
Montana 3 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	3 (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 — Harm From Tobacco

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

Essential question	What does tobacco do to the body?
Standards	Harm From Tobacco, Drugs and Alcohol -> ARM 10.53.705(1)(g)(iii) Montana Health Enhancement / Health Education / Standard (g) — Identify healthy and unhealthy behaviors
Learning target	"I can explain what tobacco does to the body."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will examine the harmful effects of tobacco on the body.
- Students will describe effects on specific body systems.

Success criteria (student-friendly)

- "I name the body part."
- "I describe the harm."
- "I use accurate information."

Academic vocabulary

tobacco, lungs, harmful, effect, addiction

Materials and technology

- Body system diagrams
- Reference sources
- Recording sheets
- Chart paper
- Health 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.
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

Recording sheet: three effects of tobacco described accurately.

Family communication

Ask your child what tobacco does to the lungs.

Day 41 — What Tobacco Does to the Body

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.705(1)(g)(iii)

Focus	Overview of harm.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: healthy body. Teach: tobacco damages several body systems. Try: shared reading. Apply: children record. Reflect: factual tone kept, no shaming of family members who smoke.

Check for understanding

Student names a body system tobacco harms.

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 — Effects on Breathing

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.705(1)(g)(iii)

Focus	Respiratory harm.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: overview. Teach: effects on lungs and breathing. Try: shared diagram. Apply: children label. Reflect: mechanism understood.

Check for understanding

Student describes an effect on the lungs.

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 — Effects on the Heart

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.705(1)(g)(iii)

Focus	Circulatory harm.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: breathing. Teach: effects on heart and blood vessels. Try: shared reading. Apply: children record. Reflect: second system covered.

Check for understanding

Student describes an effect on the heart.

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 — Why People Find It Hard to Stop

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.705(1)(g)(iii)

Focus	Addiction, explained simply.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: harms. Teach: bodies can come to depend on substances, which is why stopping is hard. Try: shared discussion. Apply: children explain. Reflect: compassion modelled, not blame.

Check for understanding

Student explains why stopping is difficult.

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 — Recording the Harm

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.705(1)(g)(iii)

Focus	Organising evidence.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: our learning. Teach: recording by body system. Try: shared table. Apply: children complete. Reflect: accuracy checked.

Check for understanding

Student completes an accurate effects table.

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 THE GRADE 3 HEALTH EDUCATION ROW, ARM 10.53.705, and it registers ALL THIRTY-FIVE of its standards across eight lettered groups. Physical education is a separate rule, 10.53.715, aligned on its own product. THE SHAPE CHANGED FROM THE GRADE BELOW: group (a) rises from eight sub-items back to ten, (b) from five to six and (e) from four to five, so a row built on grade 2's shape would have mis-filed a third of the year. MONTANA INDIAN EDUCATION FOR ALL IS IN THESE

STANDARDS: (a)(iv) covers types of health INCLUDING THOSE OF TRADITIONAL AND CONTEMPORARY AMERICAN INDIAN CULTURES, (c)(ii) requires identifying resources at home, school, TRIBE and community, and (d)(i) covers showing respect INCLUDING FOR TRADITIONAL AND CONTEMPORARY AMERICAN INDIAN PRACTICES. 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. The ARM rules carry the official structure and IT IS NOT FLAT -- a numbered subsection, lettered standards beneath it, roman-numbered sub-items beneath those -- so the document's flat list is the rule's sub-items read end to end. The grouping is recovered from the per-letter counts, WHICH WERE READ OFF THE REGISTER FOR THIS GRADE rather than carried over from the grade below, and the total is asserted against the document before anything is written. That assert earns its place here: the health list at this grade holds THIRTY-SIX items against the rule's THIRTY-FIVE, because THE DOCUMENT PRINTS ONE LINE TWICE -- the same sentence about seeking support for safety and health decisions appears as items 24 and 25, word for word, where the rule prints it once. The duplicate is dropped as a declared, checkable exception. Left in, it would not merely have added a line: every statement after it would have shifted one place and been filed under the wrong lettered standard. 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