

Montana 12 World Languages IV / 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	12 (High)
Subject	World Languages IV / 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 — Presenting To Somebody Who Cannot Ask

Unit 3: Presentational: Saying It To Somebody Who Cannot Reply · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What changes when your audience cannot interrupt?
Standards	Communication / Presentational Mode (1) -> 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 present so that a listener who cannot ask still follows."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will present information, concepts, and ideas in various time frames and moods.

Success criteria (student-friendly)

- "I structure so the listener can follow."
- "I signal what is coming."
- "I do not rely on being asked to clarify."

Academic vocabulary

presentational, structure, signposting, audience, redundancy

Materials and technology

- Notebooks
- Supplied prompts

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.
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.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A short presentation structured for a non-interacting audience.

Family communication

Ask your child why presenting is harder than conversation.

Day 41 — Why This Is A Separate Mode

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

Focus	The premise.
Learning target	"I can present so that a listener who cannot ask still follows."
Vocabulary in use	presentational, structure, signposting, audience, redundancy
Local date	_____

Learning sequence

Teach: WHY THE DOCUMENT SEPARATES IT -- in conversation your partner repairs your failures by asking, and in presentation nobody does, so everything the listener needs must be built in -- and that this is why a student who is fluent in conversation can be incomprehensible in presentation. Try: shared discussion. Apply: students name three things a conversation partner does for them that an audience will not. Reflect: which will you miss most?

Check for understanding

Student explains why presentational communication differs from interpersonal.

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 — Structure The Listener Can Follow

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

Focus	The main tool.
Learning target	"I can present so that a listener who cannot ask still follows."
Vocabulary in use	presentational, structure, signposting, audience, redundancy
Local date	_____

Learning sequence

Connect: nobody can ask. Teach: that structure carries the listener -- say what you will cover, mark each move, and signal the end -- and that signposting is more important in a second language than in a first because the listener has less spare capacity. Try: shared analysis of supplied examples. Apply: students structure a short presentation. Reflect: could somebody follow it without the words?

Check for understanding

Student structures a presentation with explicit signposting.

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 — Redundancy Is A Feature

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

Focus	Counter-intuitive.
Learning target	"I can present so that a listener who cannot ask still follows."
Vocabulary in use	presentational, structure, signposting, audience, redundancy
Local date	_____

Learning sequence

Connect: listeners miss things. Teach: that saying something twice in different words is a fault in writing and a virtue in speech, because the listener who missed it the first time gets a second chance -- and that learners avoid this because repetition feels like poor vocabulary when it is actually good communication. Try: shared practice. Apply: students build one deliberate restatement into a presentation. Reflect: did it feel wrong?

Check for understanding

Student uses deliberate restatement for a listener.

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

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

Focus	MT.WL.1.c delivered.
Learning target	"I can present so that a listener who cannot ask still follows."
Vocabulary in use	presentational, structure, signposting, audience, redundancy
Local date	_____

Learning sequence

TEACHER NOTE: FOUR ROUTES AS ANNOUNCED -- to the teacher alone, to a partner, to a small self-chosen group, or as a recording or written version the student prepares. ALL EQUAL, ALL ASSESSED IDENTICALLY, NO REQUEST NEEDED. Prompts are supplied or invented, never personal. Connect: the structure exists. Teach: reminders only. Try: brief setup. Apply: students present by their chosen route. Reflect: where did the listener lose you?

Check for understanding

Student delivers a structured presentation by their chosen route.

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 — Getting Feedback On Comprehensibility

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

Focus	The only honest test.
Learning target	"I can present so that a listener who cannot ask still follows."
Vocabulary in use	presentational, structure, signposting, audience, redundancy
Local date	_____

Learning sequence

TEACHER NOTE: FEEDBACK ADDRESSES THE PRESENTATION, NOT THE SPEAKER, AND NEVER ACCENT. Connect: presentations aim at understanding. Teach: that the test is asking a listener what they understood rather than whether it was good, and that a listener who got something different is data about the presentation. Try: shared framing. Apply: students test theirs. Reflect: what did they take away?

Check for understanding

Student tests a presentation by asking what a listener understood.

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 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 IV TO BE ON and no grade 12 codes to cite. This row cites the same fifteen standards as the World Languages I, II and III 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>