
Texas 9 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	9 (High)
Subject	Health Education
Course category	Health
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 — Susceptibility, Severity, and Two Conditions

Unit 3: Risk, and Who Is Influencing You · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How likely is it, and how bad would it be?
Standards	Susceptibility and Severity of Risk -> §115.38(c)(6)(C), §115.38(c)(7)(A) The Progression of HIV and AIDS -> §115.38(c)(19)(A), §115.38(c)(19)(B) The Progression of Type II Diabetes -> §115.38(c)(12)(C), §115.38(c)(9) <i>6 standards this week; full text in the standards table.</i>
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyse the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviours.
- Students will explain the progression of HIV and AIDS.
- Students will explain the progression of Type II diabetes.

Success criteria (student-friendly)

- "I distinguish susceptibility from severity."
- "I analyse a behaviour on both dimensions."
- "I explain the progression of both named conditions."

Academic vocabulary

susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management

Materials and technology

- Notebooks
- Supplied general information
- Chart paper

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

Risk analysed on both dimensions and progressions explained.

Family communication

Ask your child what the two dimensions of risk are.

Day 41 — Two Dimensions, Not One

Week 9, Day 1 · Unit 3 · Standards: §115.38(c)(6)(C), §115.38(c)(7)(A), §115.38(c)(19)(A), §115.38(c)(19)(B), §115.38(c)(12)(C), §115.38(c)(9)

Focus	The distinction.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: risk from Week 5. Teach: SUSCEPTIBILITY (how likely) and SEVERITY (how bad if it happens) as two separate questions, and that people routinely judge one and ignore the other in both directions. Try: shared plotting of four risks on the two dimensions. Apply: students plot six risks. Reflect: a low-likelihood, high-severity risk is the one people most often dismiss.

Check for understanding

Student distinguishes susceptibility from severity.

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 — Analysing a Behaviour

Week 9, Day 2 · Unit 3 · Standards: §115.38(c)(6)(C), §115.38(c)(7)(A), §115.38(c)(19)(A), §115.38(c)(19)(B), §115.38(c)(12)(C), §115.38(c)(9)

Focus	The standard's verb.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: the dimensions. Teach: analysing a described unhealthy behaviour on both dimensions from supplied general information, and how the analysis changes with frequency and context. Try: shared analysis. Apply: students analyse three behaviours on both dimensions. NO STUDENT IS ASKED ABOUT THEIR OWN BEHAVIOUR at any point. Reflect: the two-dimension analysis is more useful than any single warning.

Check for understanding

Student analyses a behaviour on both dimensions of risk.

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 — The Progression of HIV and AIDS

Week 9, Day 3 • Unit 3 • Standards: §115.38(c)(6)(C), §115.38(c)(7)(A), §115.38(c)(19)(A), §115.38(c)(19)(B), §115.38(c)(12)(C), §115.38(c)(9)

Focus	The first named condition.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

TEACHER NOTE: taught as biology and public health, factually, from supplied general information, in the third person. NO STUDENT IS ASKED ABOUT ANY PERSONAL CONNECTION, and NO GROUP OF PEOPLE IS CHARACTERISED OR BLAMED - the standard is about the progression of a condition. Connect: progression. Teach: the progression the standard names - infection, the effect on the immune system over time, and the distinction between HIV and AIDS - plus, because it is current and protective, that treatment now changes that progression substantially. NOTHING HERE IS MEDICAL ADVICE. Try: shared reading. Apply: students explain the progression and the HIV/AIDS distinction. Reflect: the distinction between the two terms is the part most often got wrong.

Check for understanding

Student explains the progression and distinguishes HIV from AIDS.

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 — The Progression of Type II Diabetes

Week 9, Day 4 • Unit 3 • Standards: §115.38(c)(6)(C), §115.38(c)(7)(A), §115.38(c)(19)(A), §115.38(c)(19)(B), §115.38(c)(12)(C), §115.38(c)(9)

Focus	The second.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: progression. Teach: the progression the standard names, from supplied general information - what changes in the body, how it develops over time, and how it is managed. NO STUDENT IS ASKED ABOUT THEIR OWN OR THEIR FAMILY'S HEALTH; NO BODY, WEIGHT OR APPEARANCE IS DISCUSSED, and the condition is described WITHOUT blame, since risk factors are not a moral matter. NOTHING HERE IS MEDICAL ADVICE. Try: shared reading. Apply: students explain the progression and two management approaches. Reflect: describe the mechanism; the mechanism is the standard.

Check for understanding

Student explains the progression of the condition.

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 — Both Analyses Together

Week 9, Day 5 • Unit 3 • Standards: §115.38(c)(6)(C), §115.38(c)(7)(A), §115.38(c)(19)(A), §115.38(c)(19)(B), §115.38(c)(12)(C), §115.38(c)(9)

Focus	Consolidation.
Learning target	"I can analyse risk in both dimensions and explain the progression of two conditions."
Vocabulary in use	susceptibility, severity, progression, HIV, AIDS, Type II diabetes, transmission, management
Local date	_____

Learning sequence

Connect: the week. Teach: applying the susceptibility-and-severity frame to the two conditions studied, using supplied general information, so the analytical tool and the content meet. Try: shared analysis. Apply: students analyse both conditions on both dimensions. Reflect: the frame works on anything, which is why it was taught first.

Check for understanding

Student applies the risk frame to a specific condition.

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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Source citation

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