
Montana 11 Physical Education / Athletics

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	11 (High)
Subject	Physical Education / Athletics
Course category	Physical Education
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 — What Proper Technique Means

Unit 3: Individual Sports: Doing It Properly · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why does it matter how a skill is performed, not just whether it works?
Standards	Proper Technique in a Specific Activity (Level 1) -> ARM 10.53.719(1)(a)(i) ARM 10.53.719(1)(a) — Refine activity-specific movement skills in one or more lifetime activities ARM 10.53.719(1)(b)(iv) ARM 10.53.719(1)(b) — Identify the stages of learning a motor skill
Learning target	"I can identify the skills a sport requires and say what proper technique means."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify skills and components for the individual to participate successfully in individual, dual, and team sports.
- Students will explain why proper technique is a safety matter as well as a performance matter.

Success criteria (student-friendly)

- "I list the skills participation in a given activity actually requires."
- "I explain what makes a technique 'proper' rather than merely effective."
- "I link technique to injury risk with a concrete example."

Academic vocabulary

technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown

Materials and technology

- Notebooks
- The class's individual activity
- Supplied skill breakdown sheets
- Activity space

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

Student identifies required skills for an activity and explains proper technique with reasons.

Family communication

Ask your child why doing a skill 'properly' matters even when the sloppy way works.

Day 41 — Naming the Skills a Sport Requires

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.719(1)(a)(i), ARM 10.53.719(1)(b)(iv)

Focus	Opening this week's standard.2 Level 1.
Learning target	"I can identify the skills a sport requires and say what proper technique means."
Vocabulary in use	technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown
Local date	_____

Learning sequence

Connect: before you can do a sport well you have to know what it is made of. Teach: take the class's chosen INDIVIDUAL activity and decompose it into its actual skills -- not 'be good at it' but the discrete things a participant must be able to do, each stated as an action. Teach the distinction between SKILLS, which are things you execute, and COMPONENTS, which are the physical qualities that let you execute them, since the standard names both. Teach students to separate the skills that are essential from those that are refinements, because a beginner needs to know where to start. Try: groups decompose the activity and order the skills by what a beginner needs first. Apply: the class agrees a skill list for the activity and the components each depends on. Reflect: which skill did your group forget until somebody mimed the activity?

Check for understanding

Student decomposes an activity into required skills and links each to components.

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 — Effective Is Not the Same as Proper

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.719(1)(a)(i), ARM 10.53.719(1)(b)(iv)

Focus	Defining proper technique.
Learning target	"I can identify the skills a sport requires and say what proper technique means."
Vocabulary in use	technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown
Local date	_____

Learning sequence

Connect: plenty of people succeed with technique that is going to cost them later. Teach: a technique is PROPER when it achieves the task efficiently, repeatably, and without loading tissues in ways they are not built for. Effective-but-improper technique typically works by substituting something -- extra force, a compensating joint, a shortcut in timing -- and it tends to fail in three predictable ways: it does not hold up under fatigue, it does not scale as the task gets harder, and it concentrates load somewhere unsuitable. Teach that this is why coaches correct technique in people who are already winning. Try: students examine supplied descriptions of technique and identify the substitution in each. Apply: students write, for one skill from yesterday's list, what proper execution requires and what the common substitution is. Reflect: where do you personally substitute?

Check for understanding

Student distinguishes proper from merely effective technique and names the substitution.

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 — Technique as a Safety Standard

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.719(1)(a)(i), ARM 10.53.719(1)(b)(iv)

Focus	Connecting Unit 3 back to Unit 1.
Learning target	"I can identify the skills a sport requires and say what proper technique means."
Vocabulary in use	technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown
Local date	_____

Learning sequence

Connect: this week's standard.2 sits under the same anchor as the safety standard you spent Unit 1 on, and that is not an accident. Teach: technique is the control that sits closest to the person. Poor technique raises risk in specific, describable ways -- load applied to a joint at an angle it does not handle well, force absorbed by tissue rather than dissipated by movement, positions that cannot be recovered from if something unexpected happens, and reduced control of a body or an implement in shared space. Teach that this is why fatigue matters so much: technique degrades first and injury follows the degradation. Keep it general and mechanical -- no injury is diagnosed and no student's own history is discussed. Try: students link four supplied technique faults to the risk each creates. Apply: students add a safety column to their skill list from Monday. Reflect: does knowing this change how you will practise?

Check for understanding

Student links a specific technique fault to the risk it creates.

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 — Watching Somebody Else Properly

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.719(1)(a)(i), ARM 10.53.719(1)(b)(iv)

Focus	Observation as a skill.
Learning target	"I can identify the skills a sport requires and say what proper technique means."
Vocabulary in use	technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown
Local date	_____

Learning sequence

Connect: you will spend a lot of this unit watching, and most people watch badly. Teach: untrained observers watch the OUTCOME -- did it go in -- which tells you almost nothing about technique. Teach observers to choose ONE feature at a time, to watch a specific phase rather than the whole action, to look at the part of the body that is not doing the obvious job, and to describe what they saw before offering any judgement. Teach the difference between description and evaluation, and why feedback that starts with description is both more accurate and much easier to receive. Try: in pairs, students observe one nominated feature of a partner's skill and describe only what they saw. Apply: swap, then compare descriptions with the performer's own sense of what they did. Reflect: how close was the observer's account to how it felt?

Check for understanding

Student observes a nominated feature and reports description separately from judgement.

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 — The Skill Profile for This Activity

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.719(1)(a)(i), ARM 10.53.719(1)(b)(iv)

Focus	Consolidating this week's standard.2 Level 1.
Learning target	"I can identify the skills a sport requires and say what proper technique means."
Vocabulary in use	technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown
Local date	_____

Learning sequence

Connect: bring the week into one document you will use for the rest of the unit. Teach: build a skill profile for the class's individual activity -- each required skill, the components it depends on, what proper execution involves, the common substitution, the risk if done poorly, and one observable feature that tells you whether it is being done properly. Teach that the last column is the most valuable and the hardest, because it turns the whole profile into something you can actually coach from. Try: groups each build two rows of the profile to a common standard. Apply: the class assembles and critiques the whole profile, resolving disagreements by observation rather than assertion. Reflect: which row will be most useful to you next week?

Check for understanding

Student produces a defensible skill profile row including an observable check.

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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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 STATE PUBLISHES NO PHYSICAL EDUCATION COURSES AT ALL -- no life sports elective, and nothing this course follows on from. It writes ONE PHYSICAL EDUCATION RULE FOR THE WHOLE OF GRADES 9-12, ARM 10.53.719, holding twenty-six standards under five lettered headings, with no prerequisite and no level. THIS ROW REGISTERS NINETEEN OF THE TWENTY-SIX, which is what a sport-centred year genuinely teaches. THE SEVEN IT LEAVES ARE NAMED SO YOU CAN SEE THE GAP:

choreographing or taking part in a form of dance, comparing dance forms including those of traditional and contemporary American Indian cultures, spatial concepts in outdoor pursuits, technology and social media as tools for an active lifestyle, skeletal muscle structure and fibre types, energy systems, and feedback techniques. Those belong to the general physical education course in this series, and a school relying on this row alone for its health enhancement requirement should know they are not here. Note that the standards this row DOES register include (b)(i), the historical and cultural roles of games, sports and dance including those of traditional and contemporary American Indian cultures, and (c)(v), planning and taking part in a community physical activity event including those of American Indian communities. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Health%20Enhancement/16HESstandards_byGrade-2018accessible.pdf