

Montana 5 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	5 (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 — Nations Across the Continent

Unit 3: Peoples of This Land · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How many nations were here, and how different were they?
Standards	Nations Across The Country -> SS.H.5.3 Montana Social Studies Content Standards / history — identify roles of individuals and groups and their impact on United States and tribal historical events
Learning target	"I can describe nations in different regions and say how they differed."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify roles of groups in United States and tribal historical events.
- Students will describe differences between nations in different regions.

Success criteria (student-friendly)

- "I name the region."
- "I describe the nation accurately."
- "I name my source."

Academic vocabulary

nation, territory, region, distinct, source

Materials and technology

- Curated nation-produced and museum materials you selected
- Outline maps
- Note frames
- Recording sheets
- 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.
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

Region comparison with sources named for each claim.

Family communication

Ask your child how nations in different regions differed from each other.

Day 41 — Across the Whole Continent

Week 9, Day 1 · Unit 3 · Standards: SS.H.5.3

Focus	Scale.
Learning target	"I can describe nations in different regions and say how they differed."
Vocabulary in use	nation, territory, region
Local date	_____

Learning sequence

Connect: our year rule. Teach: nations lived across every region of what is now this country, and their ways of life differed with the land. Try: shared map work. Apply: children mark regions on an outline map. Reflect: scale understood.

Check for understanding

Student marks regions where nations lived across the continent.

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 — The Land Shapes the Living

Week 9, Day 2 · Unit 3 · Standards: SS.H.5.3

Focus	Environment and life.
Learning target	"I can describe nations in different regions and say how they differed."
Vocabulary in use	nation, territory, region
Local date	_____

Learning sequence

Connect: regions. Teach: what people ate, built and travelled in followed from the land and climate around them. Try: shared comparison using curated sources. Apply: children record two contrasts. Reflect: difference has reasons.

Check for understanding

Student links a way of life to the land it was lived on.

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 — Government and Agreement

Week 9, Day 3 · Unit 3 · Standards: SS.H.5.3

Focus	Nations governed themselves.
Learning target	"I can describe nations in different regions and say how they differed."
Vocabulary in use	nation, territory, region
Local date	_____

Learning sequence

Connect: ways of life. Teach: nations had their own systems for making decisions and agreements long before contact. Try: shared reading from curated sources. Apply: children note one example. Reflect: self-government is not new.

Check for understanding

Student gives one example of a nation's own decision-making.

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 — Trade and Contact

Week 9, Day 4 · Unit 3 · Standards: SS.H.5.3

Focus	Networks.
Learning target	"I can describe nations in different regions and say how they differed."
Vocabulary in use	nation, territory, region
Local date	_____

Learning sequence

Connect: government. Teach: nations traded goods and ideas across long distances, so they were connected rather than isolated. Try: shared mapping of a trade route. Apply: children map one route. Reflect: connection, not isolation.

Check for understanding

Student describes one trade connection between nations.

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 — Naming Our Sources

Week 9, Day 5 · Unit 3 · Standards: SS.H.5.3

Focus	Attribution.
Learning target	"I can describe nations in different regions and say how they differed."
Vocabulary in use	nation, territory, region
Local date	_____

Learning sequence

Connect: the week. Teach: every claim we made came from somewhere, and we say where. Try: shared listing. Apply: children attach a source to each claim in their notes. Reflect: unattributed claims removed.

Check for understanding

Student attaches a named source to each of their claims.

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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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 5 ROW of the 2021 Montana Content Standards for Social Studies, and it registers ALL NINETEEN GRADE 5 STANDARDS: five civics and government, SIX economics, three geography and five history. THE ECONOMICS STRAND IS LARGER AT THIS GRADE THAN THE ONE BELOW and it reaches further -- SS.E.5.6 requires describing HOW INTEREST RATES IMPACT ECONOMIC DECISION MAKING, which grade 4 does not ask for at all. MONTANA'S GRADE 5 IS A UNITED STATES YEAR IN WHICH THE TRIBAL NATIONS ARE NOT AN ADD-ON, and the standards say so in their own words: SS.H.5.5 requires ANALYSING HISTORICAL DOCUMENTS AND THEIR IMPACT ON TRIBES IN MONTANA AND THEIR SOVEREIGNTY, SS.H.5.4 requires understanding THE UNIQUE HISTORICAL PERSPECTIVES OF AMERICAN INDIANS, SS.H.5.3 names TRIBAL historical events beside United States ones, SS.CG.5.3 places TRIBAL government beside

local, state and national as a level with its own responsibilities, and SS.G.5.2 requires showing settlement patterns INCLUDING IMPACTS ON TRIBAL LANDS. 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 course in its history from 1877 to the present, twenty-four of whose thirty-six weeks name that state or something particular to it, and none of which answers a Montana grade 5 standard on the Constitution, on the four levels of government, on treaties and sovereignty, on United States regions and capitals, or on interest rates. All nine units and all thirty-six weeks here are Montana's. THE TRIBAL AND TREATY WEEKS RUN ON GUIDED RESEARCH INTO CURATED NATION-PRODUCED AND STATE-PUBLISHED SOURCES RATHER THAN ON ASSERTED FACTS: a planner sold across a whole state cannot know which reservation or county is nearest any one school, and the names, histories and governments of the nations belong to those nations to publish, so the plan sends teacher and class to the source and says so plainly. TWO WEEKS OPEN WITH A NOTE telling the teacher to know their school's safeguarding route first and to be aware that pupils in the room may be citizens of the nations under discussion. 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