
Montana 10 World History

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	World History
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 — 1848 and the Shifting Balance

Unit 3: Power Shifts and the Reach of Empire · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why did the revolutions of 1848 mostly fail, and still matter?
Standards	The Revolutions of 1848 -> SS.H.9-12.6 Montana Social Studies Content Standards / History — distinguish between long-term causes and triggering events in developing a historical argument How the Balance of Power Shifted -> SS.H.9-12.2 Montana Social Studies Content Standards / History — analyze change and continuity in historical eras in US and world history
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will evaluate the influence of the Revolutions of 1848 on European politics and society.
- Students will analyse how the international balance of power shifted as a result of the unification of Germany, the decline of the Ottoman Empire and other changes.

Success criteria (student-friendly)

- "I state what the 1848 revolutions demanded and what happened."
- "I evaluate their influence despite their defeat."
- "I analyse how unification and decline shifted the balance."

Academic vocabulary

revolution, reaction, unification, balance of power, decline, alliance

Materials and technology

- Printed maps and sources
- Notebooks
- Blank maps

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 influence of 1848 evaluated and the power shift analysed.

Family communication

Ask your child how a failed revolution can still change things.

Day 41 — What 1848 Demanded

Week 9, Day 1 • Unit 3 • Standards: SS.H.9-12.6, SS.H.9-12.2

Focus	The demands.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: nationalism and class. Teach: the demands of 1848 across Europe - constitutions, wider franchise, national self-government - and how widely the risings spread. Try: shared mapping. Apply: students map the risings and list three common demands. Reflect: the same demands in many places at once is itself the finding.

Check for understanding

Student identifies the common demands of 1848.

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 — What Happened

Week 9, Day 2 · Unit 3 · Standards: SS.H.9-12.6, SS.H.9-12.2

Focus	Outcome.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: the demands. Teach: the suppression of most risings within two years, and why - divided aims, loyal armies, and the split between middle-class and working-class demands. Try: shared analysis. Apply: students explain two reasons for the failures. Reflect: the split from Week 8 is one of the reasons.

Check for understanding

Student explains why the 1848 risings failed.

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 — Evaluating the Influence

Week 9, Day 3 · Unit 3 · Standards: SS.H.9-12.6, SS.H.9-12.2

Focus	The standard's verb.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: failure. Teach: EVALUATING influence despite defeat - concessions that survived, the lesson governments drew, and the ideas that persisted to 1871 - which is a harder judgement than describing the outcome. Try: shared evaluation. Apply: students evaluate the influence with two pieces of evidence. Reflect: a failed revolution can still change what is thinkable.

Check for understanding

Student evaluates the influence of a failed revolution.

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 — German Unification

Week 9, Day 4 · Unit 3 · Standards: SS.H.9-12.6, SS.H.9-12.2

Focus	One side of the shift.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: nationalism. Teach: the unification of Germany and its effect on the balance - a large industrial power at the centre of Europe where there had been many small states. Try: shared mapping before and after. Apply: students map the change and state its effect on the balance. Reflect: the map explains the alliance systems that follow.

Check for understanding

Student explains German unification's effect on the balance of power.

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 — Ottoman Decline

Week 9, Day 5 • Unit 3 • Standards: SS.H.9-12.6, SS.H.9-12.2

Focus	The other side.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: unification. Teach: the decline of Ottoman authority in Europe, the new states that emerged, and why a weakening empire is destabilising for everyone around it. Try: shared mapping. Apply: students map the change and explain why it destabilised the region. Reflect: two changes, one balance, and the whole of Unit 4 follows from them.

Check for understanding

Student explains how Ottoman decline shifted the balance.

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 STATE NAMES NO SOCIAL STUDIES COURSES AND DOCUMENTS NO SEQUENCE, alternate or otherwise. Its standards for grades 9 to 12 are ONE BAND of forty-three standards across four disciplines and they name no courses and no years, so where world history sits, and whether it runs over one year or two, is the district's decision. THIS ROW REGISTERS TWENTY-SEVEN OF THE FORTY-THREE: thirteen of the fourteen history standards, six of twelve in civics and government, five of nine in economics and three of eight in geography. THE HISTORY STANDARD IT DOES NOT REGISTER IS NAMED: SS.H.9-12.10, analyze perspectives of American Indians in US history, is a standard about UNITED STATES history, and this is not that course -- the United States History row carries it. That does not leave this year without Indian Education for All content: SS.H.9-12.3 names tribal contexts, SS.H.9-12.4 names American Indian history and SS.H.9-12.5 names governmental policies

impacting American Indians, all inside the standards themselves. THE STATE WRITES THIS SUBJECT AS ONE BAND FOR GRADES 9-12 and assigns no standard to a grade, so this grade 10 planner cites the same standards as the grade 9 planner in this series. WHAT DIFFERS IS THE YEAR'S WORK, NOT THE STANDARDS THE SCHOOL IS HELD TO. If you already own the grade 9 product in this subject, the standards page will look familiar; buy this one for the grade 10 listing, not for a different standard set. 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