
Montana 4 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	4 (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: Dance and Rhythm · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I move in time with music?
Standards	Creating an Original Dance -> ARM 10.53.716(1)(a)(ii) Montana Health Enhancement / Physical Education / Standard (a) — Combine locomotor movement patterns and dance steps used in an original dance ARM 10.53.716(1)(b)(i) Montana Health Enhancement / Physical Education / Standard (b) — Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures
Learning target	"I can move in time with a beat and perform dance steps."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will match locomotor movements to a beat.
- Students will learn dance steps.

Success criteria (student-friendly)

- "I stay on the beat."
- "I perform the steps."
- "I keep going when I lose it."

Academic vocabulary

beat, rhythm, step, tempo, count

Materials and technology

- Music source
- Poly spots as position markers
- PE record sheet
- Open space
- Visual step 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.

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

Moves in time and performs taught steps.

Family communication

Ask your child to clap the beat of a song.

Day 41 — Finding the Beat

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.716(1)(a)(ii), ARM 10.53.716(1)(b)(i)

Focus	Beat awareness.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: clapping and stepping to a beat. Teach: hearing and moving to a steady beat. Practise: shared stepping. Apply: pupils move to music. Reflect: ADAPTATION from the source's own suggestions - slower music, poly spots to mark positions, extra review, peer assistance.

Check for understanding

Student moves 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 — Simple Steps

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.716(1)(a)(ii), ARM 10.53.716(1)(b)(i)

Focus	Learning steps.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: beat work. Teach: two or three steps, broken down and counted. Practise: shared practice with visual cards. Apply: pupils perform. Reflect: broken down small; no step named to a particular culture's dance, since the standard names none.

Check for understanding

Student performs a taught dance step 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.

Day 43 — Linking Steps

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.716(1)(a)(ii), ARM 10.53.716(1)(b)(i)

Focus	Combining steps.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: steps. Teach: joining steps without stopping. Practise: shared linking. Apply: pupils link. Reflect: transitions again.

Check for understanding

Student links two dance steps 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.

Day 44 — When I Lose the Beat

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.716(1)(a)(ii), ARM 10.53.716(1)(b)(i)

Focus	Recovery.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: steps. Teach: how to rejoin instead of stopping. Practise: deliberate practice at rejoining. Apply: pupils recover. Reflect: reduces the fear of getting it wrong, which is what stops children dancing.

Check for understanding

Student rejoins the beat after losing it.

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 — Steps With a Partner

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.716(1)(a)(ii), ARM 10.53.716(1)(b)(i)

Focus	Partner work.
Learning target	"I can move in time with a beat and perform dance steps."
Vocabulary in use	beat, rhythm, step
Local date	_____

Learning sequence

Warm-up: steps. Teach: matching a partner's timing. Practise: shared practice. Apply: pupils perform in pairs. Reflect: teacher-assigned pairs.

Check for understanding

Student performs steps in time with a partner.

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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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 PHYSICAL EDUCATION ROW, ARM 10.53.716, and it registers ALL NINETEEN of its standards across five lettered groups. Health education is a separate rule, 10.53.706, aligned on its own product. The shape is unchanged from grades 1 to 3 -- a=2 b=2 c=5 d=7 e=3 -- AND IT WAS STILL READ OFF THE REGISTER RATHER THAN ASSUMED, which is the point: the health rule beside it has moved at every single grade, including this one. MONTANA INDIAN EDUCATION FOR ALL IS

IN THESE STANDARDS: (b)(i) requires discussing the origin of games, sports or dances 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 used across a variety of activities, 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