

Texas 5 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	5 (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 — How School and Community Help

Unit 3: Influences: Family, Peers and Culture · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who around us is already making it easier to be healthy?
Standards	How School and Community Support Health -> 5.21(B), 5.21(C), 5.19(B), 5.19(C) — 4 standards; full text in the standards table
Learning target	"I can describe how my school and community support health."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe how the school and community can support personal health practices and behaviors.
- Students will locate a support that already exists.

Success criteria (student-friendly)

- "I name a school support."
- "I name a community support."
- "I say what each actually does."

Academic vocabulary

support, community, facility, service, access

Materials and technology

- Local area outline maps
- Health notebooks
- Chart paper
- Interview question frames
- 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.

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

A described school support and community support, with what each does.

Family communication

Ask your child which local place supports health in your area.

Day 41 — What the School Already Does

Week 9, Day 1 · Unit 3 · Standards: 5.21(B), 5.21(C), 5.19(B), 5.19(C)

Focus	School supports.
Learning target	"I can describe how my school and community support health."
Vocabulary in use	support, community, facility
Local date	_____

Learning sequence

Connect: personal practices. Teach: meals, water, movement, the nurse or health office, counselling, safe routes and the taught curriculum itself. Try: shared audit of this school. Apply: pupils list supports. Reflect: this week's standard. 21(B), 5.21(C), 5.19(B), 5.19(C) asks how school and community SUPPORT practices - a support is something you can use.

Check for understanding

Student names a school support and what it does.

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 — What the Community Provides

Week 9, Day 2 · Unit 3 · Standards: 5.21(B), 5.21(C), 5.19(B), 5.19(C)

Focus	Community supports.
Learning target	"I can describe how my school and community support health."
Vocabulary in use	support, community, facility
Local date	_____

Learning sequence

Connect: school supports. Teach: parks, clinics, libraries, sports and youth provision, and public services. Try: shared mapping on an area outline. Apply: pupils locate two. Reflect: nobody is asked what their family uses or can afford.

Check for understanding

Student names a community support and what it does.

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 — When a Support Is Hard to Reach

Week 9, Day 3 · Unit 3 · Standards: 5.21(B), 5.21(C), 5.19(B), 5.19(C)

Focus	Access, honestly.
Learning target	"I can describe how my school and community support health."
Vocabulary in use	support, community, facility
Local date	_____

Learning sequence

Connect: supports. Teach: a support only helps if you can get to it - distance, cost, opening hours, language and transport all matter. Try: shared discussion at the level of places, not households. Apply: pupils identify a barrier. Reflect: this is taught about the community, never about a pupil's circumstances.

Check for understanding

Student identifies a barrier that limits access to a support.

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 — Asking a Support What It Does

Week 9, Day 4 · Unit 3 · Standards: 5.21(B), 5.21(C), 5.19(B), 5.19(C)

Focus	Enquiry skill.
Learning target	"I can describe how my school and community support health."
Vocabulary in use	support, community, facility
Local date	_____

Learning sequence

Connect: barriers. Teach: writing questions you could ask a service, and finding published information about it. Try: shared drafting. Apply: pupils draft questions. Reflect: no contact is made without the teacher arranging it.

Check for understanding

Student drafts a question to ask a health service.

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 — Describing the Supports Around Us

Week 9, Day 5 · Unit 3 · Standards: 5.21(B), 5.21(C), 5.19(B), 5.19(C)

Focus	this week's standard.21(B), 5.21(C), 5.19(B), 5.19(C) assessed.
Learning target	"I can describe how my school and community support health."
Vocabulary in use	support, community, facility
Local date	_____

Learning sequence

Connect: the week. Teach: writing a description covering both school and community. Try: shared planning. Apply: pupils write. Reflect: this week's standard.21(B), 5.21(C), 5.19(B), 5.19(C) recorded.

Check for understanding

Student describes how school and community support health practices.

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.
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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>