
Montana 10 Health / 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	10 (High)
Subject	Health / Physical Education
Course category	Health and Physical Education
Standards family	Health 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 — Peers, Media, Technology and Policy

Unit 3: Influence: Who Is Telling You What Is Normal · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which of these is designed to change you?
Standards	How Peers Influence Behaviour -> ARM 10.53.709(1)(b)(iv) ARM 10.53.709(1)(b) — Explain how peers influence healthy and unhealthy behaviors The Effect of Media on Health -> ARM 10.53.709(1)(b)(vi) ARM 10.53.709(1)(b) — Evaluate the effect of media on personal and family health Public Health Policy and Regulation -> ARM 10.53.709(1)(b)(viii) ARM 10.53.709(1)(b) — Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention The Pros and Cons of Technology -> ARM 10.53.709(1)(b)(vii) ARM 10.53.709(1)(b) — Evaluate the impact of technology on personal, family, and community health
Learning target	"I can analyse peer, media, policy and technology influence and say which is deliberate."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyze how peers influence healthy and unhealthy behaviors.
- Students will analyze the effect of media on personal and family health.
- Students will analyze how public health policies and government regulations can influence health promotion and disease prevention.
- Students will analyze the pros and cons of technology on personal and family health.

Success criteria (student-friendly)

- "I explain how peer influence actually operates."
- "I analyse media effect as a designed mechanism."
- "I analyse policy and technology on both sides."

Academic vocabulary

peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off

Materials and technology

- Supplied media examples chosen by the teacher
- 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.

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

Student analyses all four influences and identifies deliberate design.

Family communication

Ask your child which influence on this list is designed on purpose.

Day 41 — How Peer Influence Actually Works

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.709(1)(b)(iv), ARM 10.53.709(1)(b)(vi), ARM 10.53.709(1)(b)(viii), ARM 10.53.709(1)(b)(vii)

Focus	HE.2.1b.
Learning target	"I can analyse peer, media, policy and technology influence and say which is deliberate."
Vocabulary in use	peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off
Local date	_____

Learning sequence

TEACHER NOTE: general analysis. No student is asked about their own friends, and no student in this room is described as an influence on anyone. Connect: 'peer pressure' is usually taught wrong. Teach: direct pressure - somebody telling you to - is the rarest and weakest form. The powerful forms are MODELLING (you do what you see) and PERCEIVED NORMS (you do what you think others do), and both operate without anybody saying anything. A course that only teaches refusal for direct pressure has prepared students for the uncommon case. Try: shared analysis of the three forms. Apply: students explain all three and rank them by strength. Reflect: most peer influence is silent.

Check for understanding

Student distinguishes direct pressure, modelling and perceived norms.

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 — Media as a Designed Mechanism

Week 9, Day 2 • Unit 3 • Standards: ARM 10.53.709(1)(b)(iv), ARM 10.53.709(1)(b)(vi), ARM 10.53.709(1)(b)(viii), ARM 10.53.709(1)(b)(vii)

Focus	HE.2.1c.
Learning target	"I can analyse peer, media, policy and technology influence and say which is deliberate."
Vocabulary in use	peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off
Local date	_____

Learning sequence

TEACHER NOTE: analyse mechanisms and supplied examples; do not characterise any named outlet or platform, and name no brand. Connect: the standard says EFFECT ON PERSONAL AND FAMILY HEALTH. Teach: media influences by what it shows as normal, what it shows as desirable, what it omits, and how precisely it can target a message - and unlike family or community, MUCH OF IT IS DESIGNED TO CHANGE BEHAVIOUR, which is the difference that matters. Try: shared analysis of supplied examples. Apply: students analyse two examples by mechanism. Reflect: intent does not make it stronger, but it does make it aimed.

Check for understanding

Student analyses media influence by mechanism.

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 — Policy and Regulation

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.709(1)(b)(iv), ARM 10.53.709(1)(b)(vi), ARM 10.53.709(1)(b)(viii), ARM 10.53.709(1)(b)(vii)

Focus	HE.2.1d.
Learning target	"I can analyse peer, media, policy and technology influence and say which is deliberate."
Vocabulary in use	peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off
Local date	_____

Learning sequence

TEACHER NOTE: policy is analysed as a mechanism with evidence, not debated as politics. No student is asked their political view and no position is assessed. Connect: some influences are laws. Teach: public health policy acts by making things easier, harder, cheaper, dearer, required or forbidden - and its evidence is measurable, which is what lets it be analysed rather than merely argued about. Try: shared analysis of supplied policy examples and their measured effects. Apply: students analyse two policies by mechanism and evidence. Reflect: policy changes the default, and the default is what most people take.

Check for understanding

Student analyses policy mechanisms and their 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 — Technology, Both Sides

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.709(1)(b)(iv), ARM 10.53.709(1)(b)(vi), ARM 10.53.709(1)(b)(viii), ARM 10.53.709(1)(b)(vii)

Focus	HE.2.2.
Learning target	"I can analyse peer, media, policy and technology influence and say which is deliberate."
Vocabulary in use	peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off
Local date	_____

Learning sequence

Teach: technology extends access to information, monitoring and care, and it also carries costs - displaced activity, disrupted sleep, unreliable information, and data about health that goes somewhere. An analysis giving only one side does not meet the standard. Try: shared listing of both. Apply: students analyse three technologies on both sides. Reflect: no student is asked what they use or how much.

Check for understanding

Student analyses technology's benefits and costs together.

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 — Four Influences, and Which Are Aimed

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.709(1)(b)(iv), ARM 10.53.709(1)(b)(vi), ARM 10.53.709(1)(b)(viii), ARM 10.53.709(1)(b)(vii)

Focus	Assessment.
Learning target	"I can analyse peer, media, policy and technology influence and say which is deliberate."
Vocabulary in use	peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off
Local date	_____

Learning sequence

Connect: four standards, one question. Teach: the product analyses all four influences and marks which are DESIGNED to change behaviour - the distinction that organises the whole week. Try: shared drafting. Apply: students write and file it. Reflect: knowing an influence is aimed at you changes how you read it.

Check for understanding

Student analyses four influences and identifies deliberate design.

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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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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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. HEALTH ENHANCEMENT IS TWO SEPARATE RULES IN THIS STATE AND THIS ONE PRODUCT COVERS BOTH IN FULL: ARM 10.53.709, forty-eight health standards, and ARM 10.53.719, twenty-six physical education standards -- SEVENTY-FOUR IN ALL, written once for the whole of grades 9 to 12. That is the entire health enhancement requirement for high school in a single planner, which is why this row exists as a combined course. THE STATE SETS THE REQUIREMENT WITHOUT NAMING THE

COURSE: ARM 10.55.904 puts the high school programme at a minimum of twenty units and requires the school to offer at least ONE UNIT OF HEALTH ENHANCEMENT, but it does not say which grade or how the unit is split, so the semester each in this plan is a reasonable reading rather than a rule. THE LEGAL NOTES ARE THIS STATE'S OWN: suicide prevention policy and staff training under MCA 20-7-1310, which requires at least one hour of training every three years; mandatory reporting under MCA 41-3-201, which names school teachers and requires a report promptly to the department; first aid, CPR and AED under MCA 20-7-1315, WHICH ENCOURAGES RATHER THAN REQUIRES a district to run such a programme and, where it does, requires it to follow current evidence-based guidance -- so check what your own district has adopted; and human sexuality instruction under MCA 20-7-120, a NOTICE-AND-CONSENT statute rather than a content mandate, which lets a parent withdraw a child from human sexuality instruction with an EXCUSED absence but requires WRITTEN parental consent before a child may attend identity instruction at all. FOUR OF THE PHYSICAL EDUCATION STANDARDS CARRY AMERICAN INDIAN CONTENT INSIDE THE STANDARD ITSELF, so Indian Education for All is part of the requirement here and not an addition to it. 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