
Montana 1 Physical Education

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	1 (Elementary)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Montana Health Enhancement Content Standards (2016), codified at ARM 10.53 subchapter 7
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 — Throwing Underhand

Unit 3: Throwing and Catching · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I throw underhand accurately?
Standards	Throwing Underhand and Overhand -> ARM 10.53.713(1)(a)(i) Montana Health Enhancement / Physical Education / Standard (a) — Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns Using Equipment and Space Safely -> ARM 10.53.713(1)(d)(i) Montana Health Enhancement / Physical Education / Standard (d) — Accept personal responsibility by using equipment and space appropriately ARM 10.53.713(1)(d)(vii) Montana Health Enhancement / Physical Education / Standard (d) — Follow teacher directions for safe participation and proper use of equipment without teacher reminders
Learning target	"I can throw underhand stepping with the opposite foot."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will throw underhand with hand/foot opposition.
- Students will step with the opposite foot when throwing.

Success criteria (student-friendly)

- "I hold the ball low."
- "I step with the opposite foot."
- "I follow through to the target."

Academic vocabulary

underhand, opposition, step, follow through, target

Materials and technology

- Soft balls or beanbags
- Targets
- Cones
- Open space
- Observation sheets

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.

Support area	This week's plan
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.
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

Observation: child throws underhand with opposition.

Family communication

Play a gentle underhand throwing game.

Day 41 — Safe Throwing Space

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.713(1)(a)(i), ARM 10.53.713(1)(d)(i), ARM 10.53.713(1)(d)(vii)

Focus	Safety first.
Learning target	"I can throw underhand stepping with the opposite foot."
Vocabulary in use	underhand, opposition, step
Local date	_____

Learning sequence

Warm-up: movement. Teach: throwing only on signal, one direction. Practise: routine. Apply: safe setup. Cool-down: rules agreed.

Check for understanding

Student follows the throwing safety routine.

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 — Swinging the Arm Underhand

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.713(1)(a)(i), ARM 10.53.713(1)(d)(i), ARM 10.53.713(1)(d)(vii)

Focus	Arm action.
Learning target	"I can throw underhand stepping with the opposite foot."
Vocabulary in use	underhand, opposition, step
Local date	_____

Learning sequence

Warm-up: arm swings. Teach: low swing and release. Practise: throwing. Apply: to a wall. Cool-down: action noted.

Check for understanding

Student performs an underhand arm swing.

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 — Stepping With the Opposite Foot

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.713(1)(a)(i), ARM 10.53.713(1)(d)(i), ARM 10.53.713(1)(d)(vii)

Focus	Opposition.
Learning target	"I can throw underhand stepping with the opposite foot."
Vocabulary in use	underhand, opposition, step
Local date	_____

Learning sequence

Warm-up: throwing. Teach: opposite foot forward. Practise: stepping. Apply: throwing with step. Cool-down: opposition explained.

Check for understanding

Student steps with the opposite foot when throwing.

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 — Throwing to a Target

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.713(1)(a)(i), ARM 10.53.713(1)(d)(i), ARM 10.53.713(1)(d)(vii)

Focus	Accuracy.
Learning target	"I can throw underhand stepping with the opposite foot."
Vocabulary in use	underhand, opposition, step
Local date	_____

Learning sequence

Warm-up: throwing. Teach: aiming and following through. Practise: targets. Apply: scoring. Cool-down: accuracy noted.

Check for understanding

Student throws underhand toward a target.

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 — Throwing Further

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.713(1)(a)(i), ARM 10.53.713(1)(d)(i), ARM 10.53.713(1)(d)(vii)

Focus	Distance.
Learning target	"I can throw underhand stepping with the opposite foot."
Vocabulary in use	underhand, opposition, step
Local date	_____

Learning sequence

Warm-up: throwing. Teach: bigger swing for distance. Practise: distance throws. Apply: personal best. Cool-down: form maintained.

Check for understanding

Student throws underhand for distance with correct form.

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.
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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

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 Health Enhancement Content Standards (2016), codified at ARM 10.53 subchapter 7. Statements are transcribed from the MONTANA HEALTH ENHANCEMENT CONTENT STANDARDS (HEALTH AND PHYSICAL EDUCATION), grade-by-grade view, which carries the date 2016 in its own running head and is published by OPI as an accessibility-remediated 2018 file. THAT DOCUMENT PRINTS NO CODES: each grade is a single stem followed by one flat numbered list, and the numbering restarts at 1 in every grade and every subject. The standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 7, which holds health and physical education as SEPARATE RULES -- health runs 10.53.702 to 10.53.709 and physical education 10.53.712 to 10.53.719, one rule per grade or grade band in each. THE ARM CITATION IS REGISTERED AS THE CODE, an existing official identifier rather than an invented one. THE RULE'S STRUCTURE IS NOT FLAT: subsection (1) holds lettered standards, each with roman-numbered sub-items, so the document's flat list is the rule's sub-items read end to end and the grouping has to be recovered. IT IS RECOVERED FROM THE RULE'S OWN PER-LETTER COUNTS RATHER THAN INFERRED FROM THE CONTENT, because inferring gives a different and entirely plausible wrong answer -- at kindergarten health, reading by subject suggests five interpersonal-communication items and six decision-making items where the rule has five and four, which would have shifted every later code into the wrong lettered standard. The item total is asserted against the rule's total before any code is written, so a mismatch stops the run rather than sliding the alignment silently. THIS ENTRY IS GRADE 1 PHYSICAL EDUCATION, ARM 10.53.713, all NINETEEN of its sub-items across the rule's five lettered standards (a) to (e). Health education for the same grade is a separate rule, 10.53.703, and is registered on its own row. THE RULE NUMBER WAS CONFIRMED AGAINST THE REGISTER: rules.mt.gov returns 10.53.713 titled "PHYSICAL EDUCATION STANDARDS FOR FIRST GRADE". MANY TEACHING STRANDS SHARE ONE CODE HERE AND THAT IS THE RULE'S GRANULARITY,

NOT A SHORTCUT: the rule states motor-skill competence as a single line -- perform most basic locomotor, nonlocomotor and manipulative skills using mature patterns -- while a week-by-week year necessarily teaches throwing, catching, dribbling, kicking, striking and rope-jumping as separate skills. The planner prints the full strand-to-code mapping table so a reviewer can trace every week to the standard it serves. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI health enhancement document PRINTS NO CODES: each grade is one stem followed by a single flat numbered list, and the numbering restarts at 1 in every grade and every subject, so a bare number identifies nothing. The standards are codified in the ADMINISTRATIVE RULES OF MONTANA, chapter 10.53 subchapter 7, which holds health and physical education as SEPARATE RULES -- health 10.53.702 onward and physical education 10.53.712 onward, one rule per grade -- and THE ARM CITATION IS REGISTERED AS THE CODE, an existing official identifier rather than an invented one. THE RULE'S STRUCTURE IS NOT FLAT: subsection (1) holds lettered standards, each with roman-numbered sub-items, so the document's flat list is the rule's sub-items read end to end and the grouping has to be recovered from the rule's own per-letter counts. THOSE COUNTS ARE READ OFF THE GRADE'S OWN RULE AND ASSERTED AGAINST THE DOCUMENT BEFORE ANY CODE IS WRITTEN, and at grade 1 that is what keeps the alignment honest: the shape is NOT kindergarten's. Health's first lettered standard falls from ten sub-items at kindergarten to eight at grade 1 while its second rises from two to four, and physical education's second rises from one to two. Carrying the previous grade's grouping forward would have filed real statements under real-looking citations belonging to the wrong lettered standard -- an error that reads perfectly well and is wrong in every line after the first mismatch. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Health%20Enhancement/16HEStandards_byGrade-2018accessible.pdf