
Montana 6 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	6 (Middle)
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 — Family and Peer Influence

Unit 3: What Influences Us · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who influences health decisions, and how?
Standards	Family and Peer Influence -> ARM 10.53.708(1)(b)(i) Montana Health Enhancement / Health Education / Standard (b) — Explain how family and culture influence the health of adolescents ARM 10.53.708(1)(b)(iv) Montana Health Enhancement / Health Education / Standard (b) — Describe how peers influence healthy and unhealthy behaviors
Learning target	"I can examine how family and peers influence health decisions."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will examine how family and peers influence the health of adolescents.

Success criteria (student-friendly)

- "I explain how influence works."
- "I give a positive and a negative example."
- "I keep it general."

Academic vocabulary

influence, peer, norm, pressure, modelling

Materials and technology

- Notebooks
- Chart paper
- Scenario cards the teacher writes
- Question box
- Class devices

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

Influence examined in both directions with general examples.

Family communication

Ask your child how influence is different from pressure.

Day 41 — Influence Is Not the Same as Pressure

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv)

Focus	The distinction.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: the class agreement. Teach: that influence is often quiet - what looks normal, what everyone seems to do - while pressure is direct, and that the quiet kind is usually stronger. Try: shared sorting. Apply: pupils classify six situations. Reflect: standard ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv) says HOW FAMILY AND PEERS INFLUENCE; ALL EXAMPLES ARE TEACHER-WRITTEN AND FICTIONAL.

Check for understanding

Student distinguishes influence from pressure.

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 — How Peers Influence

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv)

Focus	Peers.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: the distinction. Teach: the mechanisms - wanting to belong, copying what appears normal, avoiding standing out - and that noticing a mechanism makes it weaker. Try: shared analysis. Apply: pupils identify a mechanism. Reflect: naming the mechanism is the skill.

Check for understanding

Student identifies how peer influence works.

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 — How Family Influences

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv)

Focus	Family.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: peers. Teach: that families influence mainly by what is routine and modelled rather than by instruction. Try: shared analysis in general terms. Apply: pupils explain. Reflect: NO PUPIL IS ASKED ABOUT THEIR OWN FAMILY.

Check for understanding

Student explains a mechanism of family influence.

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 — Influence Both Ways

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv)

Focus	Balance.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: mechanisms. Teach: that influence pushes toward good decisions as often as bad ones, and that a person is also an influence on others. Try: shared discussion. Apply: pupils give both. Reflect: prepares Unit 9's advocacy.

Check for understanding

Student gives a positive and a negative example of influence.

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 — Examining Influence

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv)

Focus	Standard ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv) assessed.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: the week. Teach: writing an examination of how influence operated in a given scenario. Try: shared drafting. Apply: pupils write. Reflect: standard ARM 10.53.708(1)(b)(i), ARM 10.53.708(1)(b)(iv) recorded.

Check for understanding

Student examines influence in a scenario.

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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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. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE, NOT THREE GRADES. Montana publishes a single rule, ARM 10.53.708, for grades 6, 7 and 8, holding FORTY-FIVE sub-items across eight lettered standards in the counts the rule prints: twelve, eight, four, four, six, four, three and four. THIS ROW REGISTERS FORTY-THREE OF THEM. TWO ARE DELIBERATELY NOT CLAIMED: (a)(xi), human body systems and their interrelationship, and (a)(xii), the basic structures and functions of the male and female

reproductive systems. This year contains no anatomy and no puberty week, so registering them would claim coverage the planner does not deliver; they belong to another year of the band, and a district teaching them in grade 6 should check its own sequence before buying. THE SHAPE JUMPS AT THIS BAND -- forty-five sub-items against grade 5's thirty-six, with (a) rising from ten to twelve -- so it was read off the register rather than carried forward. TRIBAL HEALTH IS NAMED BY THE STANDARDS THEMSELVES: (a)(x) covers health care "including the unique issues regarding American Indians", (b)(v) names the TRIBE alongside school and community, (b)(viii) names TRIBAL health policies, and (c)(ii) requires accessing valid health information from the tribe as well as from home, school and community. ONE STATEMENT IS SPLIT AND THE SPLIT IS DECLARED: the OPI document joins (h)(ii) and (h)(iii) with a semicolon where the rule files them as two, and the extractor fails loudly if that is ever corrected. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Health%20Enhancement/16HESStandards_byGrade-2018accessible.pdf