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# Alabama 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            | Alabama                                                   |
| Grade            | 9 (High)                                                  |
| Subject          | Health Education                                          |
| Course category  | Health                                                    |
| Standards family | Health Education                                          |
| Framework        | 2019 Alabama Course of Study: Health Education            |
| Issuing agency   | Alabama State Department of Education                     |
| 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          | <p><b>Susceptibility and Severity of Risk → HE.1.7 Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. / Health Promotion</b> — Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors.</p> <p><b>The Progression of HIV and AIDS → HE.1.7a Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. / Health Promotion</b> — Explain the progression of HIV and AIDS.</p> <p><b>The Progression of Type II Diabetes → HE.1.7b Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. / Health Promotion</b> — Explain the progression of Type II diabetes.</p> |
| 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: HE.1.7, HE.1.7a, HE.1.7b

|                   |                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------|
| 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: HE.1.7, HE.1.7a, HE.1.7b

|                   |                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------|
| 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: HE.1.7, HE.1.7a, HE.1.7b

|                   |                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------|
| 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: HE.1.7, HE.1.7a, HE.1.7b

|                   |                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------|
| 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: HE.1.7, HE.1.7a, HE.1.7b

|                   |                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------|
| 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

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- 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.
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## Source citation

Alabama State Department of Education. 2019 Alabama Course of Study: Health Education. Adopted 2019. The high school Health Education course is described by the course of study as "a half-credit course which is required for graduation", and it states that "it is recommended that students take this course in Grade 10". Codes are transcribed as printed, including the four the source spells inconsistently (HE 2.1 and HE 3.5 with a space; HE.1.7. and HE.5.3. with a trailing stop). Lettered sub-parts are registered as separate codes. Sex education content is governed by Code of Alabama Sec 16-40A-2 and by district policy; suicide prevention instruction is governed by the Jason Flatt Act and by local board policy. Schools must verify CURRENT statute and policy, which may have changed since this 2019 document was adopted. Retrieved 2026-07-27 from <https://www.alabamaachieves.org/wp-content/uploads/2021/03/2019-Alabama-Course-of-Study-Health-Education.pdf>