
Montana 7 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	7 (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 — Health, Activity and Eating Well

Unit 3: Bodies, Families and Heredity · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What actually keeps a body well, and what is outside anybody's control?
Standards	Health, Activity and Eating Well -> ARM 10.53.708(1)(a)(i) Montana Health Enhancement / Health Education / Standard (a) — Discuss the relationship between healthy behaviors and personal health ARM 10.53.708(1)(g)(i) Montana Health Enhancement / Health Education / Standard (g) — Analyze healthy practices and behaviors that will maintain or improve the health of self and others
Learning target	"I can discuss ways that activity, sleep and eating patterns support health."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will discuss ways to support health through activity, sleep and eating patterns.

Success criteria (student-friendly)

- "I name a way activity supports health."
- "I explain why sleep belongs here."
- "I name a factor that is outside a person's control."

Academic vocabulary

activity, sleep, pattern, energy, factor

Materials and technology

- Notebooks
- Chart paper
- Published health information the teacher selects
- 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.

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

Ways discussed across activity, sleep and eating, with uncontrollable factors acknowledged.

Family communication

Ask your child why sleep counts as part of physical health.

Day 41 — How This Week Is Run, and Why

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.708(1)(a)(i), ARM 10.53.708(1)(g)(i)

Focus	The ground rules, stated first.
Learning target	"I can discuss ways that activity, sleep and eating patterns support health."
Vocabulary in use	activity, sleep, pattern
Local date	_____

Learning sequence

SAFEGUARDING NOTE: standard ARM 10.53.708(1)(a)(i), ARM 10.53.708(1)(g)(i) reads DISCUSS WAYS TO PREVENT OBESITY, and the classroom version of that topic - weighing pupils, calculating BMI, sorting foods into good and bad, setting weight targets - is a known contributor to disordered eating at exactly this age, not a neutral lesson. SO IN THIS WEEK NO PUPIL IS WEIGHED OR MEASURED, NO BMI IS CALCULATED, NO PUPIL'S BODY OR SIZE IS DISCUSSED OR COMPARED, NO FOOD IS CALLED GOOD OR BAD, AND NO BODY SIZE IS TREATED AS A FAILING OR A MORAL MATTER. If a pupil's relationship with food or with their body gives you concern, use your school's own route; do not handle it in the lesson. Connect: Unit 1's dimensions. Teach: the rules above, said aloud to the class. Try: shared restating. Apply: pupils record what this week is and is not about. Reflect: the standard is met by teaching what supports health, not by auditing bodies.

Check for understanding

Student states what this week does not do.

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 — What Activity Does Inside a Body

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

Focus	Mechanism, not targets.
Learning target	"I can discuss ways that activity, sleep and eating patterns support health."
Vocabulary in use	activity, sleep, pattern
Local date	_____

Learning sequence

Connect: the rules. Teach: what physical activity does - heart and lungs, strength, bone, sleep quality, mood - taught as mechanism, with NO target, no minimum anyone is measured against, and the point that movement someone will actually keep doing beats movement they will not. Try: shared listing from published health information. Apply: pupils record three effects. Reflect: mechanism is transferable; a number is not.

Check for understanding

Student names something activity does in the body.

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 — Sleep Is Part of This

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.708(1)(a)(i), ARM 10.53.708(1)(g)(i)

Focus	The under-taught factor.
Learning target	"I can discuss ways that activity, sleep and eating patterns support health."
Vocabulary in use	activity, sleep, pattern
Local date	_____

Learning sequence

Connect: activity. Teach: why sleep sits in a lesson about physical health at all - appetite regulation, concentration, mood, recovery - and that adolescent sleep timing shifts later by biology rather than by choice. Try: shared discussion. Apply: pupils explain why sleep belongs. Reflect: often the single most changeable factor at this age.

Check for understanding

Student explains why sleep belongs to physical health.

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 — Patterns, Not Individual Foods

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

Focus	The honest framing.
Learning target	"I can discuss ways that activity, sleep and eating patterns support health."
Vocabulary in use	activity, sleep, pattern
Local date	_____

Learning sequence

Connect: sleep. Teach: that health follows overall PATTERNS over time rather than any single food, that no food is good or bad, and that regular meals, variety and enough of them are what published health information actually says. Try: shared discussion of patterns in general terms. Apply: pupils record what a pattern means. Reflect: NO PUPIL DESCRIBES, RECORDS OR REPORTS WHAT THEY EAT, and nothing is collected.

Check for understanding

Student explains why patterns matter more than single foods.

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 Nobody Chooses

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.708(1)(a)(i), ARM 10.53.708(1)(g)(i)

Focus	Standard ARM 10.53.708(1)(a)(i), ARM 10.53.708(1)(g)(i) assessed, honestly.
Learning target	"I can discuss ways that activity, sleep and eating patterns support health."
Vocabulary in use	activity, sleep, pattern
Local date	_____

Learning sequence

Connect: the week. Teach: the factors outside a person's control - genetics, medical conditions, medication, money, what is available where someone lives, disability, sleep disruption - and why a lesson that ignores these teaches children to blame themselves and each other. Try: shared listing. Apply: pupils discuss ways health is supported AND name factors nobody chooses. Reflect: standard ARM 10.53.708(1)(a)(i), ARM 10.53.708(1)(g)(i) recorded; the discussion is about health, and NOBODY'S BODY WAS THE SUBJECT.

Check for understanding

Student discusses supportive practices and names an uncontrollable factor.

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. 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. THIS ROW REGISTERS FORTY-THREE OF THEM. THE SAME TWO ARE EXCLUDED AS ON THE GRADE 6 ROW, for the same reason: (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 WEEK AND

NO PUBERTY WEEK -- its week on the dimensions of health is about physical, mental, emotional, family and social health, which is (a)(v), not about body systems -- so registering those two would claim coverage the planner does not deliver. If your district teaches either at grade 7 you will need your own materials for them. THE YEAR ITSELF IS NOT THE GRADE 6 YEAR: it goes further into family medical history and hereditary conditions, the appeals advertising uses, how one risky choice raises the odds of the next, conflict resolution and avoidance, and HIV fact and fallacy. Because the band is shared, the CODES on this listing overlap the grade 6 product's almost entirely; what differs is the year taught over them. 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 beside 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. 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