

Montana 3 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	3 (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 — How Our Parks Began

Unit 3: Parks, Symbols and Landmarks · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why did people decide to set land aside as parks?
Standards	How Our Parks Began -> SS.G.3.2 Montana Social Studies Content Standards / geography — identify environmental and technological events and conditions and how humans and the environment impact each other SS.CG.3.2 Montana Social Studies Content Standards / civics and government — recognize that civic participation involves remaining accurately informed about public issues, taking action, and voting in elections
Learning target	"I can explain how park systems began and what parks give us."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will research the development of the state and national park systems.
- Students will describe benefits that parks provide.

Success criteria (student-friendly)

- "I use a source."
- "I describe how it began."
- "I name a benefit."

Academic vocabulary

park, preserve, public land, benefit, research

Materials and technology

- Reference books
- Approved online sources
- Research planners
- Chart paper
- Social studies notebooks

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

Research note: origin of one park system plus two benefits.

Family communication

Ask your child why parks are set aside.

Day 41 — What a Public Park Is

Week 9, Day 1 • Unit 3 • Standards: SS.G.3.2, SS.CG.3.2

Focus	Defining the idea.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: places we visit. Teach: a public park is land held for everyone rather than owned privately. Try: shared sorting of public and private places. Apply: children define it in their own words. Reflect: definition agreed.

Check for understanding

Student explains what makes a park public.

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 — Starting the National Park System

Week 9, Day 2 · Unit 3 · Standards: SS.G.3.2, SS.CG.3.2

Focus	National origins.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: public land. Teach: the idea of a national park began in this part of the country, and the first one reaches into Montana along its northern edge. Try: shared reading. Apply: children record a fact with its source. Reflect: origins noted.

Check for understanding

Student records one fact about the national park system.

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 — Montana's State Parks

Week 9, Day 3 · Unit 3 · Standards: SS.G.3.2, SS.CG.3.2

Focus	State origins.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: national parks. Teach: the state runs its own, smaller parks as well, and they protect different things -- caverns, battlefields, buffalo jumps, lakeshores. Try: shared reading of the curated sources provided. Apply: children record a fact. Reflect: the two systems compared.

Check for understanding

Student records one fact about Montana's state parks.

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 — What Parks Protect

Week 9, Day 4 · Unit 3 · Standards: SS.G.3.2, SS.CG.3.2

Focus	Benefits.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: our two systems. Teach: parks protect habitat, landforms and places that matter to people, and they give somewhere to go. Try: shared listing. Apply: children name benefits. Reflect: benefits grouped.

Check for understanding

Student names two benefits parks provide.

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 — Sharing What We Found

Week 9, Day 5 · Unit 3 · Standards: SS.G.3.2, SS.CG.3.2

Focus	Communicating research.
Learning target	"I can explain how park systems began and what parks give us."
Vocabulary in use	park, preserve, public land
Local date	_____

Learning sequence

Connect: our notes. Teach: a finding is reported with the source it came from. Try: shared modelling. Apply: children present. Reflect: sourcing praised.

Check for understanding

Student shares a finding and names its source.

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 3 ROW of the 2021 Montana Content Standards for Social Studies, and it registers ALL ELEVEN GRADE 3 STANDARDS: three civics and government, three economics, three geography and two history. MONTANA'S GRADE 3 IS NOT A STATE-HISTORY YEAR, and that decides what this planner teaches. The geography standards ask for patterns and landforms OF THE AMERICAS rather than of one state; the history standards ask for two things only, and both are specific: SS.H.3.1 requires IDENTIFYING TRIBES IN MONTANA BY THEIR ORIGINAL AND CURRENT NAMES, and SS.H.3.2 requires EXPLAINING HOW PERSPECTIVE IMPACTS THE TELLING OF HISTORICAL EVENTS. SS.CG.3.1 covers the basic functions of local government INCLUDING TRIBAL GOVERNMENTS. 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. THE TEACHING CONTENT ON THIS ROW

IS WRITTEN FOR MONTANA rather than adapted from another state's course, and it had to be: the shared year it derives from teaches an expedition and a set of colonial settlements that never came near this country, and renaming them would have turned true statements into false ones. Twenty-one weeks and six units carry Montana's own content -- the land regions and the Continental Divide, the twelve tribal nations and seven reservations, first contact and the fur trade on the northern plains, and whose account a reader is holding. THOSE LESSONS RUN ON GUIDED RESEARCH INTO CURATED LOCAL AND NATION-PRODUCED SOURCES RATHER THAN ON ASSERTED FACTS: a planner sold across a whole state cannot know which river, reservation or trading post 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