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# Oregon 10 Health / Physical 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            | Oregon                                                                                |
| Grade            | 10 (High)                                                                             |
| Subject          | Health / Physical Education                                                           |
| Course category  | Health and Physical Education                                                         |
| Standards family | Health Education                                                                      |
| Framework        | Oregon Physical Education Standards (2025) + Oregon Health Education Standards (2023) |
| Issuing agency   | Oregon 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 — Peers, Media, Technology and Policy

### Unit 3: Influence: Who Is Telling You What Is Normal · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Which of these is designed to change you?                                                                                                                                                                                                                                                                             |
| Standards          | <b>How Peers Influence Behaviour -&gt; HS.GD.1, HS.GD.6</b><br><b>The Effect of Media on Health -&gt; HS.WHP.7, HS.WHP.8</b><br><b>Public Health Policy and Regulation -&gt; HS.SEM.6</b><br><b>The Pros and Cons of Technology -&gt; HS.SEM.4</b><br><i>6 standards this week; full text in the standards table.</i> |
| Learning target    | "I can analyse peer, media, policy and technology influence and say which is deliberate."                                                                                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                       |

#### Measurable objectives

- Students will analyze how peers influence healthy and unhealthy behaviors.
- Students will analyze the effect of media on personal and family health.
- Students will analyze how public health policies and government regulations can influence health promotion and disease prevention.
- Students will analyze the pros and cons of technology on personal and family health.

#### Success criteria (student-friendly)

- "I explain how peer influence actually operates."
- "I analyse media effect as a designed mechanism."
- "I analyse policy and technology on both sides."

#### Academic vocabulary

peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off

#### Materials and technology

- Supplied media examples chosen by the teacher
- Notebooks

#### 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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

Student analyses all four influences and identifies deliberate design.

### Family communication

Ask your child which influence on this list is designed on purpose.

# Day 41 — How Peer Influence Actually Works

Week 9, Day 1 · Unit 3 · Standards: HS.GD.1, HS.GD.6, HS.WHP.7, HS.WHP.8, HS.SEM.6, HS.SEM.4

|                   |                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| Focus             | HE.2.1b.                                                                                                         |
| Learning target   | "I can analyse peer, media, policy and technology influence and say which is deliberate."                        |
| Vocabulary in use | peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off |
| Local date        | _____                                                                                                            |

## Learning sequence

TEACHER NOTE: general analysis. No student is asked about their own friends, and no student in this room is described as an influence on anyone. Connect: 'peer pressure' is usually taught wrong. Teach: direct pressure - somebody telling you to - is the rarest and weakest form. The powerful forms are MODELLING (you do what you see) and PERCEIVED NORMS (you do what you think others do), and both operate without anybody saying anything. A course that only teaches refusal for direct pressure has prepared students for the uncommon case. Try: shared analysis of the three forms. Apply: students explain all three and rank them by strength. Reflect: most peer influence is silent.

## Check for understanding

Student distinguishes direct pressure, modelling and perceived norms.

## 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 — Media as a Designed Mechanism

Week 9, Day 2 · Unit 3 · Standards: HS.GD.1, HS.GD.6, HS.WHP.7, HS.WHP.8, HS.SEM.6, HS.SEM.4

|                   |                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| Focus             | HE.2.1c.                                                                                                         |
| Learning target   | "I can analyse peer, media, policy and technology influence and say which is deliberate."                        |
| Vocabulary in use | peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off |
| Local date        | _____                                                                                                            |

### Learning sequence

TEACHER NOTE: analyse mechanisms and supplied examples; do not characterise any named outlet or platform, and name no brand. Teach: media influences by what it shows as normal, what it shows as desirable, what it omits, and how precisely it can target a message - and unlike family or community, MUCH OF IT IS DESIGNED TO CHANGE BEHAVIOUR, which is the difference that matters. Try: shared analysis of supplied examples. Apply: students analyse two examples by mechanism. Reflect: intent does not make it stronger, but it does make it aimed.

### Check for understanding

Student analyses media influence by mechanism.

### 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 — Policy and Regulation

Week 9, Day 3 · Unit 3 · Standards: HS.GD.1, HS.GD.6, HS.WHP.7, HS.WHP.8, HS.SEM.6, HS.SEM.4

|                   |                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| Focus             | HE.2.1d.                                                                                                         |
| Learning target   | "I can analyse peer, media, policy and technology influence and say which is deliberate."                        |
| Vocabulary in use | peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off |
| Local date        | _____                                                                                                            |

### Learning sequence

TEACHER NOTE: policy is analysed as a mechanism with evidence, not debated as politics. No student is asked their political view and no position is assessed. Connect: some influences are laws. Teach: public health policy acts by making things easier, harder, cheaper, dearer, required or forbidden - and its evidence is measurable, which is what lets it be analysed rather than merely argued about. Try: shared analysis of supplied policy examples and their measured effects. Apply: students analyse two policies by mechanism and evidence. Reflect: policy changes the default, and the default is what most people take.

### Check for understanding

Student analyses policy mechanisms and their evidence.

### 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 — Technology, Both Sides

Week 9, Day 4 · Unit 3 · Standards: HS.GD.1, HS.GD.6, HS.WHP.7, HS.WHP.8, HS.SEM.6, HS.SEM.4

|                   |                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| Focus             | HE.2.2.                                                                                                          |
| Learning target   | "I can analyse peer, media, policy and technology influence and say which is deliberate."                        |
| Vocabulary in use | peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off |
| Local date        | _____                                                                                                            |

### Learning sequence

Teach: technology extends access to information, monitoring and care, and it also carries costs - displaced activity, disrupted sleep, unreliable information, and data about health that goes somewhere. An analysis giving only one side does not meet the standard. Try: shared listing of both. Apply: students analyse three technologies on both sides. Reflect: no student is asked what they use or how much.

### Check for understanding

Student analyses technology's benefits and costs together.

### 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 — Four Influences, and Which Are Aimed

Week 9, Day 5 · Unit 3 · Standards: HS.GD.1, HS.GD.6, HS.WHP.7, HS.WHP.8, HS.SEM.6, HS.SEM.4

|                   |                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| Focus             | Assessment.                                                                                                      |
| Learning target   | "I can analyse peer, media, policy and technology influence and say which is deliberate."                        |
| Vocabulary in use | peer influence, conformity, media, marketing, targeting, public health policy, regulation, technology, trade-off |
| Local date        | _____                                                                                                            |

### Learning sequence

Connect: four standards, one question. Teach: the product analyses all four influences and marks which are DESIGNED to change behaviour - the distinction that organises the whole week. Try: shared drafting. Apply: students write and file it. Reflect: knowing an influence is aimed at you changes how you read it.

### Check for understanding

Student analyses four influences and identifies deliberate design.

### 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

Oregon Department of Education. Oregon Physical Education Standards (2025) + Oregon Health Education Standards (2023). Oregon adopted these standards in 2025 for implementation in 2026-27, superseding the 2016 grade-level outcomes which covered 2018-2026. Standards are written by band (K-2, 3-5, 6-8, 9-12) and coded by the last grade of the band. Adopted 19 October 2023 and in full effect since the 2025-26 school year. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/educator-resources/standards/physicaleducation/Pages/PE-Standards.aspx>