
Montana 7 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	7 (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 Under Pressure

Unit 3: Control Under Pressure · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you keep control of something while somebody tries to take it?
Standards	Dribbling Under Defensive Pressure -> 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 speed and direction against a defender."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will dribble with dominant and non-dominant hand, foot or implement while changing speed and/or direction in a variety of tasks with defensive pressure.

Success criteria (student-friendly)

- "I use my non-dominant side."
- "I change speed and direction to beat pressure."
- "I keep my head up."

Academic vocabulary

non-dominant, close control, shielding, change of pace, scanning

Materials and technology

- Balls suited to hand, foot and implement
- Cones or markers
- Bibs
- Space
- Stopwatch or clock

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 against active pressure.

Family communication

Ask your child why using the weaker hand or foot matters.

Day 41 — Control Close, Head Up

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

Focus	The two demands at once.
Learning target	"I can dribble with either side while changing speed and direction against a defender."
Vocabulary in use	non-dominant, close control, shielding
Local date	_____

Learning sequence

Connect: Unit 2's control skills. Teach: keeping the object close enough to protect while looking up to read the situation - the two demands that compete, and the touch weight that satisfies both. Try: shared practice in traffic. Apply: pupils dribble with head up. Reflect: standard ARM 10.53.718(1)(a)(i) lists hand, foot OR implement, so the principle is the same across all three.

Check for understanding

Student dribbles with head up in traffic.

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 Non-Dominant Side

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

Focus	The standard's explicit demand.
Learning target	"I can dribble with either side while changing speed and direction against a defender."
Vocabulary in use	non-dominant, close control, shielding
Local date	_____

Learning sequence

Connect: control. Teach: why the standard names the NON-DOMINANT hand or foot - a player who can only go one way is defended by one defender - and that early attempts will look poor, which is the point. Try: shared practice restricted to the weaker side. Apply: pupils dribble non-dominant. Reflect: NOBODY IS COMPARED WITH ANYBODY; the comparison is with your own last attempt.

Check for understanding

Student dribbles under control 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 Speed to Beat Someone

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

Focus	Pace as a weapon.
Learning target	"I can dribble with either side while changing speed and direction against a defender."
Vocabulary in use	non-dominant, close control, shielding
Local date	_____

Learning sequence

Connect: two-sided control. Teach: that a change of pace beats a defender more often than raw speed, and how to set it up by slowing first. Try: shared practice against a passive defender. Apply: pupils beat a defender with pace change. Reflect: standard ARM 10.53.718(1)(a)(i) says CHANGING SPEED AND/OR DIRECTION.

Check for understanding

Student beats a defender with a change of pace.

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 — Changing Direction and Shielding

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

Focus	The other half.
Learning target	"I can dribble with either side while changing speed and direction against a defender."
Vocabulary in use	non-dominant, close control, shielding
Local date	_____

Learning sequence

Connect: pace. Teach: cutting, turning, and putting the body between the defender and the object legally - and the difference between shielding and obstructing under the rules. Try: shared practice. Apply: pupils shield and turn. Reflect: Week 4's rules-into-technique link again.

Check for understanding

Student shields legally while turning.

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 — Dribbling in a Variety of Tasks

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 speed and direction against a defender."
Vocabulary in use	non-dominant, close control, shielding
Local date	_____

Learning sequence

Connect: the week. Try: rotation of small-sided tasks. Apply: pupils dribble with both sides under pressure. Reflect: standard ARM 10.53.718(1)(a)(i) recorded; pressure level is set per pupil so it stays a challenge rather than a defeat.

Check for understanding

Student dribbles with both sides under defensive 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.

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, holding TWENTY-FOUR sub-items. THIS ROW REGISTERS TWENTY-THREE OF THEM. ONE IS DELIBERATELY NOT CLAIMED: (c)(i), describing the relationship between poor nutrition and health risk factors. THIS IS A PHYSICAL EDUCATION YEAR AND IT HAS NO NUTRITION WEEK -- nutrition is taught in this state's health education standards and in the

grade 7 health product of this series -- so registering it here would claim coverage the planner does not deliver. THE GRADE 6 PHYSICAL EDUCATION PRODUCT IN THIS SERIES REGISTERS ALL TWENTY-FOUR, so the two rows differ by that one standard; the years differ by much more than that, because this one adds dynamic and static stretching, rate of perceived exertion, FITT and overload, comparing tracking methods, intrinsic and extrinsic motivation, giving feedback to a peer, and conflict and problem-solving in a group. CULTURE IS IN THE STANDARDS THEMSELVES: (b)(i) requires researching the history and origin of games, sports and dance INCLUDING THOSE OF TRADITIONAL AND CONTEMPORARY AMERICAN INDIAN ORIGIN, and (d)(vii) requires ways to accept others' ideas, CULTURAL DIVERSITY and body types. 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