

Montana 11 World Languages III / Advanced

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	11 (High)
Subject	World Languages III / Advanced
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 — Needs, Wants and Preferences

Unit 3: Presentational: One-Way Communication · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Can I say what I want and why?
Standards	Communication / Presentational Mode (2) -> MT.WL.1.c Montana World Languages Content Standards / Communication — Presentational communication: Learners present information, concepts, and ideas pertaining to a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in order to: inform, explain, persuade, narrate
Learning target	"I can express what I need, want and prefer, and say why."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will express needs, wants, and preferences.
- Students will justify a preference rather than only stating it.

Success criteria (student-friendly)

- "I express needs, wants and preferences distinctly."
- "I justify a preference with a reason."
- "I vary the strength and politeness of the expression."

Academic vocabulary

TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests

Materials and technology

- Notebooks
- Supplied scenario cards
- Classroom space

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 expresses and justifies needs, wants and preferences at varied strengths.

Family communication

Ask your child how they would politely ask for something in the language.

Day 41 — Three Different Things

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

Focus	Opening this week's standard.
Learning target	"I can express what I need, want and prefer, and say why."
Vocabulary in use	TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests
Local date	_____

Learning sequence

Connect: 3a names NEEDS, WANTS and PREFERENCES, which English distinguishes and students often collapse. Teach: a NEED is a requirement -- something without which you cannot proceed; a WANT is a desire; a PREFERENCE is a choice between available options. Teach that most languages express these with different structures and that using the wrong one changes what you communicate: saying you need something when you merely want it is a different social act. TARGET LANGUAGE SLOT: your language's structures. Teach the practical value: this is exactly what a person requires abroad, at a table, in a shop, in a classroom or in an emergency, and the distinction matters most when it matters most. Try: students classify supplied situations by which is being expressed. Apply: students express each of the three about the same object. Reflect: which structure did you not have?

Check for understanding

Student distinguishes and expresses needs, wants and preferences.

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 — Saying Why

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

Focus	Justification, which raises the level.
Learning target	"I can express what I need, want and prefer, and say why."
Vocabulary in use	TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests
Local date	_____

Learning sequence

Connect: 'I want the blue one' is Level I; 'I would rather have the blue one because the other is too small' is Level III. Teach: what justification adds linguistically -- a subordinate clause, which is Week 8's complexity demand; comparative structures; and often a conditional or hypothetical, which is where the time frames stretch. Teach what it adds socially: a reason makes a preference negotiable rather than arbitrary, which is how adults actually converse. Teach the practical technique: never state a preference without a because, as a class habit, which forces the structure into use until it is automatic. Try: students state and justify preferences across supplied scenarios. Apply: pairs negotiate a shared choice, which requires justification to work. Reflect: did the reason change your partner's mind?

Check for understanding

Student justifies a preference using subordination and comparison.

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 — Strength and Politeness

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

Focus	Gradation.
Learning target	"I can express what I need, want and prefer, and say why."
Vocabulary in use	TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests
Local date	_____

Learning sequence

Connect: how strongly you want something and how politely you say so are different dials. Teach: languages grade both, and the gradations rarely map onto English one to one. Teach the STRENGTH dial -- from a mild preference through a clear want to an urgent need -- and the POLITENESS dial, from blunt through neutral to deferential. Teach the interaction that matters: a strong want expressed bluntly is a demand, and the same want expressed deferentially is a request, and getting this wrong is the commonest way learners are misread as rude. TARGET LANGUAGE SLOT: your language's own gradations, which may be in verb forms, particles, word order or phrasing. Teach the safe default of the more polite form when unsure, as in Week 4. Try: students express the same want at three strengths and two politeness levels. Apply: students choose the appropriate combination for supplied situations. Reflect: which combination is most useful to you?

Check for understanding

Student grades strength and politeness appropriately for a situation.

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 — Presenting a Case

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

Focus	Extending 3a into presentation.
Learning target	"I can express what I need, want and prefer, and say why."
Vocabulary in use	TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests
Local date	_____

Learning sequence

Connect: this week's standard sits under the PRESENTATIONAL mode, so this is prepared one-way production rather than a request across a counter. Teach: what a presented case looks like -- state the preference or need clearly; give the reasons in order of strength; acknowledge the alternative and say why it is less good, which is a genuine structure and needs comparative language; and conclude. Teach that this shape is what a persuasive text does in any language and that having it makes the language easier, since the student knows what sentence comes next. Try: students prepare a short presented case on a supplied topic. Apply: students deliver to a partner or small group, their choice. Reflect: which reason was hardest to express?

Check for understanding

Student presents a justified case using a persuasive structure.

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 — Consolidating Needs and Preferences

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

Focus	MT.WL.1.c in use.
Learning target	"I can express what I need, want and prefer, and say why."
Vocabulary in use	TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests
Local date	_____

Learning sequence

Connect: put it into a task with a real outcome. Teach: brief a task where a group must reach a shared decision, which requires everybody to state a preference, justify it, understand others', and negotiate -- and which therefore exercises 3a alongside Unit 1's interpersonal work. Teach that the group must actually agree, so the language has to do real work. Teach the honest note: a student who cannot express their preference will be overruled, which is a strong incentive and also a reason to make sure everybody has the structures before starting. Try: groups reach a decision in the target language. Apply: groups report the decision and the reasoning that won. Reflect: were you able to say what you actually thought?

Check for understanding

Student negotiates a group decision expressing and justifying preferences.

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.
- Not affiliated with or endorsed by Montana Office of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Montana Office of Public Instruction, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://opi.mt.gov/Portals/182/MT%20World%20Languages%20Content%20Standards%20Guidance%20Document%202026.pdf> and local school or district guidance.

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 HAS NO LEVELS. Five standards with their sub-standards -- fifteen in all -- are published for kindergarten through grade 12 and defined by PROFICIENCY rather than by year or by level, so THERE IS NO LEVEL III TO BE ON and no grade 11 codes to cite. This row therefore cites the same fifteen standards as the World Languages I and II planners in this series; what differs is the year's work and the proficiency expected

of it. 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>