
Texas 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	Texas
Grade	4 (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 — 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	Preventing Common Injuries -> 4.10, 4.11, 4.12(A), 4.12(B) — 4 standards; full text in the standards table
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.
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

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: 4.10, 4.11, 4.12(A), 4.12(B)

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: 4.10, 4.11, 4.12(A), 4.12(B)

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: 4.10, 4.11, 4.12(A), 4.12(B)

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: 4.10, 4.11, 4.12(A), 4.12(B)

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: 4.10, 4.11, 4.12(A), 4.12(B)

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

- 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>