

Montana 6 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	6 (Middle)
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 — Dribbling and Ball Control

Unit 3: Control and Striking · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you keep control while you are moving and changing direction?
Standards	Dribbling and Ball Control -> ARM 10.53.718(1)(a)(i) Montana Health Enhancement / Physical Education / Standard (a) — Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities
Learning target	"I can dribble with either side while changing direction."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will dribble with dominant and non-dominant hand, foot or implement while changing direction.

Success criteria (student-friendly)

- "I use my non-dominant side."
- "I keep the object close."
- "I change direction under control."

Academic vocabulary

dribble, dominant, non-dominant, control, change of direction

Materials and technology

- Available balls
- Cones or markers
- Notebooks
- Chalk or tape
- 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

Dribbling with both sides while changing direction.

Family communication

Ask your child which side is harder and why they practise it.

Day 41 — Close Is Controlled

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.718(1)(a)(i)

Focus	The principle.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: sending. Teach: that control comes from keeping the object close and touching it often. Try: shared practice. Apply: pupils dribble in a small space. Reflect: standard ARM 10.53.718(1)(a)(i) says WHILE CHANGING DIRECTION. ADAPTATION: larger or slower ball, bigger space, walking pace.

Check for understanding

Student keeps the object close while moving.

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 — The Weaker Side

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.718(1)(a)(i)

Focus	The standard's requirement.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: control. Teach: that the non-dominant side is deliberately practised because it will be needed, and that it will feel bad first - which is expected, not failure. Try: shared practice. Apply: pupils dribble non-dominant. Reflect: standard ARM 10.53.718(1)(a)(i) says DOMINANT AND NON-DOMINANT.

Check for understanding

Student dribbles with the non-dominant side.

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 — Changing Direction

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.718(1)(a)(i)

Focus	The skill.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: both sides. Teach: the change-of-direction move and keeping the body between the object and a defender. Try: shared practice around markers. Apply: pupils change direction. Reflect: connects directly to Unit 4.

Check for understanding

Student changes direction while keeping control.

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 — Looking Up

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.718(1)(a)(i)

Focus	The hard part.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: direction. Teach: dribbling without watching the object, built up gradually so it does not simply fail. Try: shared practice with a visual cue to spot. Apply: pupils look up. Reflect: the skill that separates practice from play.

Check for understanding

Student dribbles while looking up.

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 — Feet and Implements

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.718(1)(a)(i)

Focus	Standard ARM 10.53.718(1)(a)(i) assessed.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: hands. Teach: the same principles with feet and, where the school has them, an implement. Try: shared practice. Apply: pupils dribble with feet. Reflect: standard ARM 10.53.718(1)(a)(i) recorded; where no implements exist, feet and hands meet the standard.

Check for understanding

Student dribbles with feet under control.

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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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 10.53.718, for grades 6, 7 and 8, and this row registers ALL TWENTY-FOUR OF ITS SUB-ITEMS across the rule's five lettered standards, in the counts the rule prints: two, three, eight, eight and three. THE SHAPE CHANGES HERE FOR THE FIRST TIME SINCE GRADE 1. Physical education held [2,2,5,7,3] and nineteen sub-items from first grade through fifth; at this band it becomes [2,3,8,8,3]

and twenty-four. Carrying the elementary shape forward would have been wrong in three of the five groups and five short in the total, so it was read off the register for this rule. CULTURE IS IN THE STANDARDS THEMSELVES: (b)(i) requires researching the history and origin of games, sports and dance INCLUDING THOSE OF AMERICAN INDIAN ORIGIN, and (d)(vii) requires ways to accept others' ideas, CULTURAL DIVERSITY and body types. Every statement is transcribed from the document. 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