
Montana 9 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	9 (High)
Subject	Health Education
Course category	Health
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 — Susceptibility, Severity, and Two Conditions

Unit 3: Risk, and Who Is Influencing You · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How likely is it, and how bad would it be?
Standards	Susceptibility and Severity of Risk -> ARM 10.53.709(1)(a)(iv) ARM 10.53.709(1)(a) — Compare and contrast the potential consequences of engaging in risky behaviors The Progression of HIV and AIDS -> ARM 10.53.709(1)(a)(vi) ARM 10.53.709(1)(a) — Compare and contrast various ways to prevent communicable diseases The Progression of Type II Diabetes -> ARM 10.53.709(1)(a)(i) ARM 10.53.709(1)(a) — predicting how health behaviors can affect health status ARM 10.53.709(1)(a)(xii) ARM 10.53.709(1)(a) — Analyze human body systems, their function and their interrelationship with one another
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyse the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviours.
- Students will explain the progression of HIV and AIDS.
- Students will explain the progression of Type II diabetes.

Success criteria (student-friendly)

- "I distinguish susceptibility from severity."
- "I analyse a behaviour on both dimensions."
- "I explain the progression of both named conditions."

Academic vocabulary

susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management

Materials and technology

- Notebooks
- Supplied general information
- Chart paper

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.

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

Assessment and evidence

Risk analysed on both dimensions and progressions explained.

Family communication

Ask your child what the two dimensions of risk are.

Day 41 — Two Dimensions, Not One

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.709(1)(a)(iv), ARM 10.53.709(1)(a)(vi), ARM 10.53.709(1)(a)(i), ARM 10.53.709(1)(a)(xii)

Focus	The distinction.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: risk from Week 5. Teach: SUSCEPTIBILITY (how likely) and SEVERITY (how bad if it happens) as two separate questions, and that people routinely judge one and ignore the other in both directions. Try: shared plotting of four risks on the two dimensions. Apply: students plot six risks. Reflect: a low-likelihood, high-severity risk is the one people most often dismiss.

Check for understanding

Student distinguishes susceptibility from severity.

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 — Analysing a Behaviour

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.709(1)(a)(iv), ARM 10.53.709(1)(a)(vi), ARM 10.53.709(1)(a)(i), ARM 10.53.709(1)(a)(xii)

Focus	The standard's verb.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: the dimensions. Teach: analysing a described unhealthy behaviour on both dimensions from supplied general information, and how the analysis changes with frequency and context. Try: shared analysis. Apply: students analyse three behaviours on both dimensions. NO STUDENT IS ASKED ABOUT THEIR OWN BEHAVIOUR at any point. Reflect: the two-dimension analysis is more useful than any single warning.

Check for understanding

Student analyses a behaviour on both dimensions of risk.

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 — The Progression of HIV and AIDS

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.709(1)(a)(iv), ARM 10.53.709(1)(a)(vi), ARM 10.53.709(1)(a)(i), ARM 10.53.709(1)(a)(xii)

Focus	The first named condition.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

TEACHER NOTE: taught as biology and public health, factually, from supplied general information, in the third person. NO STUDENT IS ASKED ABOUT ANY PERSONAL CONNECTION, and NO GROUP OF PEOPLE IS CHARACTERISED OR BLAMED - the standard is about the progression of a condition. Connect: progression. Teach: the progression the standard names - infection, the effect on the immune system over time, and the distinction between HIV and AIDS - plus, because it is current and protective, that treatment now changes that progression substantially. NOTHING HERE IS MEDICAL ADVICE. Try: shared reading. Apply: students explain the progression and the HIV/AIDS distinction. Reflect: the distinction between the two terms is the part most often got wrong.

Check for understanding

Student explains the progression and distinguishes HIV from AIDS.

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 — The Progression of Type II Diabetes

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.709(1)(a)(iv), ARM 10.53.709(1)(a)(vi), ARM 10.53.709(1)(a)(i), ARM 10.53.709(1)(a)(xii)

Focus	The second.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: progression. Teach: the progression the standard names, from supplied general information - what changes in the body, how it develops over time, and how it is managed. NO STUDENT IS ASKED ABOUT THEIR OWN OR THEIR FAMILY'S HEALTH; NO BODY, WEIGHT OR APPEARANCE IS DISCUSSED, and the condition is described WITHOUT blame, since risk factors are not a moral matter. NOTHING HERE IS MEDICAL ADVICE. Try: shared reading. Apply: students explain the progression and two management approaches. Reflect: describe the mechanism; the mechanism is the standard.

Check for understanding

Student explains the progression of the condition.

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 — Both Analyses Together

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.709(1)(a)(iv), ARM 10.53.709(1)(a)(vi), ARM 10.53.709(1)(a)(i), ARM 10.53.709(1)(a)(xii)

Focus	Consolidation.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: the week. Teach: applying the susceptibility-and-severity frame to the two conditions studied, using supplied general information, so the analytical tool and the content meet. Try: shared analysis. Apply: students analyse both conditions on both dimensions. Reflect: the frame works on anything, which is why it was taught first.

Check for understanding

Student applies the risk frame to a specific condition.

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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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. HEALTH ENHANCEMENT IS TWO SEPARATE RULES IN THIS STATE, and this row is the health half: ARM 10.53.709, forty-eight standards written once for the whole of grades 9 to 12. THIS ROW REGISTERS ALL FORTY-EIGHT, so the year is complete against the state's health requirement rather than a selection from it; the physical education half is ARM 10.53.719 and is a separate product. THREE OF THE FORTY-EIGHT ARE TAKEN FROM THE RULE RATHER THAN FROM THE OPI DOCUMENT, which prints only

twelve of the fifteen sub-items under the first standard; the three it omits include the only one naming substance abuse prevention, and they read as gerunds because that is how the rule words them. THE LEGAL NOTES IN THIS PLAN ARE THIS STATE'S OWN: suicide prevention policy and staff training under MCA 20-7-1310, the Suicide Awareness and Prevention Training Act, which requires at least one hour of training every three years; mandatory reporting under MCA 41-3-201, which names school teachers and requires a report promptly to the department; and human sexuality instruction under MCA 20-7-120, WHICH IS A NOTICE-AND-CONSENT STATUTE RATHER THAN A CONTENT MANDATE and which treats identity instruction differently from human sexuality instruction -- the first needs WRITTEN parental consent to attend, the second carries a right to withdraw with an excused absence. Check the current text before you teach the unit; that section has been amended more than once in recent sessions. 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