
Montana 10 Government / Civics – Alternate Sequence

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	10 (High)
Subject	Government / Civics – Alternate Sequence
Course category	Social Studies
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 — Committees and Where Policy Is Made

Unit 3: How a Law Is Actually Made · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Where does a bill actually get decided?
Standards	Committees and Where Policy Is Made -> SS.CG.9-12.9 Montana Social Studies Content Standards / Civics and Government — evaluate government procedures for making decisions at the local, state, national, tribal, and international levels SS.CG.9-12.8 Montana Social Studies Content Standards / Civics and Government — evaluate appropriate deliberative processes in multiple settings
Learning target	"I can identify the types of congressional committee and explain what each does."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify the types of congressional committees and explain their roles in policy-making.

Success criteria (student-friendly)

- "I identify standing, select, joint and conference committees."
- "I explain each type's role in policy-making."
- "I explain why most bills die in committee."

Academic vocabulary

standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing

Materials and technology

- Notebooks
- Supplied material on committee structure
- Blank grids

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

Student identifies committee types and explains their policy roles.

Family communication

Ask your child where most bills die.

Day 41 — Four Types

Week 9, Day 1 · Unit 3 · Standards: SS.CG.9-12.9, SS.CG.9-12.8

Focus	The taxonomy.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: 'committee' covers several different things. Teach: STANDING committees are permanent and hold jurisdiction over a policy area; SELECT committees are created for a specific purpose, often investigation; JOINT committees draw from both chambers; CONFERENCE committees reconcile differing House and Senate versions of the same bill. Subcommittees divide the work further. Try: shared classification of supplied examples. Apply: students identify all four types with an example each. Reflect: the type tells you what it is for.

Check for understanding

Student identifies the four committee types with examples.

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 — Jurisdiction and Referral

Week 9, Day 2 · Unit 3 · Standards: SS.CG.9-12.9, SS.CG.9-12.8

Focus	How bills are assigned.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: which committee gets it matters enormously. Teach: bills are referred by subject to the committee holding jurisdiction, and because committees differ in composition and disposition, referral can decide a bill's fate before anyone has read it - which is why jurisdiction is fought over. Try: shared reasoning about supplied referral cases. Apply: students explain why referral matters and predict for three supplied bills. Reflect: an early procedural decision is often the substantive one.

Check for understanding

Student explains referral and why committee jurisdiction matters.

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 — Hearings and Markup

Week 9, Day 3 · Unit 3 · Standards: SS.CG.9-12.9, SS.CG.9-12.8

Focus	What committees do.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: the work itself. Teach: committees hold HEARINGS to take evidence and build a record, and MARKUP sessions to amend a bill line by line - which is where most of the actual drafting happens and where interest groups from Unit 7 exert most influence. A bill that emerges from markup may differ greatly from the one referred. Try: shared examination of supplied committee material. Apply: students explain both processes and their effects. Reflect: the floor vote is on the committee's bill, not the sponsor's.

Check for understanding

Student explains hearings and markup and their effect on legislation.

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 — Why Most Bills Die Here

Week 9, Day 4 · Unit 3 · Standards: SS.CG.9-12.9, SS.CG.9-12.8

Focus	The filter.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: the great majority never leave committee. Teach: committees are a filter, and inaction is the commonest outcome - no vote is required to kill a bill, only the absence of one. That makes committee chairs and the leadership who appoint them very powerful, and it means 'introduced' says almost nothing about a bill's prospects. Try: shared analysis of supplied figures. Apply: students explain the filter and what it implies about reading news of an introduced bill. Reflect: doing nothing is a decision here.

Check for understanding

Student explains the committee filter and its significance.

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 — Explaining the Role in Policy-Making

Week 9, Day 5 · Unit 3 · Standards: SS.CG.9-12.9, SS.CG.9-12.8

Focus	The week's product.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Teach: the explanation covers the types, jurisdiction and referral, hearings and markup, and the filtering effect - showing that committees are where policy is made rather than merely reviewed. Try: shared drafting. Apply: students write and file the explanation. Reflect: next week follows a bill through all of it.

Check for understanding

Student explains committee types and their policy-making role.

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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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 STATE NAMES NO SOCIAL STUDIES COURSES AND SETS NO CREDIT VALUE FOR ANY OF THEM. Its standards for grades 9 to 12 are ONE BAND of forty-three standards across civics and government, economics, geography and history, and the state leaves it to the district to decide which courses carry them and in which year -- so nothing about grade 10 is early and nothing about grade 12 is required. THIS ROW REGISTERS SIXTEEN OF THE FORTY-THREE: ALL TWELVE CIVICS AND GOVERNMENT STANDARDS, plus the four history standards a government course genuinely reaches. Economics and geography are left entirely to their own courses. TWO OF THE TWELVE ARE THE REASON THIS YEAR IS NOT THE SAME COURSE IT WOULD BE ELSEWHERE. SS.CG.9-12.7 requires pupils to explain THE FOUNDATIONS AND COMPLEXITY OF SOVEREIGNTY FOR FEDERALLY RECOGNIZED TRIBES IN MONTANA -- a full standard, not an aside -- and

SS.CG.9-12.5 puts the TRIBAL level beside the local, state, national and international ones when asking how citizens and institutions address problems. The plan meets both by sending you to what the nations themselves and the state education office publish, because those histories and governments belong to those nations to describe. AND THE LOCAL GOVERNMENT WEEK IS THIS STATE'S OWN, NOT A GENERIC ONE: under Article XI, section 4 of the 1972 constitution a local government WITHOUT self-government powers has only the powers provided or implied by law, which is Dillon's Rule; under section 6 a unit that has adopted a SELF-GOVERNMENT CHARTER may exercise any power not prohibited by the constitution, law or charter, which is the opposite default. Two towns in this state can therefore answer the same question differently, and section 9 requires an election in every local government once every ten years on whether to review its own structure. 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