Montana 7 Science

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	7 (Middle)
Subject	Science
Course category	Core
Standards family	Science
Framework	Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8
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 — Obtaining, Evaluating and Communicating

Unit 3: Systems, and Matter Through an Ecosystem · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Where did you get that, and is it any good?
Standards	**Cells, Tissues, Organs and Systems** -> **ARM 10.53.809(2)(c) Montana Science Content Standards / Life Science** — use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells
Learning target	“I can find, judge and communicate scientific information.”
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will obtain information about body systems from supplied sources.
- Students will evaluate sources and communicate findings.

Success criteria (student-friendly)

- “I obtain information from a source.”
- “I judge whether the source is reliable.”
- “I communicate it clearly to an audience.”

Academic vocabulary

obtain, evaluate, communicate, source, reliability, audience, evidence

Materials and technology

- A supplied source set
- Chart paper
- Notebooks
- Whiteboards
- Class devices where available

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

Information obtained, a source evaluated, and findings communicated.

Family communication

Ask your child how they judged whether a source was reliable.

Day 41 — The Verb Nobody Assesses

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.809(2)(c)

Focus	The standard's actual demand.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

TEACHER NOTE: ALL SOURCES ARE TEACHER-SUPPLIED. No pupil is sent to search the open internet in this plan, no account is created, and nothing is published outside the school. Connect: Weeks 7 and 8. Try: shared discussion. Apply: pupils state what each verb requires. Reflect: a poster that copies a source has done one of the three.

Check for understanding

Student states what each of the three verbs requires.

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 — Obtaining Without Copying

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.809(2)(c)

Focus	Obtain.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: the verbs. Teach: taking notes in your own words with the source recorded, then writing with the source closed - which makes copying nearly impossible. Try: shared practice. Apply: pupils take notes on one system. Reflect: this is a habit that protects the pupil.

Check for understanding

Student takes usable notes in their own words with the source recorded.

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 — Is This Source Any Good

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.809(2)(c)

Focus	Evaluate.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: obtaining. Teach: who made a source, what they know, when it was made, and whether it agrees with another - applied to supplied sources of varying quality. Try: shared evaluation. Apply: pupils evaluate three. Reflect: a scientific claim is only as good as what stands behind it.

Check for understanding

Student evaluates a source with stated reasons.

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 — Saying It So Somebody Can Use It

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.809(2)(c)

Focus	Communicate.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: evaluation. Teach: communicating a finding to a stated audience - what to include, what to leave, what a diagram carries better than words. Try: shared drafting. Apply: pupils draft for one audience. Reflect: pupils make their own diagrams; NO COPYRIGHTED IMAGE OR PUBLISHED MATERIAL IS REPRODUCED.

Check for understanding

Student communicates a finding appropriately for an audience.

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 — All Three Verbs

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.809(2)(c)

Focus	ARM 10.53.809(2)(c) assessed at full demand.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: the week. Teach: a short piece that obtains, evaluates and communicates on one body system. Try: shared setup. Apply: pupils produce. Reflect: this week's standard recorded across all three weeks.

Check for understanding

Student obtains, evaluates and communicates on a body 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.

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.
- Not affiliated with or endorsed by Montana Office of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Montana Office of Public Instruction, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Science/Montana-Science-Content-Standards-2016.pdf and local school or district guidance.

Source citation

Montana Office of Public Instruction. Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8. Statements are transcribed from the MONTANA SCIENCE CONTENT STANDARDS, whose own cover reads "Adopted September 16, 2016 by the Montana Board of Public Education". THAT DOCUMENT PRINTS NO CODES. Each grade is a set of discipline headings -- physical science, life science, earth and space science -- followed by unnumbered bullets, so there is nothing in it that can be printed in a code column. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 8, one rule per grade, and the rule's structure is exactly the document's: a numbered subsection per discipline heading, a lettered item per bullet, same order and same count. THE ARM SUBSECTION IS REGISTERED AS THE CODE. This is an existing official citation rather than an invented identifier, and it is the citation a Montana reviewer can actually look up; the alternative would have been to ship science products with no codes at all. Bullets are separated in the PDF by a Symbol-font character in the Unicode Private Use Area rather than by a literal dot; splitting on the indent instead merges a whole discipline into one run, and splitting per line fragments every standard mid-sentence, so the glyph is what the transcription splits on and the item count is checked against the counts the document's headings imply. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE'S SCIENCE STANDARDS, NOT THREE GRADES. Montana publishes a single rule, ARM 10.53.809, for grades 6, 7 and 8, holding FIFTY-TWO standards in three disciplines: EIGHTEEN PHYSICAL SCIENCE, NINETEEN LIFE SCIENCE and FIFTEEN EARTH AND SPACE SCIENCE. THIS YEAR IS THE LIFE SCIENCE COURSE and it registers EIGHTEEN OF THE NINETEEN LIFE SCIENCE STANDARDS. It does NOT claim the physical science or earth and space standards, because it does not teach them. THE GRADE 6 PRODUCT IN THIS SERIES IS THE EARTH AND SPACE COURSE and registers those fifteen, so the two years are complementary rather than overlapping -- if your district teaches the band in a different order, CHECK YOUR OWN SEQUENCE BEFORE BUYING. ONE LIFE SCIENCE STANDARD IS DELIBERATELY NOT CLAIMED: (2)(k), on how environmental and genetic factors influence the growth of organisms. This year has no

organism-growth week; its population weeks are about populations rather than the development of an individual, and registering it would claim coverage the planner does not deliver. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Science/Montana-Science-Content-Standards-2016.pdf