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# Montana 2 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            | 2 (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 With Hand-Foot Opposition

### Unit 3: Sending and Receiving · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                           |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why does the opposite foot step forward when I throw?                                                                                                                                                                     |
| Standards          | <b>Throwing With Hand-Foot Opposition -&gt; ARM 10.53.714(1)(a)(i) Montana Health Enhancement / Physical Education / Standard (a)</b> — Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns |
| Learning target    | "I can throw underhand and overhand with the opposite foot forward."                                                                                                                                                      |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                           |

### Measurable objectives

- Students will throw underhand and overhand, demonstrating correct form with hand/foot opposition.
- Students will step with the opposite foot when throwing.

### Success criteria (student-friendly)

- "I step with the opposite foot."
- "I throw underhand with form."
- "I throw overhand with form."

### Academic vocabulary

underhand, overhand, opposition, step, release

### Materials and technology

- Soft throwing objects
- Targets
- Floor markers for foot position
- Cue cards
- 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.                                                                 |
| 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 throws with correct hand/foot opposition.

**Family communication**

Ask your child which foot steps forward when they throw.

## Day 41 — Underhand Throwing

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.714(1)(a)(i)

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Underhand pattern.                                                   |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: throwing. Teach: swing low, release forward. Try: guided practice. Apply: children throw. Reflect: form over distance.

### Check for understanding

Student throws underhand with a smooth 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 42 — Stepping With the Opposite Foot

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.714(1)(a)(i)

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Opposition.                                                          |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: underhand. Teach: opposite foot steps forward. Try: marked foot positions. Apply: children step and throw. Reflect: why it helps.

### 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 43 — Overhand Throwing

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.714(1)(a)(i)

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Overhand pattern.                                                    |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: opposition. Teach: hand above shoulder, elbow leads. Try: guided practice. Apply: children throw. Reflect: form checked.

### Check for understanding

Student throws overhand with correct arm action.

### 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 — Turning the Body

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.714(1)(a)(i)

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Trunk rotation.                                                      |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: overhand. Teach: side-on then rotate. Try: guided practice. Apply: children apply. Reflect: power from rotation noticed.

### Check for understanding

Student rotates the trunk when throwing overhand.

### 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 at a Target

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.714(1)(a)(i)

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Week 9 consolidation.                                                |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: our form. Teach: accuracy with form intact. Try: target practice. Apply: children throw. Reflect: form assessed, not just hits.

### Check for understanding

Student throws at a target while maintaining 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

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- 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.
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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 ENTRY IS GRADE 2 PHYSICAL EDUCATION, ARM 10.53.714, 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, 10.53.704, registered on its own row. THE RULE NUMBER WAS CONFIRMED AGAINST THE REGISTER: rules.mt.gov returns 10.53.714 titled "PHYSICAL EDUCATION STANDARDS FOR SECOND 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 basic locomotor, nonlocomotor and manipulative skills in mature patterns -- while a week-by-week year necessarily teaches skipping, jogging, throwing, catching, dribbling, kicking, striking and rope skills as separate work. The planner prints the full strand-to-code mapping table so a reviewer can trace every week to the standard it serves. ONE STANDARD IS EXPLICITLY CULTURAL -- identifying games, sports or dances performed in other cultures -- and is registered as printed. 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](https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Health%20Enhancement/16HEStandards_byGrade-2018accessible.pdf)