
Texas 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	Texas
Grade	2 (Elementary)
Subject	Health Education
Course category	Required / State or Local
Standards family	Health Education
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 115 -- Health Education
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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	Why People Avoid Tobacco -> 2.14(B), 2.9, 2.15, 2.12(A) — 4 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: 2.14(B), 2.9, 2.15, 2.12(A)

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: 2.14(B), 2.9, 2.15, 2.12(A)

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: 2.14(B), 2.9, 2.15, 2.12(A)

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: 2.14(B), 2.9, 2.15, 2.12(A)

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: 2.14(B), 2.9, 2.15, 2.12(A)

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

- 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.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Texas Education Agency, any district, school, assessment provider or Teachers Pay Teachers.
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Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 115 -- Health Education. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>