
Montana K 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	K (Early Childhood)
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 — Grown-Ups I Can Tell

Unit 3: Safe People, Safe Places · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who can I go to when I need help?
Standards	Trusted Adults -> ARM 10.53.702(1)(e)(ii) Montana Health Enhancement / Health Education / Standard (e) — Identify persons who can assist with safety and health-related decisions
Learning target	"I know who my trusted adults are."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify characteristics of a trusted adult.
- Students will name trusted adults in their own life.

Success criteria (student-friendly)

- "I say what makes an adult trusted."
- "I name my own trusted adults."
- "I know how to reach one."

Academic vocabulary

trust, adult, safe, tell, help

Materials and technology

- Trusted adult hand template
- Chart paper
- Drawing materials
- School staff photographs
- Take-home cards

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

Check: child names trusted adults and what makes them trustworthy.

Family communication

Help your child name five trusted adults they could go to.

Day 41 — What Makes an Adult Trusted

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.702(1)(e)(ii)

Focus	Characteristics of trust.
Learning target	"I know who my trusted adults are."
Vocabulary in use	trust, adult, safe
Local date	_____

Learning sequence

Check in: greeting. Teach: teacher names characteristics -- listens, helps, keeps you safe. Practise: children discuss. Apply: characteristics chart. Close: chart posted.

Check for understanding

Student names one characteristic of a trusted adult.

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 — Trusted Adults at School

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.702(1)(e)(ii)

Focus	School-based trusted adults.
Learning target	"I know who my trusted adults are."
Vocabulary in use	trust, adult, safe
Local date	_____

Learning sequence

Check in: characteristics. Teach: teacher identifies school adults. Practise: children locate them. Apply: school chart. Close: adults introduced.

Check for understanding

Student names a trusted adult at school.

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 — My Helping Hand

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.702(1)(e)(ii)

Focus	Personal trusted adults.
Learning target	"I know who my trusted adults are."
Vocabulary in use	trust, adult, safe
Local date	_____

Learning sequence

Check in: school chart. Teach: teacher models the hand template. Practise: children name five adults. Apply: hands drawn. Close: hands taken home.

Check for understanding

Student names trusted adults on their helping hand.

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 — Telling Is Not Tattling

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.702(1)(e)(ii)

Focus	Distinguishing reporting from tattling.
Learning target	"I know who my trusted adults are."
Vocabulary in use	trust, adult, safe
Local date	_____

Learning sequence

Check in: helping hands. Teach: teacher distinguishes telling to help from tattling. Practise: children sort scenarios. Apply: chart. Close: rule stated.

Check for understanding

Student distinguishes telling to keep someone safe from tattling.

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 — Keep Telling Until Someone Helps

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.702(1)(e)(ii)

Focus	Persistence in seeking help.
Learning target	"I know who my trusted adults are."
Vocabulary in use	trust, adult, safe
Local date	_____

Learning sequence

Check in: telling chart. Teach: teacher explains telling another adult if not helped. Practise: children rehearse. Apply: rule added. Close: rule posted.

Check for understanding

Student states that they should tell another adult if the first does not help.

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.
- Not affiliated with or endorsed by Montana Office of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
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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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Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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. THIS ENTRY IS THE KINDERGARTEN HEALTH EDUCATION LIST, ARM 10.53.702, all THIRTY-ONE items, grouped under the rule's eight lettered standards as 10, 2, 2, 5, 4, 2, 3 and 3. Physical education is a separate rule, 10.53.712, and is aligned on its own product; no item is claimed by both. ONE STANDARD CARRIES MONTANA INDIAN EDUCATION FOR ALL CONTENT written into it -- 10.53.702(1)(a)(iii) asks students to identify characteristics of family and social health "including those of contemporary and

traditional American Indian cultures and practices" -- and those words are part of the standard and are transcribed with it. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI health enhancement document PRINTS NO CODES: each grade is a single stem followed by one flat numbered list. The Administrative Rules of Montana carry the official structure and IT 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. THE ARM CITATION IS REGISTERED AS THE CODE: an existing official identifier rather than an invented one, and the only citation a Montana reviewer can look up. THE GROUPING WAS TAKEN FROM THE RULE, NOT GUESSED FROM THE CONTENT, and that distinction changed the answer. Reading the kindergarten health list by subject alone suggested five items of interpersonal communication and six of decision-making; the rule has FIVE and FOUR. A guess would have shifted every code after that point into the wrong lettered standard while still looking entirely plausible. The per-letter sub-item counts were read off the rule and the total is ASSERTED against the number of items found in the document before any code is written, so a mismatch fails loudly instead of sliding the alignment. The source runs each list as one sentence, items closing with semicolons and the last with a full stop; that punctuation joins the list rather than belonging to the standard and is removed. 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