

Montana 8 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	8 (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 — Serving in Net and Wall Games

Unit 3: Net, Wall and Striking Skills · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is a serve trying to achieve?
Standards	Serving for Distance and Accuracy -> 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 serve with distance and accuracy in net and wall games."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will execute a proper serve for distance and accuracy for net and wall games in modified game play.

Success criteria (student-friendly)

- "I execute a consistent serve."
- "I place it accurately."
- "I use the serve to gain an advantage."

Academic vocabulary

serve, placement, consistency, net game, wall game, advantage

Materials and technology

- Whatever net or wall the school has
- Balls or shuttles
- Implements

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.
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.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A consistent, placed serve used to gain an advantage.

Family communication

Ask your child where they aimed their serve.

Day 41 — Consistency Before Anything

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

Focus	The foundation.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

TEACHER NOTE: ADAPTATION - a lower net, a shorter court, an underarm serve, a larger or slower object, or serving from a seated position all meet the standard. NO SPECIFIC SPORT IS NAMED; the source says 'net and wall games'. Connect: striking. Teach: that a serve that does not go in is worth nothing regardless of its quality, so consistency comes first. Try: shared practice. Apply: pupils serve for consistency. Reflect: count successful serves, not spectacular ones.

Check for understanding

Student executes a consistent serve.

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 — Putting It Where You Want

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

Focus	Accuracy.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: consistency. Teach: placement - aiming at zones rather than at 'in' - and the technical adjustments that move a serve around. Try: shared practice. Apply: pupils serve to three zones. Reflect: placement is what makes a serve a weapon rather than a restart.

Check for understanding

Student serves accurately to a chosen zone.

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 — Distance and Depth

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

Focus	The standard's other word.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: placement. Teach: varying depth as well as width, and why a deep serve limits the returner's options. Try: shared practice. Apply: pupils vary depth. Reflect: depth is the dimension most players ignore.

Check for understanding

Student varies the depth of a serve.

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 — Serving to Gain an Advantage

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

Focus	Application.
Learning target	"I can serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: depth and placement. Teach: choosing where to serve based on the opponent's position - which is the serve doing tactical work. Try: modified play. Apply: pupils play. Reflect: the point often starts being won at the serve.

Check for understanding

Student uses a serve to gain a tactical advantage.

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 — Week 9 Check: Serving

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 serve with distance and accuracy in net and wall games."
Vocabulary in use	serve, placement, consistency, net game, wall game, advantage
Local date	_____

Learning sequence

Connect: the week. Teach: the criteria - consistency, accuracy, depth, tactical use. Try: shared checking. Apply: pupils are observed. Reflect: recorded against 8-1.9.

Check for understanding

Student serves with distance and accuracy in modified play.

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. ARM 10.53.718 holds TWENTY-FOUR sub-items and this year registers TWENTY-THREE. ONE IS DELIBERATELY NOT CLAIMED, the same one the grade 7 product does not claim: (c)(i), describing the relationship between poor nutrition and health risk factors. THIS IS A PHYSICAL EDUCATION YEAR WITH NO NUTRITION WEEK -- nutrition sits in this state's health education standards and in the grade 8 health planner of this series,

whose week 9 is activity and eating together. The grade 6 physical education product registers all twenty-four. THE YEAR ITSELF GOES FURTHER THAN EITHER: Newton's laws applied on the field, the overload principle, adjusting intensity and what the body is doing while you do it, comparing tracking methods, giving constructive feedback, and a plan of action for a group challenge. 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