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# Oregon 6 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            | 6 (Middle)                                                |
| 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 — Family and Peer Influence

### Unit 3: What Influences Us · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Essential question | Who influences health decisions, and how?                                                                               |
| Standards          | <b>Family and Peer Influence</b> -> 6.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10 — 4 standards; full text in the standards table |
| Learning target    | "I can examine how family and peers influence health decisions."                                                        |
| Local dates        | _____ (enter your school dates)                                                                                         |

#### Measurable objectives

- Students will examine how family and peers influence the health of adolescents.

#### Success criteria (student-friendly)

- "I explain how influence works."
- "I give a positive and a negative example."
- "I keep it general."

#### Academic vocabulary

influence, peer, norm, pressure, modelling

#### Materials and technology

- Notebooks
- Chart paper
- Scenario cards the teacher writes
- Question box
- Class devices

#### 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.                                                                                 |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Influence examined in both directions with general examples.

**Family communication**

Ask your child how influence is different from pressure.

## Day 41 — Influence Is Not the Same as Pressure

Week 9, Day 1 · Unit 3 · Standards: 6.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The distinction.                                                 |
| Learning target   | "I can examine how family and peers influence health decisions." |
| Vocabulary in use | influence, peer, norm                                            |
| Local date        | _____                                                            |

### Learning sequence

Connect: the class agreement. Teach: that influence is often quiet - what looks normal, what everyone seems to do - while pressure is direct, and that the quiet kind is usually stronger. Try: shared sorting. Apply: pupils classify six situations. Reflect: this week's standard.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10 says HOW FAMILY AND PEERS INFLUENCE; ALL EXAMPLES ARE TEACHER-WRITTEN AND FICTIONAL.

### Check for understanding

Student distinguishes influence from pressure.

### 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 Peers Influence

Week 9, Day 2 · Unit 3 · Standards: 6.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Peers.                                                           |
| Learning target   | "I can examine how family and peers influence health decisions." |
| Vocabulary in use | influence, peer, norm                                            |
| Local date        | _____                                                            |

### Learning sequence

Connect: the distinction. Teach: the mechanisms - wanting to belong, copying what appears normal, avoiding standing out - and that noticing a mechanism makes it weaker. Try: shared analysis. Apply: pupils identify a mechanism. Reflect: naming the mechanism is the skill.

### Check for understanding

Student identifies how peer influence works.

### 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 — How Family Influences

Week 9, Day 3 · Unit 3 · Standards: 6.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Family.                                                          |
| Learning target   | "I can examine how family and peers influence health decisions." |
| Vocabulary in use | influence, peer, norm                                            |
| Local date        | _____                                                            |

### Learning sequence

Connect: peers. Teach: that families influence mainly by what is routine and modelled rather than by instruction. Try: shared analysis in general terms. Apply: pupils explain. Reflect: NO PUPIL IS ASKED ABOUT THEIR OWN FAMILY.

### Check for understanding

Student explains a mechanism of family influence.

### 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 — Influence Both Ways

Week 9, Day 4 · Unit 3 · Standards: 6.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Balance.                                                         |
| Learning target   | "I can examine how family and peers influence health decisions." |
| Vocabulary in use | influence, peer, norm                                            |
| Local date        | _____                                                            |

### Learning sequence

Connect: mechanisms. Teach: that influence pushes toward good decisions as often as bad ones, and that a person is also an influence on others. Try: shared discussion. Apply: pupils give both. Reflect: prepares Unit 9's advocacy.

### Check for understanding

Student gives a positive and a negative example of influence.

### 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 — Examining Influence

Week 9, Day 5 · Unit 3 · Standards: 6.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | this week's standard.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10 assessed. |
| Learning target   | "I can examine how family and peers influence health decisions." |
| Vocabulary in use | influence, peer, norm                                            |
| Local date        | _____                                                            |

### Learning sequence

Connect: the week. Teach: writing an examination of how influence operated in a given scenario. Try: shared drafting. Apply: pupils write. Reflect: this week's standard.SUB.6, 6.SUB.8, 6.SUB.1, 6.SUB.10 recorded.

### Check for understanding

Student examines influence in a scenario.

### 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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