

Montana 10 World Languages II

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 Languages II
Course category	World Languages
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 — Restating What You Heard and Saw

Unit 3: Interpreting Real Material · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Can you say back what a recording actually said?
Standards	Communication / Interpretive Mode (1) -> MT.WL.1.b Montana World Languages Content Standards / Communication — Interpretive communication: When learners hear, read, or view a variety of topics in the target language, they can: understand a variety of topics, interpret a variety of topics, analyze a variety of topics Communication / Interpretive Mode (2) -> MT.WL.1.b Montana World Languages Content Standards / Communication — Interpretive communication: When learners hear, read, or view a variety of topics in the target language, they can: understand a variety of topics, interpret a variety of topics, analyze a variety of topics
Learning target	"I can restate information from an audio or visual document in the target language."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will interpret what is heard, read or viewed on familiar topics using the past tense.
- Students will restate information from audio and visual documents in the target language.

Success criteria (student-friendly)

- "I restate rather than translate."
- "My restatement is accurate to the source."
- "I use the target language throughout."

Academic vocabulary

interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase

Materials and technology

- Material the school may lawfully use
- Notebooks
- Paper and pencil

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.

Support area	This week's plan
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

Information from a document restated accurately in the target language.

Family communication

Ask your child what a recording in the language was about.

Day 41 — Interpretive Means More at Level II

Week 9, Day 1 • Unit 3 • Standards: MT.WL.1.b

Focus	The change.
Learning target	"I can restate information from an audio or visual document in the target language."
Vocabulary in use	interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase
Local date	_____

Learning sequence

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Check for understanding

Student distinguishes the three interpretive sub-standards.

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 — Listening for What Was Actually Said

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

Focus	Accuracy.
Learning target	"I can restate information from an audio or visual document in the target language."
Vocabulary in use	interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase
Local date	_____

Learning sequence

Connect: the operations. Teach: the discipline of hearing what a document says rather than what you expect - the commonest interpretive error at this level is filling a gap with a plausible guess and then reporting it as heard - and marking uncertainty. SELECTION CRITERION: a short document on a familiar topic, in the past time frame, from material your school may lawfully use. Try: shared listening with uncertainty marked. Apply: students note what they heard and what they guessed, separately. Reflect: separating heard from guessed is the whole skill.

Check for understanding

Student separates what was heard from what was inferred.

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 — Restating, Not Translating

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

Focus	MT.WL.1.b's own requirement.
Learning target	"I can restate information from an audio or visual document in the target language."
Vocabulary in use	interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase
Local date	_____

Learning sequence

Connect: accurate listening. IN THE TARGET LANGUAGE, so translation into English does not meet it - restating means saying the content again in the target language, in your own simpler words, which is a genuinely different and more useful skill. Try: shared modelling of a restatement. Apply: students restate a document's content in the target language. Reflect: simpler words, same content, same language.

Check for understanding

Student restates content in the target language.

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 — Visual Documents

Week 9, Day 4 · Unit 3 · Standards: MT.WL.1.b

Focus	The other half of the sub-standard.
Learning target	"I can restate information from an audio or visual document in the target language."
Vocabulary in use	interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase
Local date	_____

Learning sequence

Connect: audio. Teach: that a VISUAL DOCUMENT carries information in layout, image and text together - a notice, a poster, a schedule, a chart - and that reading one is a distinct skill from reading continuous prose. Try: shared reading of a visual document the school may lawfully use. Apply: students restate a visual document's information. Reflect: the layout is part of the message.

Check for understanding

Student restates information from a visual document.

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 — Restating in the Past

Week 9, Day 5 · Unit 3 · Standards: MT.WL.1.b

Focus	The standard's own tense.
Learning target	"I can restate information from an audio or visual document in the target language."
Vocabulary in use	interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase
Local date	_____

Learning sequence

Connect: restatement. Teach: a restatement of what a document reported is itself in the past time frame - and checking for the drift into the present that Week 7 predicted. Try: shared checking. Apply: students restate a document in the past time frame and self-check. Reflect: the drift is predictable, so check for it.

Check for understanding

Student restates a document in the past time frame.

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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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 INSTRUCTION"; the agency name is recorded correctly here. THIS STATE RUNS ONE WORLD LANGUAGE PROGRAMME AND IT IS NOT WRITTEN BY GRADE OR BY LEVEL. Five standards with their sub-standards -- fifteen in all -- are published for kindergarten through grade 12 and defined by PROFICIENCY rather than by year, so THERE IS NO LEVEL II TO BE ON and no grade 10 codes to cite. This row therefore cites the same fifteen standards as the World Languages I planner in this series; what differs is the year's work and the proficiency expected of

it, not the standards. TWO OF THE FIFTEEN NAME THIS STATE INSIDE THE STANDARD: MT.WL.3 requires acquiring information and diverse perspectives INCLUDING MONTANA TRIBES, and MT.WL.4 requires insight into the nature of language and culture WITH A PARTICULAR EMPHASIS ON MONTANA INDIGENOUS CULTURES. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/MT%20World%20Languages%20Content%20Standards%20Guidance%20Document%202026.pdf>