocabulary

gesture, expression, celebration, event, activity

Materials and technology

- Teacher-selected images of a celebration in the target culture
- Gesture demonstration space
- Chart paper
- Class display
- Audio resources

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.

Support area	This week's plan
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

Observation: child uses a cultural gesture and names a celebration.

Family communication

Ask your child about a celebration they learned about this week.

Day 41 — Gestures People Use

Week 9, Day 1 · Unit 3 · Standards: MT.WL.2, MT.WL.2.a

Focus	Observing gesture.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: gesture as meaning. Teach: gestures of the target culture. Try: observing. Apply: children identify. Reflect: gestures listed.

Check for understanding

Student identifies a gesture used in the target 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 42 — Using a Gesture Myself

Week 9, Day 2 · Unit 3 · Standards: MT.WL.2, MT.WL.2.a

Focus	Producing gesture.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: observed gestures. Teach: using one appropriately. Try: guided practice. Apply: children use it in an exchange. Reflect: appropriateness discussed.

Check for understanding

Student uses a cultural gesture appropriately in context.

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 — A Celebration in the Target Culture

Week 9, Day 3 · Unit 3 · Standards: MT.WL.2, MT.WL.2.a

Focus	Introducing a celebration.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: culture. Teach: a celebration the teacher has chosen. Try: shared viewing. Apply: children name it. Reflect: details noted.

Check for understanding

Student names a celebration of the target 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 44 — What People Do to Celebrate

Week 9, Day 4 · Unit 3 · Standards: MT.WL.2, MT.WL.2.a

Focus	Activities within it.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: the celebration. Teach: what people actually do. Try: shared discussion. Apply: children name an activity. Reflect: list built.

Check for understanding

Student names an activity associated with the celebration.

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 — Our Celebration Chart

Week 9, Day 5 · Unit 3 · Standards: MT.WL.2, MT.WL.2.a

Focus	Week 9 consolidation.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: what we learned. Teach: recording it together. Try: shared charting. Apply: children contribute. Reflect: chart displayed.

Check for understanding

Student contributes accurate detail to a celebration chart.

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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Source citation

Montana Office of Public Instruction. Montana K-12 World Languages Content Standards (adopted 2024, implemented 2026). Codes and statements are transcribed from the MONTANA K-12 WORLD LANGUAGES CONTENT STANDARDS, whose first page reads "Adopted 2024. Implemented July 1, 2026". THAT DATE MATTERS: this edition superseded the 1999 Montana world languages standards on 1 July 2026, so it is the framework in force for the 2026-27 school year and the 1999 standards are no longer the ones to cite. The document sets out its own coding scheme as MT, content area, standard number and sub-standard letter, giving MT.WL.1 to MT.WL.5 for the five goal areas -- Communication, Cultures, Connections, Comparisons and Communities -- with lettered sub-standards beneath them. THE FRAMEWORK IS NOT ORGANISED BY GRADE. It is a single K-12 proficiency framework, so the same fifteen standards apply at every grade and what changes is the proficiency expected. Grade and level differentiation lives in the document's PERFORMANCE DESCRIPTORS, coded MT.WL.PD.*; the document states that these "are not standards but are coded for ease of reference", and they are deliberately NOT registered, since presenting a reference aid as a state requirement would misrepresent what a school is accountable to. MONTANA INDIAN EDUCATION FOR ALL CONTENT IS WRITTEN INTO THE STANDARDS THEMSELVES, requiring reflection on the cultures of Montana Indigenous Tribes, acquisition of perspectives including Montana Tribes, and comparison with Montana Indigenous Languages; those words are part of the standards and are transcribed with them. The document's cover misspells its own publisher as "MONTANA OFFICE OF PUBLIC INSTUCTION"; the agency name is recorded correctly here. THIS ENTRY REGISTERS ALL FIFTEEN CODES of the Montana K-12 World Languages Content Standards: the five standards MT.WL.1 to MT.WL.5 and their ten lettered sub-standards. THE DOCUMENT DOES NOT PUBLISH GRADE-BY-GRADE STANDARDS. It defines PROFICIENCY RANGES for a K-8 programme, so which range a class is in depends on how long its students have been learning the language rather than on their age, and a grade 1 product cannot honestly claim a "grade 1

standard" that the state does not print. This year is built across the NOVICE LOW and NOVICE MID ranges, which is where a first or second year of study normally sits, and the planner says so plainly so a buyer whose programme is further ahead or further behind can tell before buying. THE STANDARDS ARE WRITTEN FOR "THE TARGET LANGUAGE" WITHOUT NAMING ONE, and this planner is too: no language, and no specific culture, country, festival, landmark, song or folktale, is prescribed anywhere, so a Spanish, French, German, Mandarin, Latin or ASL programme all use it as written. MT.WL.3 requires acquiring information and diverse perspectives INCLUDING MONTANA AMERICAN INDIAN PERSPECTIVES, and that wording is part of the standard. THE EDITION MATTERS: these standards were adopted in 2024 with implementation in 2026, so they are the ones in force for the school year this planner is sold into. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/MT%20World%20Languages%20Content%20Standards%20Guidance%20Document%202026.pdf>