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# Oregon 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            | Oregon                                                    |
| Grade            | 4 (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 — 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 -&gt; 4.SRH.1 SRH</b> — Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching. 22 Fifth Grade Grade Level Skill Focus • Students demonstrate effective decision-making skills to enhance health. (Skill 5) • Students demonstrate effective goal-setting skills to enhance health. (Skill 6) Wellness and Health Promotion (WHP) |
| 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. |

| 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

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: 4.SRH.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: 4.SRH.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: 4.SRH.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: 4.SRH.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: 4.SRH.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

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- 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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