

# Arizona 4 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            | Arizona                                                   |
| Grade            | 4 (Elementary)                                            |
| Subject          | Health Education                                          |
| Course category  | Required / State or Local                                 |
| Standards family | Health Education                                          |
| Framework        | Arizona Health Education Standards                        |
| Issuing agency   | Arizona 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 — Preventing Common Injuries

### Unit 3: Staying Safe and Avoiding Harm · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Which injuries happen most, and how are they prevented?                                                                                                                              |
| Standards          | <b>Preventing Common Injuries → Strand 1, Concept 4, PO 1 Arizona Health Education Standards / Strand 1</b> — Describe ways to prevent common childhood injuries and health problems |
| Learning target    | "I can describe how common childhood injuries are prevented."                                                                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                                                                      |

#### Measurable objectives

- Students will describe ways to prevent common childhood injuries.
- Students will identify hazards in familiar places.

#### Success criteria (student-friendly)

- "I name a common injury."
- "I describe how to prevent it."
- "I spot a hazard."

#### Academic vocabulary

injury, hazard, prevent, risk, precaution

#### Materials and technology

- Hazard spotting pictures
- Health notebooks
- Chart paper
- School grounds access
- Display space

#### 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**

Common injuries and their prevention described.

**Family communication**

Ask your child to spot a hazard at home.

## Day 41 — The Injuries That Actually Happen

Week 9, Day 1 · Unit 3 · Standards: Strand 1, Concept 4, PO 1

|                   |                                                               |
|-------------------|---------------------------------------------------------------|
| Focus             | Common injuries.                                              |
| Learning target   | "I can describe how common childhood injuries are prevented." |
| Vocabulary in use | injury, hazard, prevent                                       |
| Local date        | _____                                                         |

### Learning sequence

Connect: safety practices. Teach: falls, cuts, burns, road and water incidents. Try: shared discussion. Apply: pupils list. Reflect: factual, not frightening; no graphic detail.

### Check for understanding

Student names a common childhood injury.

### 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 — Spotting a Hazard

Week 9, Day 2 · Unit 3 · Standards: Strand 1, Concept 4, PO 1

|                   |                                                               |
|-------------------|---------------------------------------------------------------|
| Focus             | Hazard awareness.                                             |
| Learning target   | "I can describe how common childhood injuries are prevented." |
| Vocabulary in use | injury, hazard, prevent                                       |
| Local date        | _____                                                         |

### Learning sequence

Connect: injuries. Teach: a hazard is something that could cause harm. Try: shared spotting. Apply: pupils identify hazards. Reflect: observation skill.

### Check for understanding

Student identifies a hazard in a picture or place.

### 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 — Preventing Falls and Cuts

Week 9, Day 3 · Unit 3 · Standards: Strand 1, Concept 4, PO 1

|                   |                                                               |
|-------------------|---------------------------------------------------------------|
| Focus             | Everyday prevention.                                          |
| Learning target   | "I can describe how common childhood injuries are prevented." |
| Vocabulary in use | injury, hazard, prevent                                       |
| Local date        | _____                                                         |

### Learning sequence

Connect: hazards. Teach: specific precautions and why they work. Try: shared discussion. Apply: pupils describe. Reflect: reasons given.

### Check for understanding

Student describes how to prevent a fall or a cut.

### 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 — Road and Water Safety

Week 9, Day 4 · Unit 3 · Standards: Strand 1, Concept 4, PO 1

|                   |                                                               |
|-------------------|---------------------------------------------------------------|
| Focus             | Higher-risk settings.                                         |
| Learning target   | "I can describe how common childhood injuries are prevented." |
| Vocabulary in use | injury, hazard, prevent                                       |
| Local date        | _____                                                         |

### Learning sequence

Connect: prevention. Teach: rules for roads and water and why they are absolute. Try: shared discussion. Apply: pupils explain. Reflect: no assumption that any pupil can swim or has access to water; the rules are the content.

### Check for understanding

Student explains a road or water safety rule.

### 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 — What to Do If Someone Is Hurt

Week 9, Day 5 · Unit 3 · Standards: Strand 1, Concept 4, PO 1

|                   |                                                               |
|-------------------|---------------------------------------------------------------|
| Focus             | Response.                                                     |
| Learning target   | "I can describe how common childhood injuries are prevented." |
| Vocabulary in use | injury, hazard, prevent                                       |
| Local date        | _____                                                         |

### Learning sequence

Connect: prevention. Teach: get an adult, do not move someone badly hurt, know how to call for help. Try: shared practice. Apply: pupils rehearse. Reflect: response taught alongside prevention.

### Check for understanding

Student explains what to do if someone is injured.

### 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 Arizona Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

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.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Arizona Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.azed.gov/standards-practices/k-12standards/standards-health-education> and local school or district guidance.

## Source citation

Arizona Department of Education. Arizona Health Education Standards. Transcribed verbatim from the Arizona Department of Education standards document on 2026-08-03. 26 standards transcribed for this row. ARIZONA MARKS SOME STANDARDS WITH AN ASTERISK; that asterisk flags a cluster reported on the state assessment and IS NOT PART OF THE IDENTIFIER, so it is not printed here. THE STRAND-TO-CODE MAPPING IS MECHANICAL. The framework groups do not correspond to this plan's teaching strands, so the codes are spread evenly across them. The claim is only that the strand teaches these standards -- no finer correspondence is asserted. ARIZONA DOES NOT PUBLISH A SEPARATE SET FOR EACH YEAR IN THIS SUBJECT: THE IDENTICAL 26 STANDARDS APPLY AT GRADES 3, 4, 5. Every one of those planners carries the same codes -- DO NOT BUY SEVERAL EXPECTING DIFFERENT STANDARDS. What differs between them is the plan, not the standard. NO CODE HERE WAS INFERRED, COMPLETED OR CORRECTED -- what Arizona prints is what appears. This product is not affiliated with, endorsed by, or reviewed by the Arizona Department of Education. Verify alignment against the current official document before school submission. Retrieved 2026-07-27 from <https://www.azed.gov/standards-practices/k-12standards/standards-health-education>