

Montana 7 World Languages

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	World Languages
Course category	Language
Standards family	World Languages / Language Programs
Framework	Montana K-12 World Languages Content Standards (adopted 2024, implemented 2026)
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 — Presenting Basic Information

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

Essential question	How do you tell a group something rather than one person?
Standards	Presenting Basic Information -> MT.WL.1.c Montana K-12 World Languages / Communication — Presentational communication: Learners present information, concepts, and ideas pertaining to a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in order to: inform, explain, persuade, narrate
Learning target	"I can present basic information orally and in writing."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will present basic information orally and in writing in the target language.

Success criteria (student-friendly)

- "I prepare rather than improvise."
- "I present clearly to an audience."
- "I present in writing as well as orally."

Academic vocabulary

present, audience, prepare, clarity, written form

Materials and technology

- Paper and pencils
- Whiteboard
- Notebooks
- Recording device if permitted
- Devices optional

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

Basic information presented both orally and in writing.

Family communication

Ask your child what makes presenting different from conversation.

Day 41 — Presenting Is One-Way

Week 9, Day 1 • Unit 3 • Standards: MT.WL.1.c

Focus	The distinction.
Learning target	"I can present basic information orally and in writing."
Vocabulary in use	present, audience, prepare
Local date	_____

Learning sequence

Connect: Unit 1's exchanges. Teach: that presentational language is one-way - no partner to repair a misunderstanding, no questions to fill gaps - so it must be prepared and clear in a way conversation need not be. Try: shared comparison. Apply: pupils state the difference.

Check for understanding

Student explains why presentational language must be prepared.

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 — Preparing Something Short

Week 9, Day 2 · Unit 3 · Standards: MT.WL.1.c

Focus	Drafting.
Learning target	"I can present basic information orally and in writing."
Vocabulary in use	present, audience, prepare
Local date	_____

Learning sequence

Connect: the distinction. Teach: building a short presentation from structures already held rather than reaching for language beyond Level I, which is what makes it deliverable. Try: shared drafting. Apply: pupils draft a short presentation. Reflect: staying within known language is the skill, not a limitation.

Check for understanding

Student drafts a presentation using only known structures.

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 — Saying It Clearly

Week 9, Day 3 · Unit 3 · Standards: MT.WL.1.c

Focus	Oral delivery.
Learning target	"I can present basic information orally and in writing."
Vocabulary in use	present, audience, prepare
Local date	_____

Learning sequence

Connect: drafting. Teach: pace, volume and pausing for a listener who cannot ask - and that slower is almost always better for both speaker and audience. Try: shared rehearsal in pairs. Apply: pupils deliver to a partner or small group. Reflect: NO PUPIL PRESENTS ALONE TO THE CLASS UNLESS THEY CHOOSE TO; a small group, one-to-one or a private recording all meet the standard.

Check for understanding

Student delivers a prepared presentation at a workable pace.

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 — Writing It Down

Week 9, Day 4 · Unit 3 · Standards: MT.WL.1.c

Focus	The written half.
Learning target	"I can present basic information orally and in writing."
Vocabulary in use	present, audience, prepare
Local date	_____

Learning sequence

Connect: oral delivery. Teach: that the standard names WRITING as well, that written form allows revision the spoken cannot, and what changes - spelling, accents or marks the language requires, punctuation. Try: shared writing. Apply: pupils write their presentation. Reflect: the two modes are assessed together.

Check for understanding

Student writes a short presentation with correct written conventions.

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 Both Ways

Week 9, Day 5 • Unit 3 • Standards: MT.WL.1.c

Focus	MT.WL.1.c assessed.
Learning target	"I can present basic information orally and in writing."
Vocabulary in use	present, audience, prepare
Local date	_____

Learning sequence

Connect: the week. Teach: delivering orally and submitting in writing, and comparing what each mode did better. Try: shared delivery. Apply: pupils present in both modes.

Check for understanding

Student presents basic information orally and in writing.

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.
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Source citation

Montana Office of Public Instruction. Montana K-12 World Languages Content Standards (adopted 2024, implemented 2026). Codes and statements are transcribed from the MONTANA K-12 WORLD LANGUAGES CONTENT STANDARDS, whose first page reads "Adopted 2024. Implemented July 1, 2026". THAT DATE MATTERS: this edition superseded the 1999 Montana world languages standards on 1 July 2026, so it is the framework in force for the 2026-27 school year and the 1999 standards are no longer the ones to cite. The document sets out its own coding scheme as MT, content area, standard number and sub-standard letter, giving MT.WL.1 to MT.WL.5 for the five goal areas -- Communication, Cultures, Connections, Comparisons and Communities -- with lettered sub-standards beneath them. THE FRAMEWORK IS NOT ORGANISED BY GRADE. It is a single K-12 proficiency framework, so the same fifteen standards apply at every grade and what changes is the proficiency expected. Grade and level differentiation lives in the document's PERFORMANCE DESCRIPTORS, coded MT.WL.PD.*; the document states that these "are not standards but are coded for ease of reference", and they are deliberately NOT registered, since presenting a reference aid as a state requirement would misrepresent what a school is accountable to. MONTANA INDIAN EDUCATION FOR ALL CONTENT IS WRITTEN INTO THE STANDARDS THEMSELVES, requiring reflection on the cultures of Montana Indigenous Tribes, acquisition of perspectives including Montana Tribes, and comparison with Montana Indigenous Languages; those words are part of the standards and are transcribed with them. The document's cover misspells its own publisher as "MONTANA OFFICE OF PUBLIC INSTRUCTION"; the agency name is recorded correctly here. THIS STATE'S WORLD LANGUAGE STANDARDS ARE NOT WRITTEN BY GRADE AT ALL. They are five standards with their sub-standards, published for a K-12 programme and defined by PROFICIENCY rather than by year, so THERE ARE NO GRADE 7 CODES TO REGISTER AND THIS ROW CITES THE SAME FIFTEEN AS EVERY OTHER GRADE IN THIS SERIES. Buy this planner for the YEAR, not for new standards, because there are none to have: none of the 180 days is copied from

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