
Montana 4 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	4 (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 — Preventing Common Injuries

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

Essential question	Which injuries happen most, and how are they prevented?
Standards	Preventing Common Injuries -> ARM 10.53.706(1)(a)(iv) Montana Health Enhancement / Health Education / Standard (a) — Describe risky behaviors and their potential consequences ARM 10.53.706(1)(e)(i) Montana Health Enhancement / Health Education / Standard (e) — Discuss options of what to do in potential safety and health-risk situations
Learning target	"I can describe how common childhood injuries are prevented."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe ways to prevent common childhood injuries.
- Students will identify hazards in familiar places.

Success criteria (student-friendly)

- "I name a common injury."
- "I describe how to prevent it."
- "I spot a hazard."

Academic vocabulary

injury, hazard, prevent, risk, precaution

Materials and technology

- Hazard spotting pictures
- Health notebooks
- Chart paper
- School grounds access
- Display 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.

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

Common injuries and their prevention described.

Family communication

Ask your child to spot a hazard at home.

Day 41 — The Injuries That Actually Happen

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.706(1)(a)(iv), ARM 10.53.706(1)(e)(i)

Focus	Common injuries.
Learning target	"I can describe how common childhood injuries are prevented."
Vocabulary in use	injury, hazard, prevent
Local date	_____

Learning sequence

Connect: safety practices. Teach: falls, cuts, burns, road and water incidents. Try: shared discussion. Apply: pupils list. Reflect: factual, not frightening; no graphic detail.

Check for understanding

Student names a common childhood injury.

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 — Spotting a Hazard

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.706(1)(a)(iv), ARM 10.53.706(1)(e)(i)

Focus	Hazard awareness.
Learning target	"I can describe how common childhood injuries are prevented."
Vocabulary in use	injury, hazard, prevent
Local date	_____

Learning sequence

Connect: injuries. Teach: a hazard is something that could cause harm. Try: shared spotting. Apply: pupils identify hazards. Reflect: observation skill.

Check for understanding

Student identifies a hazard in a picture or place.

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 — Preventing Falls and Cuts

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.706(1)(a)(iv), ARM 10.53.706(1)(e)(i)

Focus	Everyday prevention.
Learning target	"I can describe how common childhood injuries are prevented."
Vocabulary in use	injury, hazard, prevent
Local date	_____

Learning sequence

Connect: hazards. Teach: specific precautions and why they work. Try: shared discussion. Apply: pupils describe. Reflect: reasons given.

Check for understanding

Student describes how to prevent a fall or a cut.

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 — Road and Water Safety

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.706(1)(a)(iv), ARM 10.53.706(1)(e)(i)

Focus	Higher-risk settings.
Learning target	"I can describe how common childhood injuries are prevented."
Vocabulary in use	injury, hazard, prevent
Local date	_____

Learning sequence

Connect: prevention. Teach: rules for roads and water and why they are absolute. Try: shared discussion. Apply: pupils explain. Reflect: no assumption that any pupil can swim or has access to water; the rules are the content.

Check for understanding

Student explains a road or water safety rule.

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 — What to Do If Someone Is Hurt

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.706(1)(a)(iv), ARM 10.53.706(1)(e)(i)

Focus	Response.
Learning target	"I can describe how common childhood injuries are prevented."
Vocabulary in use	injury, hazard, prevent
Local date	_____

Learning sequence

Connect: prevention. Teach: get an adult, do not move someone badly hurt, know how to call for help. Try: shared practice. Apply: pupils rehearse. Reflect: response taught alongside prevention.

Check for understanding

Student explains what to do if someone is injured.

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.
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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 4 HEALTH EDUCATION ROW, ARM 10.53.706, and it registers ALL THIRTY-SEVEN of its standards across eight lettered groups. Physical education is a separate rule, 10.53.716, aligned on its own product. THE SHAPE MOVED AGAIN: group (a) rises from ten sub-items to eleven and (g) from three to four, so a row built on grade 3's shape would have mis-filed the back half of the year. MONTANA INDIAN EDUCATION FOR ALL IS IN THESE STANDARDS: (a)(iii) covers

health-enhancing strategies INCLUDING TRADITIONAL AND CONTEMPORARY STRATEGIES FROM AMERICAN INDIAN CULTURES, (b)(iii) covers how the school, TRIBE and community support health, and (c)(ii) covers resources from home, school, TRIBE and community. 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, so the document's flat list is the rule's sub-items read end to end, and the grouping is recovered from per-letter counts READ OFF THE REGISTER FOR THIS GRADE rather than carried over. THE ASSERT EARNED ITS PLACE TWICE AT THIS GRADE. First, the document DROPS THE LEADING NUMERAL on seven items -- every multiple of five from 5 to 35 -- so those lines arrive beginning with a bare period. Losing the number is not the danger; losing the boundary is, because an unnumbered line is read as a continuation and WELDED ONTO THE END OF THE PREVIOUS STANDARD. Second, the document PRINTS AS ONE NUMBERED LINE what the rule files as TWO standards -- common childhood health problems, and when to seek health care -- which the rule separates at (a)(ix) and (a)(x). Both are handled as declared, checkable exceptions that fail loudly if the source is ever corrected, and every earlier grade re-extracts to exactly the count it had before. 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