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# Oregon 3 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            | Oregon                                                    |
| Grade            | 3 (Elementary)                                            |
| Subject          | Health Education                                          |
| Course category  | Required / State or Local                                 |
| Standards family | Health Education                                          |
| Framework        | 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 — Harm From Tobacco

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

|                    |                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What does tobacco do to the body?                                                                                                   |
| Standards          | <b>Harm From Tobacco, Drugs and Alcohol</b> -> 3.SUB.2, 3.SUB.1, 3.HRVP.4, 3.HRVP.5 — 4 standards; full text in the standards table |
| Learning target    | "I can explain what tobacco does to the body."                                                                                      |
| Local dates        | _____ (enter your school dates)                                                                                                     |

### Measurable objectives

- Students will examine the harmful effects of tobacco on the body.
- Students will describe effects on specific body systems.

### Success criteria (student-friendly)

- "I name the body part."
- "I describe the harm."
- "I use accurate information."

### Academic vocabulary

tobacco, lungs, harmful, effect, addiction

### Materials and technology

- Body system diagrams
- Reference sources
- Recording sheets
- Chart paper
- Health 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. |
| 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**

Recording sheet: three effects of tobacco described accurately.

**Family communication**

Ask your child what tobacco does to the lungs.

## Day 41 — What Tobacco Does to the Body

Week 9, Day 1 · Unit 3 · Standards: 3.SUB.2, 3.SUB.1, 3.HRVP.4, 3.HRVP.5

|                   |                                                |
|-------------------|------------------------------------------------|
| Focus             | Overview of harm.                              |
| Learning target   | "I can explain what tobacco does to the body." |
| Vocabulary in use | tobacco, lungs, harmful                        |
| Local date        | _____                                          |

### Learning sequence

Connect: healthy body. Teach: tobacco damages several body systems. Try: shared reading. Apply: children record. Reflect: factual tone kept, no shaming of family members who smoke.

### Check for understanding

Student names a body system tobacco harms.

### 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 — Effects on Breathing

Week 9, Day 2 · Unit 3 · Standards: 3.SUB.2, 3.SUB.1, 3.HRVP.4, 3.HRVP.5

|                   |                                                |
|-------------------|------------------------------------------------|
| Focus             | Respiratory harm.                              |
| Learning target   | "I can explain what tobacco does to the body." |
| Vocabulary in use | tobacco, lungs, harmful                        |
| Local date        | _____                                          |

### Learning sequence

Connect: overview. Teach: effects on lungs and breathing. Try: shared diagram. Apply: children label. Reflect: mechanism understood.

### Check for understanding

Student describes an effect on the lungs.

### 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 — Effects on the Heart

Week 9, Day 3 · Unit 3 · Standards: 3.SUB.2, 3.SUB.1, 3.HRVP.4, 3.HRVP.5

|                   |                                                |
|-------------------|------------------------------------------------|
| Focus             | Circulatory harm.                              |
| Learning target   | "I can explain what tobacco does to the body." |
| Vocabulary in use | tobacco, lungs, harmful                        |
| Local date        | _____                                          |

### Learning sequence

Connect: breathing. Teach: effects on heart and blood vessels. Try: shared reading. Apply: children record. Reflect: second system covered.

### Check for understanding

Student describes an effect on the heart.

### 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 — Why People Find It Hard to Stop

Week 9, Day 4 · Unit 3 · Standards: 3.SUB.2, 3.SUB.1, 3.HRVP.4, 3.HRVP.5

|                   |                                                |
|-------------------|------------------------------------------------|
| Focus             | Addiction, explained simply.                   |
| Learning target   | "I can explain what tobacco does to the body." |
| Vocabulary in use | tobacco, lungs, harmful                        |
| Local date        | _____                                          |

### Learning sequence

Connect: harms. Teach: bodies can come to depend on substances, which is why stopping is hard. Try: shared discussion. Apply: children explain. Reflect: compassion modelled, not blame.

### Check for understanding

Student explains why stopping is difficult.

### 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 — Recording the Harm

Week 9, Day 5 · Unit 3 · Standards: 3.SUB.2, 3.SUB.1, 3.HRVP.4, 3.HRVP.5

|                   |                                                |
|-------------------|------------------------------------------------|
| Focus             | Organising evidence.                           |
| Learning target   | "I can explain what tobacco does to the body." |
| Vocabulary in use | tobacco, lungs, harmful                        |
| Local date        | _____                                          |

### Learning sequence

Connect: our learning. Teach: recording by body system. Try: shared table. Apply: children complete. Reflect: accuracy checked.

### Check for understanding

Student completes an accurate effects table.

### 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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