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# Montana 3 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            | 3 (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 — Moving to a Beat

### Unit 3: Rhythm and Moving to a Beat · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I move in time with the music?                                                                                                                                                                                                                                                                                                                                                                                                           |
| Standards          | <b>Dance Steps and Movement Patterns -&gt; ARM 10.53.715(1)(a)(ii) Montana Health Enhancement / Physical Education / Standard (a)</b> — Perform developmentally appropriate dance steps and movement patterns<br><b>ARM 10.53.715(1)(b)(i) Montana Health Enhancement / Physical Education / Standard (b)</b> — Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures |
| Learning target    | "I can move in time with a steady beat."                                                                                                                                                                                                                                                                                                                                                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                 |

#### Measurable objectives

- Students will perform developmentally appropriate dance steps and rhythms.
- Students will keep time with a steady beat.

#### Success criteria (student-friendly)

- "I hear the beat."
- "I move on the beat."
- "I keep going."

#### Academic vocabulary

beat, rhythm, tempo, step, pattern

#### Materials and technology

- Music player if available
- Drum or clapping
- Open space
- Step cards
- PE 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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

Observation: child moves in time with a steady beat.

### Family communication

Ask your child to clap a steady beat.

## Day 41 — Finding the Beat

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.715(1)(a)(ii), ARM 10.53.715(1)(b)(i)

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Hearing rhythm.                          |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: movement. Teach: a beat is steady and repeating. Try: shared clapping. Apply: children clap along. Reflect: beat internalised.

### Check for understanding

Student claps in time with a steady beat.

### 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 on the Beat

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.715(1)(a)(ii), ARM 10.53.715(1)(b)(i)

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Matching movement to beat.               |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: clapping. Teach: stepping on each beat. Try: shared stepping. Apply: children step. Reflect: timing coached.

### Check for understanding

Student steps in time with the beat.

### 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 — Faster and Slower

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.715(1)(a)(ii), ARM 10.53.715(1)(b)(i)

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Tempo.                                   |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: stepping. Teach: tempo changes how fast the beat comes. Try: shared practice. Apply: children adjust. Reflect: adaptability shown.

### Check for understanding

Student adjusts movement to a change of tempo.

### 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 — A Simple Step Pattern

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.715(1)(a)(ii), ARM 10.53.715(1)(b)(i)

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Learning a pattern.                      |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: tempo. Teach: a repeating pattern of steps. Try: shared learning. Apply: children perform. Reflect: pattern remembered.

### Check for understanding

Student performs a taught step pattern.

### 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 — Repeating the Pattern

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.715(1)(a)(ii), ARM 10.53.715(1)(b)(i)

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Consistency.                             |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: the pattern. Teach: repeating without losing the beat. Try: shared practice. Apply: children repeat. Reflect: stamina noted.

### Check for understanding

Student repeats a step pattern in time.

### 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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## 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 PHYSICAL EDUCATION ROW, ARM 10.53.715, and it registers ALL NINETEEN of its standards across five lettered groups. Health education is a separate rule, 10.53.705, aligned on its own product. The shape here is unchanged from grades 1 and 2 -- a=2 b=2 c=5 d=7 e=3 -- BUT IT WAS READ OFF THE REGISTER AGAIN RATHER THAN ASSUMED, because the health rule beside it changed in three places at this same grade. MONTANA INDIAN EDUCATION FOR ALL IS IN

THESE STANDARDS: (b)(i) requires discussing the origin of a game, sport or dance INCLUDING TRADITIONAL AND CONTEMPORARY AMERICAN INDIAN CONTRIBUTIONS AND CULTURES, and (d)(vi) covers accepting others' ideas, CULTURAL DIVERSITY and body types. THE MOTOR-SKILL WEEKS ALL CITE (a)(i) because the rule states motor skills once, as a combination performed in various contexts, rather than listing a standard per skill; the planner teaches them week by week and the citation is honest about that. 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)