
Montana 2 Health 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	2 (Elementary)
Subject	Health Education
Course category	Required / State or Local
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 — Why People Avoid Tobacco

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

Essential question	Why is avoiding tobacco a healthy choice?
Standards	Why People Avoid Tobacco -> ARM 10.53.704(1)(g)(iii) Montana Health Enhancement / Health Education / Standard (g) — Discuss behaviors that avoid or reduce health risk
Learning target	"I can describe why avoiding tobacco is healthy."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe why avoiding tobacco is a healthy behavior.
- Students will state a reason to avoid tobacco.

Success criteria (student-friendly)

- "I say what tobacco does to the body."
- "I explain why avoiding it is healthy."
- "I say it respectfully."

Academic vocabulary

tobacco, avoid, lungs, harmful, choice

Materials and technology

- Age-appropriate curated sources
- Body diagrams
- Chart paper
- Recording sheets
- Scenario cards

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

Observation: child describes why avoiding tobacco is healthy.

Family communication

Ask your child why avoiding tobacco is a healthy choice.

Day 41 — What Tobacco Is

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.704(1)(g)(iii)

Focus	Factual introduction.
Learning target	"I can describe why avoiding tobacco is healthy."
Vocabulary in use	tobacco, avoid, lungs
Local date	_____

Learning sequence

Connect: things that affect health. Teach: what tobacco is, plainly. Try: shared discussion. Apply: children explain. Reflect: no moralising about people.

Check for understanding

Student states plainly what tobacco is.

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 — How It Affects the Body

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.704(1)(g)(iii)

Focus	Health effects.
Learning target	"I can describe why avoiding tobacco is healthy."
Vocabulary in use	tobacco, avoid, lungs
Local date	_____

Learning sequence

Connect: what tobacco is. Teach: effects on breathing and the body. Try: shared reading. Apply: children describe. Reflect: age-appropriate detail only.

Check for understanding

Student describes an effect of tobacco on the body.

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 — Why Avoiding It Is Healthy

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.704(1)(g)(iii)

Focus	The standard's framing.
Learning target	"I can describe why avoiding tobacco is healthy."
Vocabulary in use	tobacco, avoid, lungs
Local date	_____

Learning sequence

Connect: effects. Teach: avoiding protects health. Try: shared reasoning. Apply: children explain. Reflect: framing is avoidance, not judgement.

Check for understanding

Student explains why avoiding tobacco is a healthy behaviour.

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 — People We Care About

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.704(1)(g)(iii)

Focus	Handling family reality.
Learning target	"I can describe why avoiding tobacco is healthy."
Vocabulary in use	tobacco, avoid, lungs
Local date	_____

Learning sequence

Connect: our learning. Teach: caring about someone who smokes. Try: guided discussion. Apply: children respond kindly. Reflect: no child made to feel ashamed.

Check for understanding

Student responds with care about someone who uses tobacco.

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 — Saying No for Myself

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.704(1)(g)(iii)

Focus	Week 9 consolidation.
Learning target	"I can describe why avoiding tobacco is healthy."
Vocabulary in use	tobacco, avoid, lungs
Local date	_____

Learning sequence

Connect: our reasons. Teach: making our own choice. Try: rehearsing a refusal. Apply: children practise. Reflect: link to Unit 6 decisions.

Check for understanding

Student states their own reason for avoiding tobacco.

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%26%20Revision/Health%20Enhancement/16HESStandards_byGrade-2018accessible.pdf and local school or district guidance.

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 2 HEALTH EDUCATION, ARM 10.53.704, all THIRTY-ONE of its sub-items across the rule's eight lettered standards (a) to (h). Physical education for the same grade is a separate rule, 10.53.714, registered on its own row. THE RULE NUMBER WAS CONFIRMED AGAINST THE REGISTER: rules.mt.gov returns 10.53.704 titled "HEALTH STANDARDS FOR SECOND GRADE". THIS COURSE INCLUDES SAFEGUARDING STANDARDS -- responding to unwanted, threatening or dangerous

situations, and telling a trusted adult if threatened or harmed -- and they are registered and taught as written rather than softened. 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. At grade 2 that is again what keeps the alignment honest: health's second lettered standard carries FIVE sub-items here against four at grade 1 and two at kindergarten, so the same list of statements would group three different ways across three grades. Carrying a previous grade's grouping forward would file 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