

Montana 2 Social Studies

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	2 (Elementary)
Subject	Social Studies
Course category	Core
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 — Producers and Consumers

Unit 3: Making and Moving Goods · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who makes what we use, and who uses it?
Standards	Producers, Consumers, Goods and Services -> SS.E.2.1 Montana Social Studies Content Standards / economics — describe the goods and services that people in the local, state, and national community produce SS.E.2.2 Montana Social Studies Content Standards / economics — describe examples of the goods and services that governments provide
Learning target	"I can explain what producers and consumers do."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the roles of producers and consumers.
- Students will identify themselves as a consumer.

Success criteria (student-friendly)

- "I define a producer."
- "I define a consumer."
- "I say when I am each one."

Academic vocabulary

producer, consumer, goods, services, economy

Materials and technology

- Role cards
- Everyday objects
- Sorting mats
- Chart paper
- Recording sheets

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

Observation: child distinguishes producers from consumers with examples.

Family communication

Ask your child when they are a consumer.

Day 41 — People Who Make Things

Week 9, Day 1 · Unit 3 · Standards: SS.E.2.1, SS.E.2.2

Focus	Producers.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: things we use. Teach: someone made each one. Try: shared examples. Apply: children name producers. Reflect: term charted.

Check for understanding

Student explains what a producer does.

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 — People Who Use Things

Week 9, Day 2 · Unit 3 · Standards: SS.E.2.1, SS.E.2.2

Focus	Consumers.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: producers. Teach: someone uses what is made. Try: shared examples. Apply: children name consumers. Reflect: term charted.

Check for understanding

Student explains what a consumer does.

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 — Goods We Can Hold

Week 9, Day 3 · Unit 3 · Standards: SS.E.2.1, SS.E.2.2

Focus	Goods.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: production. Teach: goods are things. Try: sorting objects. Apply: children identify goods. Reflect: term charted.

Check for understanding

Student identifies goods.

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 — Services People Do For Us

Week 9, Day 4 · Unit 3 · Standards: SS.E.2.1, SS.E.2.2

Focus	Services.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: goods. Teach: services are work done for us. Try: sorting cards. Apply: children identify services. Reflect: distinction drawn.

Check for understanding

Student distinguishes a service from a good.

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 — We Are All Consumers

Week 9, Day 5 · Unit 3 · Standards: SS.E.2.1, SS.E.2.2

Focus	Week 9 consolidation.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: all four terms. Teach: we play more than one role. Try: shared reflection. Apply: children identify their roles. Reflect: roles recorded.

Check for understanding

Student identifies when they act as producer and as consumer.

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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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.

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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 ENTRY IS THE GRADE 2 ROW of the 2021 Montana Content Standards for Social Studies, and it registers ALL TEN GRADE 2 STANDARDS: two civics and government, three economics, two geography and three history. THE CODE FORM IS THE DOCUMENT'S OWN, SS..., and every grade 2 code carries a final number because every domain publishes more than one standard at this grade -- unlike kindergarten, where a single-standard domain is printed without one (SS.G.K, not SS.G.K.1). MONTANA INDIAN EDUCATION FOR ALL IS NOT AN ADD-ON IN THIS SUBJECT, IT IS IN THE STANDARDS THEMSELVES, and the wording is transcribed as printed: SS.CG.2.1 covers people who help govern different communities INCLUDING TRIBAL COMMUNITIES; SS.G.2.1 requires identifying physical and political features INCLUDING AMERICAN INDIAN RESERVATIONS; SS.H.2.2 requires understanding that there are TWELVE DISTINCT AND UNIQUE TRIBES WITHIN

MONTANA whose people contribute to modern life; and SS.H.2.3 requires identifying historical sources INCLUDING ORAL HISTORIES OF AMERICAN INDIANS. THE TEACHING CONTENT ON THIS ROW IS WRITTEN FOR MONTANA, not adapted from another state's course. The regions week teaches the mountains of the west, the open plains of the east and the river valleys between, because that is the shape of this state. The resource weeks teach what Montana grows, raises, harvests and mines, and connect each to the work it supports. The holidays week researches how Montana itself connects to national commemorations. THOSE LESSONS RUN ON GUIDED RESEARCH INTO CURATED LOCAL SOURCES RATHER THAN ON ASSERTED FACTS: a planner sold across a whole state cannot know which mill, mine or memorial is near any one school, so the teacher and class find out and the plan says so plainly. 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