
Montana K 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	K (Early Childhood)
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 — Symbols Stand for Something

Unit 3: Symbols We Share · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is a symbol?
Standards	Symbols, Customs and Celebrations -> SS.CG.K.3 Montana Social Studies K-12 / civics and government — demonstrate citizenship through their interactions in the classroom and school community
Learning target	"I know a symbol stands for something."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain that a symbol stands for something else.
- Students will identify symbols in their own environment.

Success criteria (student-friendly)

- "I find a symbol."
- "I say what it stands for."
- "I explain why it is used."

Academic vocabulary

symbol, stand for, represent, sign, meaning

Materials and technology

- Everyday symbol cards
- Road and safety signs
- Chart paper
- Drawing materials
- School emblem

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

Check: child identifies a symbol and states its meaning.

Family communication

Point out a sign on the way home and ask what it means.

Day 41 — Signs We Already Know

Week 9, Day 1 · Unit 3 · Standards: SS.CG.K.3

Focus	Everyday symbols.
Learning target	"I know a symbol stands for something."
Vocabulary in use	symbol, stand for, represent
Local date	_____

Learning sequence

Connect: teacher shows a familiar sign. Explore: children identify signs. Discuss: how do you know what it means? Apply: sign chart. Close: chart posted.

Check for understanding

Student states what a common sign means.

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 — Why Use a Picture Instead of Words?

Week 9, Day 2 • Unit 3 • Standards: SS.CG.K.3

Focus	The purpose of symbols.
Learning target	"I know a symbol stands for something."
Vocabulary in use	symbol, stand for, represent
Local date	_____

Learning sequence

Connect: sign chart. Explore: children compare a sign and a sentence. Discuss: which is faster? Apply: reasons listed. Close: purpose named.

Check for understanding

Student explains why a symbol is used instead of words.

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 — Our School's Symbol

Week 9, Day 3 · Unit 3 · Standards: SS.CG.K.3

Focus	Group identity symbols.
Learning target	"I know a symbol stands for something."
Vocabulary in use	symbol, stand for, represent
Local date	_____

Learning sequence

Connect: purpose. Explore: children examine the school emblem. Discuss: what does it say about us? Apply: emblem discussed. Close: link to class emblem.

Check for understanding

Student explains what the school emblem represents.

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 — Designing a Symbol

Week 9, Day 4 · Unit 3 · Standards: SS.CG.K.3

Focus	Creating a symbol.
Learning target	"I know a symbol stands for something."
Vocabulary in use	symbol, stand for, represent
Local date	_____

Learning sequence

Connect: school emblem. Explore: children design a symbol for their class or family. Discuss: why that image?
Apply: symbols drawn. Close: gallery.

Check for understanding

Student designs a symbol and explains what it stands for.

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 — Symbols All Around Us

Week 9, Day 5 · Unit 3 · Standards: SS.CG.K.3

Focus	Symbol hunt.
Learning target	"I know a symbol stands for something."
Vocabulary in use	symbol, stand for, represent
Local date	_____

Learning sequence

Connect: designed symbols. Explore: children hunt for symbols around school. Discuss: which were hardest? Apply: hunt sheet. Close: findings charted.

Check for understanding

Student finds a symbol in the school and states its meaning.

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&%20Revision/Social%20Studies/SIPL_CSI_Standards%20Revision_Social%20Studies_Montana%20K-12%20Content%20Standards%20for%20Social%20Studies_2021.04.05.pdf and local school or district guidance.

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 KINDERGARTEN SECTION of the Montana Content Standards for Social Studies, and it registers ALL SEVEN KINDERGARTEN STANDARDS across the document's four content areas -- three civics and government, two economics, one geography and one history. TWO OF THOSE SEVEN CARRY A CODE OF A DIFFERENT SHAPE AND IT IS THE DOCUMENT'S OWN DOING, not a transcription slip. Where a content area has several standards at a grade, the area line is only a stem and each standard is numbered under it -- SS.CG.K.1, SS.CG.K.2, SS.CG.K.3. WHERE A CONTENT AREA HAS EXACTLY ONE STANDARD AT THAT GRADE THERE IS NO NUMBERED CHILD AT ALL: the standard is stated on the area line itself and its code ends at the grade, which is why geography is SS.G.K and history is SS.H.K rather than SS.G.K.1 and SS.H.K.1. The document signals which shape it is using by writing "content standard is" instead of "content

standards are", and reading only the numbered form would have silently dropped half of kindergarten social studies. THE STANDARDS TOOK EFFECT 1 JULY 2021 by the document's own statement and remain in force. 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