

# New York 2 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            | New York                                                                                           |
| Grade            | 2 (Elementary)                                                                                     |
| Subject          | Health Education                                                                                   |
| Course category  | Required / State or Local                                                                          |
| Standards family | Health Education                                                                                   |
| Framework        | New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences |
| Issuing agency   | New York State Education Department                                                                |
| 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 — Why People Avoid Tobacco

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

|                    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Essential question | Why is avoiding tobacco a healthy choice?                                                                         |
| Standards          | <b>Why People Avoid Tobacco</b> -> HE.2.COMM, HE.2.ELEM, HE.2.INT — 3 standards; full text in the standards table |
| Learning target    | "I can describe why avoiding tobacco is healthy."                                                                 |
| Local dates        | _____ (enter your school dates)                                                                                   |

#### Measurable objectives

- Students will describe why avoiding tobacco is a healthy behavior.
- Students will state a reason to avoid tobacco.

#### Success criteria (student-friendly)

- "I say what tobacco does to the body."
- "I explain why avoiding it is healthy."
- "I say it respectfully."

#### Academic vocabulary

tobacco, avoid, lungs, harmful, choice

#### Materials and technology

- Age-appropriate curated sources
- Body diagrams
- Chart paper
- Recording sheets
- Scenario 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**

Observation: child describes why avoiding tobacco is healthy.

**Family communication**

Ask your child why avoiding tobacco is a healthy choice.

## Day 41 — What Tobacco Is

Week 9, Day 1 · Unit 3 · Standards: HE.2.COMM, HE.2.ELEM, HE.2.INT

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Factual introduction.                             |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: things that affect health. Teach: what tobacco is, plainly. Try: shared discussion. Apply: children explain. Reflect: no moralising about people.

### Check for understanding

Student states plainly what tobacco is.

### 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 — How It Affects the Body

Week 9, Day 2 · Unit 3 · Standards: HE.2.COMM, HE.2.ELEM, HE.2.INT

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Health effects.                                   |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: what tobacco is. Teach: effects on breathing and the body. Try: shared reading. Apply: children describe. Reflect: age-appropriate detail only.

### Check for understanding

Student describes an effect of tobacco on the body.

### 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 — Why Avoiding It Is Healthy

Week 9, Day 3 · Unit 3 · Standards: HE.2.COMM, HE.2.ELEM, HE.2.INT

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | The standard's framing.                           |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: effects. Teach: avoiding protects health. Try: shared reasoning. Apply: children explain. Reflect: framing is avoidance, not judgement.

### Check for understanding

Student explains why avoiding tobacco is a healthy behaviour.

### 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 — People We Care About

Week 9, Day 4 · Unit 3 · Standards: HE.2.COMM, HE.2.ELEM, HE.2.INT

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Handling family reality.                          |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: our learning. Teach: caring about someone who smokes. Try: guided discussion. Apply: children respond kindly. Reflect: no child made to feel ashamed.

### Check for understanding

Student responds with care about someone who uses tobacco.

### 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 — Saying No for Myself

Week 9, Day 5 · Unit 3 · Standards: HE.2.COMM, HE.2.ELEM, HE.2.INT

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Week 9 consolidation.                             |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: our reasons. Teach: making our own choice. Try: rehearsing a refusal. Apply: children practise. Reflect: link to Unit 6 decisions.

### Check for understanding

Student states their own reason for avoiding tobacco.

### 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.
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## Source citation

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