

Montana 4 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	4 (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 — The Nations of This Country

Unit 3: The Tribal Nations of Montana · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which nations are the tribes of Montana, and what does each call itself?
Standards	Nations Of This Country -> SS.G.4.2 Montana Social Studies Content Standards / geography — identify and label the tribes in Montana and their indigenous territories, and current locations SS.H.4.1 Montana Social Studies Content Standards / history — understand tribes in Montana have their own unique histories
Learning target	"I can name the tribal nations of Montana and use the name each nation uses."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify the tribes in Montana.
- Students will use each nation's own materials to name it correctly.

Success criteria (student-friendly)

- "I name the nation."
- "I use its own name for itself."
- "I name the source I used."

Academic vocabulary

nation, tribe, reservation, confederated, citizen

Materials and technology

- Tribal nation websites and publications
- Montana reservations map
- Names table frames
- 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

Names table: each nation with the name it uses and the source.

Family communication

Ask your child the name one Montana tribal nation uses for itself.

Day 41 — Twelve Nations, Seven Reservations

Week 9, Day 1 · Unit 3 · Standards: SS.G.4.2, SS.H.4.1

Focus	The overall picture.
Learning target	"I can name the tribal nations of Montana and use the name each nation uses."
Vocabulary in use	nation, tribe, reservation
Local date	_____

Learning sequence

Connect: the reservations we mapped. Teach: Montana is home to TWELVE TRIBAL NATIONS. Seven reservations lie within the state -- Blackfeet, Crow, Flathead, Fort Belknap, Fort Peck, Northern Cheyenne and Rocky Boy's -- and some of them are home to more than one nation, which is why the counts differ. Try: shared locating. Apply: children label all seven. Reflect: the difference between a reservation and a nation.

Check for understanding

Student explains why there are more nations than reservations.

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 — Confederated Nations

Week 9, Day 2 · Unit 3 · Standards: SS.G.4.2, SS.H.4.1

Focus	More than one nation, one government.
Learning target	"I can name the tribal nations of Montana and use the name each nation uses."
Vocabulary in use	nation, tribe, reservation
Local date	_____

Learning sequence

Connect: the count. Teach: at Flathead, Fort Belknap and Fort Peck, distinct nations share a reservation and a government, and each nation keeps its own identity. Try: shared reading of the nations' own materials. Apply: children record which nations share which reservation. Reflect: 'confederated' explained.

Check for understanding

Student names a reservation shared by more than one nation.

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 — A Nation Without a Reservation

Week 9, Day 3 · Unit 3 · Standards: SS.G.4.2, SS.H.4.1

Focus	The Little Shell.
Learning target	"I can name the tribal nations of Montana and use the name each nation uses."
Vocabulary in use	nation, tribe, reservation
Local date	_____

Learning sequence

Connect: the seven. Teach: the Little Shell Tribe of Chippewa Indians is one of Montana's tribal nations and does not have a reservation of the same kind; its people live across the state, and federal recognition came only in recent years after a very long effort. Try: shared reading of the tribe's own materials. Apply: children record what they learn. Reflect: a map does not show every nation.

Check for understanding

Student explains why one nation does not appear as a map area.

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 — The Name a Nation Uses

Week 9, Day 4 · Unit 3 · Standards: SS.G.4.2, SS.H.4.1

Focus	Original and current names.
Learning target	"I can name the tribal nations of Montana and use the name each nation uses."
Vocabulary in use	nation, tribe, reservation
Local date	_____

Learning sequence

Connect: our list. Teach: many nations are widely known by a name others gave them and also have the name they use in their own language; an accurate answer knows both. Try: shared reading, using each nation's OWN published materials rather than second-hand lists. Apply: children build the names table. Reflect: why the source decides the spelling.

Check for understanding

Student gives a nation's own name and cites where it came from.

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 — Presenting the Nations

Week 9, Day 5 · Unit 3 · Standards: SS.G.4.2, SS.H.4.1

Focus	Accurate presentation.
Learning target	"I can name the tribal nations of Montana and use the name each nation uses."
Vocabulary in use	nation, tribe, reservation
Local date	_____

Learning sequence

Connect: our table. Teach: presenting accurately and respectfully, in the present tense. Try: rehearsal. Apply: children present. Reflect: accuracy praised.

Check for understanding

Student presents one nation accurately.

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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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 4 ROW of the 2021 Montana Content Standards for Social Studies, and it registers ALL SEVENTEEN GRADE 4 STANDARDS: five civics and government, four economics, four geography and four history. MONTANA'S GRADE 4 IS A MONTANA YEAR, and the standards say so in their own words: SS.CG.4.4 requires DEFINING SOVEREIGNTY FOR TRIBES IN MONTANA, SS.CG.4.5 requires identifying KEY FOUNDATIONAL DOCUMENTS IN MONTANA'S GOVERNMENT, SS.G.4.2 requires IDENTIFYING AND LABELLING THE TRIBES IN MONTANA AND THEIR INDIGENOUS TERRITORIES AND CURRENT LOCATIONS, SS.E.4.2 names AGRICULTURE, BUSINESS, NATURAL RESOURCES AND LABOR as the elements of the state economy, and SS.H.4.1 requires understanding that TRIBES IN MONTANA HAVE THEIR OWN UNIQUE HISTORIES. THE ENTIRE YEAR ON THIS ROW WAS WRITTEN FOR MONTANA. It is not an

adaptation: the shared year this series derives from is another state's own history course, running from its colonial period to its Reconstruction, and NOT ONE OF THOSE THIRTY-SIX WEEKS answers a single Montana grade 4 standard. All thirty-six weeks and all nine units here are Montana's -- the land and its watersheds, the twelve tribal nations and their territories then and now, sovereignty and tribal government, the fur trade, mining, railroads and the policies that followed, territory to statehood, the state's economy, and civic participation. 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 county, reservation or river is nearest any one school, and the names a nation uses for itself belong to that nation to publish, so the plan sends teacher and class to the source and 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