

Montana 6 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	6 (Middle)
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 — What Makes a Civilization Complex

Unit 3: Complex Civilizations · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What has to be in place before a society becomes complex?
Standards	What Makes A Civilization -> SS.H.6-8.1 Montana Social Studies Content Standards / history — explore complex civilizations, and identify elements of change and continuity across historical eras in Montana, the Americas, and world history
Learning target	"I can name the characteristics of a complex civilization and apply them."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explore the characteristics of complex civilizations.
- Students will apply a set of characteristics to judge a given society.

Success criteria (student-friendly)

- "I list characteristics of a complex civilization."
- "I apply them to one society."
- "I say which characteristic the evidence is weakest on."

Academic vocabulary

civilization, complex society, surplus, specialisation, institution, urban

Materials and technology

- Civilization case files
- Characteristic checklists
- Chart paper
- 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

Applied checklist for one civilization with evidence and one weakness named.

Family communication

Ask your child what a society needs before it can build cities.

Day 41 — Surplus First

Week 9, Day 1 · Unit 3 · Standards: SS.H.6-8.1

Focus	Food surplus enables everything else.
Learning target	"I can name the characteristics of a complex civilization and apply them."
Vocabulary in use	civilization, complex society, surplus
Local date	_____

Learning sequence

Connect: what people do all day. Teach: when a society grows more food than its growers eat, some people can do other work, and that surplus is the hinge. Try: shared read of one case. Apply: children trace surplus to one other change. Reflect: what happens when surplus fails?

Check for understanding

Student traces surplus to one social change.

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 — Specialisation and Cities

Week 9, Day 2 · Unit 3 · Standards: SS.H.6-8.1

Focus	Division of labour.
Learning target	"I can name the characteristics of a complex civilization and apply them."
Vocabulary in use	civilization, complex society, surplus
Local date	_____

Learning sequence

Connect: surplus. Teach: specialisation lets people become skilled at one thing, and specialists gather where their work is wanted, which is how cities form. Try: model with a case. Apply: children list five specialisations in a case file. Reflect: what does the specialist depend on?

Check for understanding

Student names specialisations in a case file.

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 — Institutions and Record

Week 9, Day 3 · Unit 3 · Standards: SS.H.6-8.1

Focus	Government, belief, writing.
Learning target	"I can name the characteristics of a complex civilization and apply them."
Vocabulary in use	civilization, complex society, surplus
Local date	_____

Learning sequence

Connect: cities. Teach: complex societies build lasting institutions -- government, systems of belief, and often a way of recording -- because scale outruns memory. Try: identify institutions in a case. Apply: children mark evidence for each. Reflect: which institution leaves the most evidence?

Check for understanding

Student identifies an institution and its evidence.

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 — Applying the Checklist

Week 9, Day 4 · Unit 3 · Standards: SS.H.6-8.1

Focus	Judgement with evidence.
Learning target	"I can name the characteristics of a complex civilization and apply them."
Vocabulary in use	civilization, complex society, surplus
Local date	_____

Learning sequence

Connect: characteristics. Teach: a checklist is a tool for asking, not a verdict; a society can be complex and still be thin on one characteristic in the surviving record. Try: model an honest 'evidence weak here'. Apply: children complete a checklist. Reflect: is the weakness in the society or in the record?

Check for understanding

Student names a characteristic the evidence is weak 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 45 — Assessment and Reflection

Week 9, Day 5 · Unit 3 · Standards: SS.H.6-8.1

Focus	Show the skill.
Learning target	"I can name the characteristics of a complex civilization and apply them."
Vocabulary in use	civilization, complex society, surplus
Local date	_____

Learning sequence

Connect: the week. Teach: restate the characteristics. Try: brief review. Apply: assessment task. Reflect: children name a civilization they want to study.

Check for understanding

Assessment task completed.

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

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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. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE'S SOCIAL STUDIES STANDARDS, NOT THREE GRADES. The 2021 Montana Content Standards for Social Studies write grades 6, 7 and 8 as a single band holding TWENTY-NINE standards -- seven civics and government, six economics, seven geography and nine history -- and THIS ROW REGISTERS ALL TWENTY-NINE. The year is built to reach every one of them at sixth grade depth, because a buyer of a single grade should get a complete year rather than a third of one; a district that spreads the band across three years should check its own sequence against the unit list before buying. 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 colonial-America course -- Southeastern Woodland peoples, the colonial regions, triangular trade and the causes of the Revolution -- and NOT ONE of this band's twenty-nine standards asks for that.

Montana's band asks for world regions and map projections, complex civilizations across Montana, the Americas and world history, forms of government, economics, and history as a method. So the nine units and thirty-six weeks were written from the standards themselves. THE STANDARDS NAME THIS STATE AND ITS NATIONS IN THEIR OWN WORDS, which is why the year does: SS.CG.6-8.2 names THE MONTANA CONSTITUTION inside the standard, so week 18 is a week on it -- its 1972 convention, its Declaration of Rights including the right to a clean and healthful environment and the right of individual privacy, and Article X's recognition of the distinct and unique cultural heritage of American Indians, which is the constitutional ground of Indian Education for All. SS.CG.6-8.4 places TRIBAL government beside local, state and national as a level with its own structure, powers and limits, so weeks 21 to 23 treat it as a level rather than a topic. SS.CG.6-8.3 requires explaining how GLOBAL AND AMERICAN INDIAN civilizations and governments contributed to the foundational documents of the United States. SS.CG.6-8.5 names AMERICAN INDIANS among the groups to whom principles of equality and civil rights are applied. SS.H.6-8.3 requires analysing how, SINCE EUROPEAN CONTACT, events and policies have MUTUALLY impacted American Indian and European societies. SS.H.6-8.5 requires explaining HOW MONTANA HAS CHANGED OVER TIME AND HOW THIS HISTORY IMPACTS THE PRESENT, which is the final unit. SS.E.6-8.1 names INDIGENOUS SOCIETIES and SS.G.6-8.5 names INDIGENOUS CULTURES inside the economics and geography statements themselves. SS.H.6-8.4 asks specifically how NEW ARCHAEOLOGICAL AND SCIENTIFIC INFORMATION reshapes historical understanding, so week 35 is about revising an account rather than defending one. THE FOUR METHOD STANDARDS ARE FILED UNDER HISTORY IN THIS STATE -- SS.H.6-8.6 through SS.H.6-8.9 on multiple interpretations, perspective, bias and how questions shape conclusions -- and they open the year in unit 1 because every later unit uses them. Every statement in this row is transcribed from the published standards. 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