



Fairbanks North Star Borough School District

K-12 HEALTH CURRICULUM



ADOPTED: MAY 3, 2016

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	3
PHILOSOPHY & MISSION STATEMENTS	4
HEALTH CURRICULUM OVERVIEW.....	5
EXPLANATION OF TERMS.....	5
GRADES K-5	7
GRADES: PRE-K/KINDERGARTEN	8
GRADES: 1-2.....	10
GRADES: 3-4.....	13
GRADE 5.....	16
GRADES 6 - 8	19
HEALTH - GRADE 6.....	20
HEALTH – GRADE 7	23
HEALTH - GRADE 8.....	29
GRADES 9-12	33
GRADUATION REQUIREMENTS.....	34
HEALTH	35
HEALTH LEADERSHIP SKILLS	38
APPLIED HEALTH SKILLS.....	40

ACKNOWLEDGEMENTS

CURRICULUM DEPARTMENT

Melanie Hadaway – Curriculum Director
Michelle Daml – Curriculum Coordinator
Kimberly Gatto – Materials Development Specialist

REVISERS

Stefani Borrego – Ryan Middle
Connie Browder – Ben Eielson Jr/Sr High
Heather Do – Randy Smith Middle
Dawn Evans-Lafleur – North Pole High
Mary Fenno – Ticasuk Brown Elementary
Leah Hawkins – Ticasuk Brown Elementary
Nola Hunter – Denali Elementary
Michelle Robinson – Lathrop High
Melodee Sonnenberg – Woodriver Elementary

ADDITIONAL RECOGNITION

We would also like to recognize the Board Curriculum Advisory Committee, the Fairbanks North Star Borough Board of Education and the many teachers, administrators, parents, and community members who have so willingly given of their time and expertise in the planning and revision process of this document.

PHILOSOPHY & MISSION STATEMENTS

Philosophy

Physical education is an essential and unique part of elementary and secondary school curriculum and is vital to every student's education and lifelong well-being. It is critical to have highly qualified physical education teachers delivering a standards-based curriculum that will assist students in adopting and maintaining healthy lifestyles. Physical education not only teaches the knowledge, skills, and confidence individuals need to be physically active and healthy, but also contributes to student success, academic achievement, and brain development. Physical education builds a foundation for balancing physical activity and healthy eating throughout a lifetime.

Mission Statement

The Fairbanks North Star Borough School District will provide all students with a physical education program that reflects the National Standards for Physical Education and Alaska Standards for Physical Education taught by highly qualified, certified physical educators. In a safe and respectful learning environment, students will develop the skills for selecting, performing, and evaluating recreational and wellness activities for a lifetime of involvement.

HEALTH CURRICULUM OVERVIEW

This health curriculum contains a broad range of topics. It is designed to be taught in a manner that best meets the needs of students, teachers, and the school community. Delivery may involve classroom teachers, counselors, nurses, and principals.

The secondary level offers stand-alone health courses in grades 7-9. In addition to these required courses, electives are offered at the high school level. Electives may vary depending on building needs.

An involved, coordinated effort at all levels will ensure topics are within the focus of the curriculum. All areas of the health curriculum will be taught with sensitivity. Special attention will be given to compliance with the FNSBSD's nondiscrimination policy.

EXPLANATION OF TERMS

Alaska Content & Performance Standards (GLEs) (Revised March, 2006)

Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience.

<https://education.alaska.gov/akstandards/standards/>

Alaska Cultural Standards

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

<https://education.alaska.gov/akstandards/#c3gtabs-cultural>

National Health Education Standards (NHES)

The NHES were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels (preK-12). The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families, and communities with concrete expectations for health education.

www.cdc.gov/healthyschools/sher/standards/index.htm

Benchmark

A point of reference against which individuals are compared and evaluated. In relation to the Alaska Performance Standards, a benchmark identifies a level of expected achievement and is measured at the end of the 3rd, 6th, and 8th grades (benchmark exam). The high school benchmark equivalent,

called the College & Career Readiness Assessment, is also required of students before they can receive a high school diploma.

Mastery Core Objectives

Statements that document specific, essential tasks students are expected to accomplish in a given grade level or course.

Ongoing Learner Goals

Objectives that are consistently reinforced. Mastery is not assigned to a specific grade level or course.

Readiness Standards

Expected indicators of student readiness for entering each grade level.

Guaranteed and Viable Curriculum (GVC)

A guaranteed and viable curriculum is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

HEALTH CURRICULUM



GRADES K-5

GRADES: PRE-K/KINDERGARTEN

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Disease Prevention	<p>Standard One: Students will comprehend concepts related to health promotion and disease.</p> <p>GLEs: HL.A.1-3; HL.B.1, 4; CS.C.3</p>	How can students stay healthy and prevent disease?	<p>Pre-K/K - 1.2.1 Identify that healthy behavior impacts personal health and describe ways to prevent communicable diseases. [SFHL. A.1.3]</p> <p>Pre-K/K-1.2.4 Recognize ways to prevent common childhood injuries. [SFHL. A.3]</p>	<ul style="list-style-type: none"> • Teach hand washing before snack time and lunch. • <i>Jonas Salk</i> Kit with focus on hand washing. (Library Media Services) • Discuss diseases with the help of the school nurse.
Relationships	<p>Standard Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>GLEs: HL.A.1-2, 5-6; HL.B.2, 6; HL.C.1-6; HL.D.1; G/C.E.7; CS.B.3</p>	How do family and other influences affect health behaviors?	<p>Pre-K/K - 2.2.1 Recognize how the family influences personal health practices and behaviors. [SFHL. A.5; B.3, 4]</p>	<ul style="list-style-type: none"> • Role-play listening skills, taking turns, sharing, and asking appropriate questions. • Create a bubble map to describe a friend. • Draw a picture of their families.
Consumer Health	<p>Standard Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>GLEs: HL.A.1-3; HL.B.2, 4, 6; HL.C.2, 5; HL.D.4</p>	Who can students trust to help make positive health choices?	<p>Pre-K/K - 3.2.1 Identify trusted adults and professionals who can help promote health. [SFHL. D.4-6]</p>	<ul style="list-style-type: none"> • Ask a dental or other professional to make a class presentation. • Visit a firehouse. • Have the class make a list of trusted adults.
Personal Wellness	<p>Standard Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>GLEs:HL.A.1, 5; HL.B.2; HL.C.1-6; HL.D.1; G/C.E.7</p>	How do students communicate their needs, wants, and feelings in healthy ways?	<p>Pre-K/K - 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. [SFHL. B.2; D.6]</p>	<ul style="list-style-type: none"> • Have students' role-play asking for help in life situations. • Use a feeling chart to demonstrate emotions. • Have students' model appropriate personal space in different settings.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Safety and First Aid	<p>Standard Five: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>GLEs: HL.A.1-4; HL.B.2, 4, 6; HL.C.2, 4-5; HL.D.1-2, 4</p>	How do students assess a situation and apply the correct decision?	Pre-K/K - 5.2.1 Recognize situations when a health-related decision is needed. [SFHL. B.1.2.6; D.2]	<ul style="list-style-type: none"> • How and when do students call 911. • Review school rules. • Have students role-play <i>No! - Go-Tell</i> situations with their classmates.
Nutrition and Fitness	<p>Standard Six: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>GLEs: HL.A.1-3, 6; HL.C.5</p>	How do students set healthy goals and work towards accomplishing the goal?	Pre-K/K - 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. [SFHL. A.1, 2; B.1]	<ul style="list-style-type: none"> • The President’s Challenge: www.presidentschallenge.org. • Brainstorm healthy activities and foods. • Introduce students to Healthy Futures. http://healthyfuturesak.org
Healthy Life Skills	<p>Standard Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-3; HL.B.2, 4, 6; HL.C.2, 5; HL.D.4</p>	How do students stay healthy?	Pre-K/K - 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. [SFHL. A.6; B.5; C.5]	<ul style="list-style-type: none"> • Study the nutrition pie chart. • Use www.letsmove.gov for physical activities. • Make a collage of healthy foods.
Healthy Communication	<p>Standard Eight: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>GLEs: HL.A.1-2, 5-6; HL.B.2, 6; HL.C.1-6; HL.D.1; G/C.E.7; CS.B.3</p>	How do students know when they need to ask for help?	Pre-K/K - 8.2.1 Make requests to promote personal health. [SFHL. B.2; C.1, 2]	<ul style="list-style-type: none"> • Brainstorm situations when you would need to ask for help. • Role-play the situations of how to ask for help.

GRADES: 1-2

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Disease Prevention	<p>Standard One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>GLEs: HL.A.3; HL.B.1, 4; CS.C.3</p>	How do students demonstrate ways to stay healthy and prevent diseases?	<p>1st/2nd - 1.2.2 Recognize that there are multiple dimensions of health [SFHLA.1.2]</p> <p>1st/2nd - 1.2.3 Describe ways to prevent communicable diseases. [SFHLA.3]</p> <p>1st/2nd - 1.2.5 Describe why it is important to seek health care. [SFHL B.2]</p>	<ul style="list-style-type: none"> • Talk with class about differences between communicable and non-communicable diseases. • Explain and demonstrate proper hand washing. • Use www.fightbac.org for more information.
Relationships	<p>Standard Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>GLEs: HL.A.1-6; HL.B.1-3, 6; HL.C.1-6; G/C.E.7; CS.B.3</p>	How do schools and the media influence health behaviors?	<p>1st/2nd – 2.2.2 Identify what the school can do to support personal health practices and behaviors. [SFHLA.2, 3, 6]</p> <p>1st/2nd - 2.2.3 Describe how the media can influence health behaviors. [SFHL.B2, 5]</p>	<ul style="list-style-type: none"> • Have students role-play situations where they would say <i>NO!</i> • Talk with the class about peacemaking and peace breaking behaviors with the school counselor. • Use a Weekly Reader or other medium with a current health topic and discuss with the class.
Consumer Health	<p>Standard Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>GLEs: HL.A.1-3; HL.B.5; HL.C.5; HL.D.4</p>	Who can students go to for health questions and concerns?	<p>1st/2nd - 3.2.2 Identify ways to locate school and community health helpers. [SFHLD.4]</p>	<ul style="list-style-type: none"> • Brainstorm about the different types of health care careers and the work involved. • Invite a health care professional to make a presentation. • Identify and explain warnings on products.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Personal Wellness	<p>Standard Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-6; HL.B.1-3, 6; HL.C.1-6; G/C.E.7; CS.B.3</p>	<p>What methods do students use in response to threatening and harmful situations?</p>	<p>1st/2nd - 4.2.2 Demonstrate listening skills to enhance health. [SFHL.B.1, 4, 5]</p> <p>1st/2nd - 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation and tell a trusted adult if threatened or harmed. [SFHL.A.4: B.1, 2, 4, 6: C.4, 6: D.2, 4]</p>	<ul style="list-style-type: none"> • Invite the school counselor to discuss bullying. www.bullying.gov • Role-play threatening situations and appropriate responses. • Invite a policeman to make a presentation.
Safety and First Aid	<p>Standard Five: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>GLEs: HL.A.1-4; HL.B.1-2, 4, 6; HL.C.2, 5; HL.D.4</p>	<p>How do students know when to ask for help?</p>	<p>1st/2nd - 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. [SFHL.A.2, 6, 8; B.1, 2, 4, 5, 6: C.1, 3, 5]</p>	<ul style="list-style-type: none"> • Talk with students about how school and recess rules are made to prevent accidents that may cause injuries. • Show students a first aid kit and what might be inside. • Review when to call 911 and have students practice making 911 calls on an unplugged phone.
Nutrition and Fitness	<p>Standard Six: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>GLEs: HL.A.1-3, 6; HL.C.5-6</p>	<p>Who do students ask for help to achieve a healthy goal?</p>	<p>1st/2nd - 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal. [SFHL B.6: D.2]</p>	<ul style="list-style-type: none"> • Have students participate in the <i>Healthy Futures</i> Program with the help of parents/guardian. www.healthyfuturesak.org • Design a well balance meal and identify the food groups in their school lunch. • Use www.kidshealth.org for more nutrition information.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Healthy Life Skills	<p>Standard Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>GLEs: HL.A.1, 5-6; HL.B.2; HL.C.2-6; G/C.E.7; CS.D.6</p>	How do students demonstrate ways to stay healthy?	<p>1st/2nd - 7.2.2 Demonstrate behaviors that avoid or reduce health risks. [SFHL.A.2, 4, 6: B.1, 4, 6: C.1, 4, 5: D.1]</p>	<ul style="list-style-type: none"> • Create a collage of healthy activities. • Find pictures of food and place them in the correct food group. • Use www.choosemyplate.gov.
Healthy Communication	<p>Standard Eight: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>GLEs: HL.A.1, 5-6; HL.B.2; HL.C.2-6; B/C.E.7; CS.D.6</p>	How can students help their peers make good health choices?	<p>1st/2nd - 8.2.2 Encourage peers to make positive health choices. [SFHLA.1, 4, 5: B.1, 2, 4, 6: C.1, 2, 3, 4, 5, 6: D.1, 2, 6]</p>	<ul style="list-style-type: none"> • Brainstorm good health choices. • Pair students and have them role-play encouraging a friend to make a good choice. • Encourage students to remind each other to wash their hands.

GRADES: 3-4

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Disease Prevention	<p>Standard One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>GLEs: HL.A.1-3, 6; HL.C.6; CS.C.3</p>	How do students explain ways to stay healthy and prevent diseases?	<p>3rd/4th - 1.5.1 Describe the relationship between healthy behaviors and personal health and when to seek health care. [SFHL. A.1-3, 6; B.1, D.4-6]</p> <p>3rd/4th - 1.5.2 Identify examples of emotional, intellectual, physical, and social health. [SFHL. A.1; B.5, 6; C.5]</p>	<ul style="list-style-type: none"> • Have the class research different germs and how they spread. • Use www.fightbac.org for more information. • Invite a guest speaker to discuss disease prevention.
Relationships	<p>Standard Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>GLEs: HL.A.1, 5-6; HL.B.1-2, 4, 6; HL.C.1-2, 5; HL.D.1; G/C.E.7; CS.B.1, 3; CS.C.3</p>	How does society support and influence health behaviors?	<p>3rd/4th - 2.5.1 Describe how family, school, and community can support and influence personal health practices and behaviors. [SFHL. B.3, 4, 6; C.3-6; D.3]</p> <p>3rd/4th - 2.5.2 Identify how culture and peers can influence healthy and unhealthy practices and behaviors. [SFHL. B.3, 4, 6; C.3-6; D.4-6]</p>	<ul style="list-style-type: none"> • Have a class discussion about decision with the help of the school counselor. • Role-play different conflict situations and talk in groups to resolve the conflicts. • Use role-plays focused on <i>I-messages</i>.
Consumer Health	<p>Standard Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>GLEs: HL.A.1-3, 8; HL.B.1-2, 5; HL.C.5; HL.D.4</p>	How do students identify reliable health information?	<p>3rd/4th - 3.5.1 Identify characteristics of valid health information, products, and services. [SFHL. A.6; B.5; D.3, 4]</p>	<ul style="list-style-type: none"> • Brainstorm with the class about where to get correct information. • Students use/develop their research skills (e.g., Internet/local phone book) to develop a pamphlet of these resources. • Invite the school's technology teacher to address the class regarding appropriate use of the Internet.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Personal Wellness	<p>Standard Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-2, 4-6; HL.B.2, HL.C.1-6; HL.D.1; G/C.E.7; CS.C.3</p>	How do students implement appropriate responses to reduce health risks and resolve conflicts?	<p>3rd/4th - 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. [SFHL. B.2; C.1, 2]</p> <p>3rd/4th - 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. [SFHL. A.3, 4; C.1,2]</p> <p>3rd/4th - 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict. [SFHL C.1, 2]</p>	<ul style="list-style-type: none"> • Discuss peacemaking/peace-breaking strategies. • Role-play different conflict situations and talk in groups to resolve the conflicts. • Brainstorm appropriate responses to resolve conflicts.
Safety and First Aid	<p>Standard Five: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>GLEs: HL.A.1-5; HL.B.1-2, 4-6; HL.C.2, 4-6; HL.D.2</p>	How do students problem solve to enhance health?	<p>3rd/4th - 5.5.1 Identify and analyze health-related situations that require a thoughtful decision and when assistance is needed. [SFHL. A.1-4; B.1, 2; D.1, 2, 4]</p> <p>3rd/4th - 5.5.2 List and choose a healthy option when making a decision to health-related issues or problems. [SFHL. A.1-4, 6; B.1, 2; C.1; D.1,2,4]</p>	<ul style="list-style-type: none"> • Brainstorm options in health related situations. • Have students use the dictionary to look up the word <i>risk</i>, discuss their findings, and then create a <i>class definition</i>. • Invite a Police Department speaker to discuss Internet and other safety issues.
Nutrition and Fitness	<p>Standard Six: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>GLEs: HI.A.1-3, 6; HL.C.5-6</p>	How do students track their health goals progress?	<p>3rd/4th - 6.5.1 Set a personal health goal and track progress toward its achievement. [SFHL. A.1-3; B.1; D.1, 2]</p>	<ul style="list-style-type: none"> • Participate in the <i>Healthy Futures</i>: www.healthyfuturesak.org. • Keep a food and fitness journal for a week; have students write a reflection looking for positive and negative trends in their eating habits. • The President’s Challenge: www.presidentschallenge.org. • Use www.gonoodle.com for activities.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Healthy Life Skills	<p>Standard Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-3, 7-8; HL.C.5</p>	How do students explain ways to stay healthy?	<p>3rd/4th - 7.5.1 Demonstrate and identify a variety of healthy practices and behaviors to maintain or improve personal health. [SFHL. A.1-4, 6, 8; B.1,6; C.1-3,5; D.1,2]</p>	<ul style="list-style-type: none"> • Participate in Red Ribbon week. • Have the class role-play saying NO! to drugs. • Discuss the effects of drugs and the symptoms of dependency with help from the school nurse and/or counselor.
Healthy Communication	<p>Standard Eight: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>GLEs: HL.A.1, 5-6; HL.B.2; HL.C.2-6; B/C.E.7; CS.D.6</p>	How do students be healthy role models?	<p>3rd/4th - 8.5.2 Encourage others to make positive health choices. [SFHL. A.5, 6; B.1, 2,4; C.1, 2, 4-6; D.1, 2, 4-6]</p>	<ul style="list-style-type: none"> • Have students share their healthy activities. • Talk with the class about stress and its effects and brainstorm strategies for coping. • Have the class brainstorm situations where they should listen to their inner voice.

GRADE 5

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Disease Prevention	<p>Standard One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>GLEs: HL.A.1-3, 6-7; HL.B.5</p>	How do students analyze healthy behaviors?	<p>5th/6th - 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. [SFHL.A1-3, 6-8; B.1-2, 4-6; C.1, 5-6; D.2, 6]</p> <p>5th/6th - 1.8.1 Analyze and describe the relationship of emotional, intellectual, physical, social health, and healthy behaviors. [SFHL.A.2-4, 6-8; B.1-6; C.1-6; D.2-6]</p>	<ul style="list-style-type: none"> • Research different types of communicable diseases and resources available in students' home areas. • Relate health choices to the effects on the body systems. • Guest speaker regarding on immunizations.
Relationships	<p>Standard Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>GLEs: HL.A.1-6; HL.B.2; HL.C.1-6; G/C.E.7; E.A.1</p>	How do outside influences impact health behaviors?	<p>5th/6th - 2.5.5 Describe and explain how technology and media influences thoughts, feelings, personal health, and healthy behaviors. [SFHL.A.2-8; B.1-6; C.1-6; D.2-6]</p> <p>5th/6th - 2.8.3 Describe how peers influence healthy and unhealthy behaviors. [SFHL.A.1-8; B.1-2, 5-6; C.1-6]</p>	<ul style="list-style-type: none"> • Create a collage of different cultures. • Use Kagan Cooperative Learning games for team building. • Role-play both pro and con of passive, assertive, and aggressive communication styles.
Consumer Health	<p>Standard Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>GLEs: HL.A.1-3, 5-6; HL.C.4-6; HL.D.3</p>	How do students access reliable health information?	<p>5th/6th - 3.5.2 Locate and analyze products, services, and resources from home, school, and community that provide valid health information. [SFHL.B.5; C.6; D.4, 6]</p>	<ul style="list-style-type: none"> • Research second hand smoke and rights and responsibilities of non-smokers. • View different types of advertisements and note what they are trying to sell, how they are selling it, and to whom. • Group students and have them research public health information.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
<p>Personal Wellness</p>	<p>Standard Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-7; HL.C.1-6; CS.D.5; G/C.E.7</p>	<p>How do students resolve conflicts and when to ask for help?</p>	<p>5th/6th - 4.5.4 Demonstrate how to ask for assistance to enhance personal health and the health of others. [SFHL.A.5-6; B.1-2: C.2; D.1-3,6]</p> <p>5th/6th - 4.8.3 Demonstrate effective conflict management or resolution strategies. [SFHL.C.1-5; D.1-2]</p>	<ul style="list-style-type: none"> • Guest speaker: local mental health representative to discuss bullying and its effects or DARE officer. • Discuss ways self-esteem affects how people meet their personal needs (e.g., love, acceptance, belonging). • Role-play playground situations that can be resolved peacefully.
<p>Safety and First Aid</p>	<p>Standard Five: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>GLEs: HL.A.2-5; HL.B.1-2, 5; HL.C.4-6; HL.D.1-2, 4-6</p>	<p>How do students analyze choices when making health decisions?</p>	<p>5th/6th - 5.5.6 Describe and predict the potential outcomes of each option when making a health-related decision. [SFHL.C.1-5; D.1-2]</p> <p>5th/6th - 5.8.1 Identify and determine circumstances that can help or hinder healthy, thoughtful decision-making. [SFHLA.5-6; B1-2, 5-6; C.1-6; D.1, 4-6]</p>	<ul style="list-style-type: none"> • Make a poster about drug use/abuse. • Use www.ready.gov for procedures in emergency scenarios. • Fairbanks Police Department handout on Internet safety and discuss. • Teach Alaskan survival skills.
<p>Nutrition and Fitness</p>	<p>Standard Six: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>GLEs: HL.A.1-8; HL.C.2, 5-6</p>	<p>How do students identify resources to achieve their personal health goals?</p>	<p>5th/6th - 6.5.2 Identify resources to assist in achieving a personal health goal. [SFHL.B.1-3, 5-6; C.2-5]</p> <p>5th/6th - 6.8.1 Assess personal health practices. [SFHL.B.1-3, 5-6; C.2-5]</p>	<ul style="list-style-type: none"> • Create posters of nutritious foods. • Maintain food and exercise logs. • Discuss food choices in small groups.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Healthy Life Skills	<p>Standard Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-2, 7-8</p>	<p>How do students show ways to stay healthy and take responsibility for their behaviors?</p>	<p>5th/6th - 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. [SFHL.A.1-8; B.1-6; C.1-5; D.1]</p> <p>5th/6th - 7.8.1 Explain the importance of assuming responsibility for personal health behaviors. [SFHL.B.1-2, 4; C.2-3, 6]</p>	<ul style="list-style-type: none"> • Teach Alaska Safe Children’s Act components using a child sexual abuse prevention and education program. • Explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the demands of parenting. • Identify the relationship between personal health choices and individual well-being.
Healthy Communication	<p>Standard Eight: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>GLEs: HL.A.1-7; HL.C.1-6; CS.D.5; G/C.E.7</p>	<p>How do students communicate their health opinions using accurate information?</p>	<p>5th/6th - 8.5.1 Express opinions and give accurate information about health issues. [SFHL.B.1-2; C.1-6; D.1-6]</p> <p>5th/6th - 8.8.2 Demonstrate how to influence and support others to make positive health choices. [SFHL.B.1, 4, 5, 6; C.1-6; D.1-6]</p>	<ul style="list-style-type: none"> • Have students’ research and find accurate information on a health related topic. • Discuss and practice appropriate nonverbal communication skills. • Have students create a PowerPoint or other presentation about a health related topic using accurate information.

HEALTH CURRICULUM



GRADES 6 - 8

HEALTH - GRADE 6

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Disease Prevention	<p>Standard One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>GLEs: HL.A.1-3, 6-7; HL.B.5</p>	How do students analyze healthy behaviors?	<p>5th/6th - 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. [SFHL.A1-3, 6-8; B.1-2, 4-6; C.1, 5-6; D.2, 6]</p> <p>5th/6th - 1.8.1 Analyze and describe the relationship of emotional, intellectual, physical, social health, and healthy behaviors. [SFHL.A.2-4, 6-8; B.1-6; C.1-6; D.2-6]</p>	<ul style="list-style-type: none"> • Research different types of communicable diseases and resources available in students' home areas. • Relate health choices to the effects on the body systems. • Guest speaker regarding on immunizations.
Relationships	<p>Standard Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>GLEs: HI.A.1-6; HL.B.2; HL.C.1-6; G/C.E.7; E.A.1</p>	How do outside influences impact health behaviors?	<p>5th/6th - 2.5.5 Describe and explain how technology and media influences thoughts, feelings, personal health, and healthy behaviors. [SFHL.A.2-8; B.1-6; C.1-6; D.2-6]</p> <p>5th/6th - 2.8.3 Describe how peers influence healthy and unhealthy behaviors. [SFHL.A.1-8; B.1-2, 5-6; C.1-6]</p>	<ul style="list-style-type: none"> • Create a collage of different cultures. • Use Kagan Cooperative Learning games for team building. • Role-play both pro and con of passive, assertive, and aggressive communication styles.
Consumer Health	<p>Standard Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>GLEs: HL.A.1-3, 5-6; HL.C.4-6; HL.D.3</p>	How do students access reliable health information?	<p>5th/6th - 3.5.2 Locate and analyze products, services, and resources from home, school, and community that provide valid health information. [SFHL.B.5; C.6; D.4, 6]</p>	<ul style="list-style-type: none"> • Research second hand smoke and rights and responsibilities of non-smokers. • View different types of advertisements and note what they are trying to sell, how they are selling it, and to whom. • Group students and have them research public health information.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Personal Wellness	<p>Standard Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-7; HL.C.1-6; CS.D.5; G/C.E.7</p>	<p>How do students resolve conflicts and when to ask for help?</p>	<p>5th/6th - 4.5.4 Demonstrate how to ask for assistance to enhance personal health and the health of others. [SFHL.A.5-6; B.1-2: C.2; D.1-3,6]</p> <p>5th/6th - 4.8.3 Demonstrate effective conflict management or resolution strategies. [SFHL.C.1-5; D.1-2]</p>	<ul style="list-style-type: none"> • Guest speaker: local mental health representative to discuss bullying and its effects or DARE officer. • Discuss ways self-esteem affects how people meet their personal needs (e.g., love, acceptance, belonging). • Role-play playground situations that can be resolved peacefully.
Safety and First Aid	<p>Standard Five: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>GLEs: HL.A.2-5; HL.B.1-2, 5; HL.C.4-6; HL.D.1-2, 4-6</p>	<p>How do students analyze choices when making health decisions?</p>	<p>5th/6th - 5.5.6 Describe and predict the potential outcomes of each option when making a health-related decision. [SFHL.C.1-5; D.1-2]</p> <p>5th/6th - 5.8.1 Identify and determine circumstances that can help or hinder healthy, thoughtful decision-making. [SFHL.A.5-6; B1-2, 5-6; C.1-6; D.1, 4-6]</p>	<ul style="list-style-type: none"> • Make a poster about drug use/abuse. • Use www.ready.gov for procedures in emergency scenarios. • Fairbanks Police Department handout on Internet safety and discuss. • Teach Alaskan survival skills.
Nutrition and Fitness	<p>Standard Six: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>GLEs: HL.A.1-8; HL.C.2, 5-6</p>	<p>How do students identify resources to achieve their personal health goals?</p>	<p>5th/6th - 6.5.2 Identify resources to assist in achieving a personal health goal. [SFHL.B.1-3, 5-6; C.2-5]</p> <p>5th/6th - 6.8.1 Assess personal health practices. [SFHL.B.1-3, 5-6; C.2-5]</p>	<ul style="list-style-type: none"> • Create posters of nutritious foods. • Maintain food and exercise logs. • Discuss food choices in small groups.

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
Healthy Life Skills	<p>Standard Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>GLEs: HL.A.1-2, 7-8</p>	<p>How do students show ways to stay healthy and take responsibility for their behaviors?</p>	<p>5th/6th -7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. [SFHL.A.1-8; B.1-6; C.1-5; D.1]</p> <p>5th/6th - 7.8.1 Explain the importance of assuming responsibility for personal health behaviors. [SFHL.B.1-2, 4; C.2-3, 6]</p>	<ul style="list-style-type: none"> • Teach Alaska Safe Children’s Act components using a child sexual abuse prevention and education program. • Explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the demands of parenting. • Identify the relationship between personal health choices and individual well-being.
Healthy Communication	<p>Standard Eight: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>GLEs: HL.A.1-7; HL.C.1-6; CS.D.5; G/C.E.7</p>	<p>How do students communicate their health opinions using accurate information?</p>	<p>5th/6th - 8.5.1 Express opinions and give accurate information about health issues. [SFHL.B.1-2; C.1-6; D.1-6]</p> <p>5th/6th - 8.8.2 Demonstrate how to influence and support others to make positive health choices. [SFHL.B.1, 4, 5, 6; C.1-6; D.1-6]</p>	<ul style="list-style-type: none"> • Have students’ research and find accurate information on a health related topic. • Discuss and practice appropriate nonverbal communication skills. • Have students create a PowerPoint or other presentation about a health related topic using accurate information.

HEALTH – GRADE 7

Grades: 7		Overview <i>Health 7</i> addresses the concepts of physical, mental, and social health through the content strands: General Health, Substance Abuse, Mental Health, and Reproduction. Topics include conflict resolution, peer pressure, decision-making skills, human sexuality, and the impact of drug abuse. Resources for finding help and support will be introduced and the development of healthy attitudes and behaviors are emphasized.			
Length: One Quarter					
Credit: .25					
Prerequisite: None					
CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
General Health GLEs: HL.A.1-3, 5-6; HL.B.3, 5; HL.C.4-6; HL.D.3-4; CS.C.3	Components of Health	NHES: 1.8.2	What are the components of health and how are they interrelated?	Students will understand the mind/body connection and how the different aspects of health affect each area.	Wellness Assessment
	Decision-Making Process	NHES: 1.8.1; 2.8.3, 8; 5.8.1-6; 7.8.3; 8.8.2	<ul style="list-style-type: none"> When do you need to utilize the decision-making process? What are the six steps in the decision-making process? What is the benefit of using the decision-making process? 	Students will know and practice the six steps of the decision-making process.	<i>Decision-making</i> worksheet (see Appendix)
	Goal Setting	NHES: 1.8.1; 6.8.2-4; 7.8.3; 8.8.1	<ul style="list-style-type: none"> What is a SMART goal? Why is it important to set goals? 	Student will practice setting and accomplishing (a) SMART goal(s).	<i>Practice Goal Setting</i> worksheet
	Risk Factors (including MVAs)	NHES: 1.8.1, 5-6, 8-9; 2.8.9	What is a risk factor?	Students will be able to identify several risk factors and what they are placing themselves at risk for?	
	Refusal Skills	NHES: 4.8.1-2; 7.8.2-.3; 8.8.2	<ul style="list-style-type: none"> Why do you need refusal skills? What situations would you need to use refusal skills? What are the steps of refusal? 	Students will be able demonstrate using refusal skills in a variety of situations.	Role Plays

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Substance Abuse GLEs: HL.A.1-8; HL.B.1, 3, 5; HL.C.4-6; S.SCL.3	Basic Human Needs	NHES: 5.8.5-6	How are our basic human needs related to the choices we make?	Students will identify basic needs and healthy ways to meet them.	Refer to Maslow's <i>Heirarchy of Needs</i> or William Glasser's <i>Choice Theory</i>
	Drugs & Fetal Development	NHES: 1.8.1, 8; 5.8.2, 5, 7	How does drug/alcohol use affect the developing fetus?	Students will be able to explain the risks of using drugs/alcohol on the developing fetus.	<ul style="list-style-type: none"> • YouTube video: https://www.youtube.com/watch?v=CslQ9ygy-9Y • Video: <i>No Safe Amount: Women, Alcohol, and FAS or Understanding FAS</i> (available in Library Media Services)
	Increased Danger with Teen Use	NHES: 1.8.8-9; 2.8.10; 8.8.4	<ul style="list-style-type: none"> • Why is it more harmful for teens to use mind-altering substances than adults? • What are the dangers of experimentation? 	Students will be able to explain why teen substance use is more harmful than adult use.	<ul style="list-style-type: none"> • Book: <i>Downhill Slide from Still More Activities That Teach</i> (available in Curriculum Library) • See online sources on addiction by age (possible websites include: http://alcoholrehab.com/drug-addiction/age-and-substance-abuse or www.inbalancecontinuum.com/outpatient/about/statistics)
	Drug Use on Individual, Family & Society	NHES: 2.8.1-2, 5, 7-8; 3.8.4; 5.8.5, 7; 8.8.2-3	How does a person's choice to use drugs impact themselves, their family and society?	Students will be able to describe the impact of personal drug use on themselves, their family and society.	<ul style="list-style-type: none"> • Guest speaker • Video: <i>Teen Files: The Truth About Drugs</i>
	Effects of Tobacco	NHES: 1.8.8-9; 3.8.1	What are the harmful effects of tobacco (including vaping)?	Students will describe physical, mental, and social effects of tobacco/vaping, and secondhand smoke.	<ul style="list-style-type: none"> • Video: <i>Tobacco Horror Picture Show</i> • Video: <i>Reality Matters: Smoke Signals</i> from Discovery Education • Book: <i>King of Death from Still More Activities that Teach</i> (available in Curriculum Library)

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Substance Abuse (cont.)	Effects of Alcohol	NHES: 1.8.8-9; 3.8.1	<ul style="list-style-type: none"> What are the harmful effects of alcohol? Why should you wait until the age of 21 if you are going to drink? 	Students will describe physical, mental, and social effects of underage alcohol use.	<ul style="list-style-type: none"> Video: <i>Dying High in the ER</i> Video: <i>Alcohol, Athletes & Steroids</i> Video: <i>Alcohol: Think, Don't Drive</i> from Discovery Education Video: <i>The Truth About Drinking</i> <i>Liver Failure</i> from <i>Activities that Teach</i>
	Effects of Marijuana	NHES: 1.8.8-9; 3.8.1; 8.8.4	What are the harmful effects of marijuana?	Students will describe physical, mental, and social effects of marijuana use (including smoked and edibles).	<ul style="list-style-type: none"> Video: <i>New Marijuana: Higher Potency, Greater Dangers</i> (HRM videos)
	Effects of OTC & Prescription Drugs	NHES: 1.8.8-9	What are the risks of OTC/prescription drug misuse?	Students will explain the difference between proper and improper use of OTC/prescription medications.	Video: <i>Abusing Over the Counter Drugs</i> (HRM video)
	Alternatives to Drug Use	NHES: 2.8.2, 4; 5.8.4-6; 7.8.2-3; 8.8.2-3	What are healthy alternatives to drug use?	Students will identify alternatives to drug use that fill the same need.	<i>Healthy Alternatives to Using Tobacco/Alcohol/Drugs</i> worksheet
	Risk Factors for Drug Addiction	NHES: 1.8.1, 4, 8-9; 2.8.9; 3.8.1	What are risk factors for drug addiction?	Students will identify risk factors for addiction.	<ul style="list-style-type: none"> <i>What's the Deal?</i> addiction card game Knowledge of basic brain, physiology, pharmacology, and anatomy Understand of how drugs alter the brain Understand the impact of drug abuse on teens Social influences of drug abuse

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Substance Abuse (cont.)	Gateway Drugs	NHES: 1.8.9; 2.8.9; 5.8.1	What is a gateway drug?	<ul style="list-style-type: none"> Students will list common gateway drugs. Students will explain how the use of gateway drugs increases their likelihood of other drug use. 	National Institute on Drug Abuse: www.drugabuse.gov/publications/marijuana/marijuana-gateway-drug
	Effects of Drugs of the Reward Pathway in the Brain	NHES: 1.8.7; 5.8.5-6; 8.8.1	How does the reward pathway in the brain work?	Students will be able to describe how drugs affect the reward pathway in the brain.	<ul style="list-style-type: none"> Video: <i>Which Brain do you Want?</i> Video: <i>Drugs: How They Affect the Body Chemistry</i>
Mental Health GLEs: HL.A.1-2, 5-8; HL.B.1-6; HL.C.1-6; HL.D.1-2; CS.B.3	Stages of Stress & the Effects on the Body	NHES: 1.8.2-3; 5.8.7; 6.8.1	What are the stages of stress and what happens during each stage?	Students will explain how stress can be helpful or harmful depending on the amount and how it is managed.	<ul style="list-style-type: none"> Book: <i>Stress Test from Activities That Teach</i> (available in Curriculum Library) <i>Stress Assessment</i>
	Stress Management	NHES: 1.8.6-7; 2.8.2; 3.8.3; 5.8.7; 7.8.2-3; 8.8.1	How can you effectively manage your stress?	Students will describe and practice a variety of stress management techniques.	Deep breathing/relaxation exercises
	Depression & Suicide Warning Signs	NHES: 2.8.7; 5.8.7; 8.8.3	<ul style="list-style-type: none"> What is the difference between short-term or situational depression and clinical depression? What are warning signs of depression and suicide? 	Students will be able to identify warning signs of clinical depression and suicide.	<ul style="list-style-type: none"> Create a poster that highlights one common misconception about depression and the truth behind that myth List possible causes of depression PBS: <i>In the Mix – Depression: On the Edge</i> www.pbs.org/mix/depression_inde.html

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Mental Health (cont.)	How to Help with Depression/ Self-Harm/ Suicide	NHES: 2.8.4; 3.8.4; 4.8.4; 5.8.4; 7.8.3; 8.8.2-3	<ul style="list-style-type: none"> How can you help someone who is suffering from depression, self-harming and/or is suicidal? When is getting help more important than confidentiality? 	<ul style="list-style-type: none"> Students will be able to recognize when professional help is needed and where to find it. Students will explain why at times breaking confidential is required. 	Video: <i>It's Never Too Late</i>
Reproduction	Male/Female Anatomy, Cancer Detection & Fertilization	NHES: 7.8.2-3; 8.8.1	<ul style="list-style-type: none"> What is the process of sperm production to fertilization? How does the menstrual cycle work? What do males/females need to do to detect early stages of testicular/breast/cervical cancers? 	<ul style="list-style-type: none"> Students will be able to describe the process of sperm production to fertilization. Students will explain the process of the menstrual cycle. Students will know how to do testicular/breast self-exams and the importance of pap smears. 	<i>Reproduction PowerPoint</i>
	Definitions of Sex & STI Risks	NHES: 7.8.1; 8.8.4	What is sex and how can you get an STI?	Students will analyze the different methods of transmissions of STI's.	<ul style="list-style-type: none"> Ask students to brainstorm activities/behaviors that are part of being involved in a dating relationship with someone and provide them with some examples to clarify Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship
	STIs	NHES: 1.8.7-9; 2.8.3; 3.8.4	<ul style="list-style-type: none"> What are STIs? What are some common STIs? 	<ul style="list-style-type: none"> Students will be able to define what an STI is, list common STI's and some frequent symptoms. 	<i>STI worksheet</i>

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Reproduction (cont.)	STIs (cont.)		<ul style="list-style-type: none"> What is the difference between viral/bacterial STIs? 	<ul style="list-style-type: none"> Students will be able to explain which types of STI's can be cured. 	
	Abstinence/ Reasons to Wait	NHES: 1.8.6-7; 2.8.2, 4-5, 7-8; 4.8.1-2; 5.8.4, 7; 7.8.1-3; 8.8.1-3	<ul style="list-style-type: none"> What is abstinence? What are the benefits of waiting to have sex? 	<ul style="list-style-type: none"> Students will define abstinence and discuss the benefits of waiting to have sex. 	<ul style="list-style-type: none"> Video: <i>Sex Appeal</i>
	Birth control	NHES: 1.8.7; 3.8.1, 4; 7.8.1-2	<ul style="list-style-type: none"> What is birth control? How do different types of birth control work (barrier vs. hormonal)? Why is birth control not a fail-safe method of pregnancy prevention? What methods of birth control reduce the risk of STIs? 	<ul style="list-style-type: none"> Students will define birth control and describe hormonal vs. barrier methods. Students will recognize that no method of birth control (other than abstinence) is 100% effective in preventing pregnancy. Students will explain which methods of birth control also reduce the risk of STI's. 	<i>Birth Control</i> worksheet

HEALTH - GRADE 8

Grades: 8		Overview <i>Health 8</i> addresses the concepts of physical, mental, and social health through the content strands: Nutrition/Fitness, Communication/Relationships, Media Awareness/Literacy, and General Health. Topics include public health services' role, personal nutrition, fitness, hygiene, reduction of STIs and HIV risk factors, and lifestyle choices. Resources for finding help and support will be introduced and the development of healthy attitudes and behaviors are emphasized.			
Length: One Quarter					
Credit: .25					
Prerequisite: None					
CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Nutrition/ Fitness GLEs: HL.A.1, 4-6; HL.B.1-2, 6; HL.C.1-6; HL.D.1-2; G/C.E.7; CS.A.1; CS.B.3; CS.C.2; G/C.E.7	Assess Personal Nutrition & Fitness Practices	NHES: 1.8.1-2; 2.8.6; 3.8.1; 5.8.7; 6.8.1-4; 7.8.3; 8.8.1	How do my personal nutrition and fitness practices compare to the national recommendations?	Students will analyze their personal nutrition and fitness practices.	Nutrition & Fitness Assessment: www.choosemyplate.gov
	Energy Drinks	NHES: 1.8.5, 8-9; 2.8.2, 9; 3.8.1; 5.8.4; 7.8.2	Why are energy drinks harmful?	Students will explain the harmful effects and dangers of energy drinks.	<ul style="list-style-type: none"> • UAF Co-op Extension guest presentation • Video: <i>Buzz in a Bottle: The Dangers of Caffeine Spiked Energy Drinks</i>
	Six Basic Nutrients your Body Needs	NHES: 7.8.2	What are the six basic nutrients your body needs and why are they important?	Students will describe the six basic nutrients and their importance in the body.	Video: <i>Vitamins: What Do They Do?</i>
	Basic Principles of Weight Management	NHES: 1.8.6; 2.8.6, 9; 3.8.1, 3, 5; 5.8.4; 7.8.2-3	<ul style="list-style-type: none"> • What are the basic principles of weight management? • What are healthy ways to maintain or lose weight? 	<ul style="list-style-type: none"> • Students will describe the balance of calorie intake/expenditure required for weight management/reduction. • Students will explain the dangers of fad diets. • Students will identify healthy ways to maintain/lose weight. 	<ul style="list-style-type: none"> • Video: <i>Making Healthy Choices: Fighting Teen Obesity</i> • Video: <i>Hungry for Change</i>

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Nutrition/ Fitness (cont.)	Hydration	NHES: 7.8.2-3	What is the importance of hydration?	<ul style="list-style-type: none"> Students will understand methods of hydration. Students will explain dangers of dehydration and benefits of hydration. 	<ul style="list-style-type: none"> Identify the percentage of water in the human body List places within the human body where water is found Describe roles that water plays in the human body
	Food Labels	NHES: 3.8.1; 7.8.3; 8.8.4	How do you read a food label?	Students will be able to analyze a food label and identify its parts and what they mean.	<ul style="list-style-type: none"> Analyze food labels Video: <i>Nutrition Labels: Reading Between the Lines</i>
Communication & Relationships GLEs: HL.A.1, 4-6; HL.B.1-2, 6; HL.C.1-6; HL.D.1-2; G/C.E.7; CS.A.1; CS.B.3; CS.C.2; G/C.E.7	Passive, Aggressive, & Assertive Behaviors	NHES: 1.8.7; 2.8.2; 4.8.1-2; 8.8.1	What's the difference between passive, aggressive, and assertive behaviors?	<ul style="list-style-type: none"> Students will be able to define and describe the difference between passive, aggressive and assertive behaviors, including what they look like and sound like. Students will be able to explain the benefits of assertive behaviors. Students will demonstrate assertive behavior. 	Role plays
	Conflict Resolution	NHES: 2.8.4; 4.8.1, 3; 5.8.4; 7.8.1, 3; 8.8.1-3	How do you peacefully resolve conflicts?	Students will be able to demonstrate how to resolve conflicts peacefully.	<ul style="list-style-type: none"> <i>Peer Mediation Program</i> workbook
	Anger Management	NHES: 4.8.1, 3-4; 7.8.1-3; 8.8.1-3	How can you manage your anger?	Students will recognize anger triggers and describe a plan of management.	<i>LEAP</i> program guest presentation

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Communication & Relationships (Cont.)	Different Types of Abuse & Methods of Reporting (cont.)	NHES: 2.8.4, 10; 3.8.4; 4.8.1, 4; 7.8.3; 8.8.2-3	<ul style="list-style-type: none"> What are the different types of abuse? How and when should you report abuse? 	<ul style="list-style-type: none"> Students will explain the different types of abuse. Students will describe the negative effects of different types of abuse. Students will identify effective ways to report abuse and when to do it. 	Video: <i>10 Warning Signs of Relationship Abuse</i>
	Setting Physical & Emotional Boundaries	NHES: 1.8.6-7; 2.8.2; 4.8.1-2; 7.8.3; 8.8.1-2	<ul style="list-style-type: none"> What are physical and emotional boundaries? How are boundaries helpful? What are your personal boundaries? 	Students will recognize their own personal boundaries and explain how they are helpful in maintaining their goals.	Video: <i>Open Arms, Open Eyes</i>
	Bully Prevention & Peacemaking Skills	NHES: 2.8.3, 4, 10; 4.8.1; 7.8.3; 8.8.1-3	What can you do if you witness someone being bullied?	Students will describe or practice peacemaking interventions in a bullying situation.	Guest speaker: Interior Alaska Center for Non-Violent Living (Bystander training)
	Cyber Harassment	NHES: 2.8.2-3, 7, 10; 3.8.4; 4.8.1-2; 7.8.1; 8.8.2-3	<ul style="list-style-type: none"> What is cyber harassment? What are the possible outcomes? 	Students will define cyber harassment and explain its possible effects.	
	Risk Factors in Social Situations & Safety Plan	NHES: 2.8.3, 10; 4.8.1-2; 7.8.3; 8.8.2-3	What is a safety plan and why is it important?	Students will identify risk factors in social situations and create a personal safety plan.	
Media Awareness & Literacy GLEs: HL.D.3-5	Media Influences & Choices	NHES: 1.8.3; 2.8.2-3, 5-6, 10; 3.8.1-3, 5; 8.8.1-2, 4	<ul style="list-style-type: none"> What is media? How does the media influence our choices? 	Students will analyze different forms of media and how they can potentially affect our thoughts and actions.	

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Review & General Health GLEs: HL.A.1-4, 6; HL.B.1-3, 5-6; HL.C.1-2, 4-6; HL.D.1-4, 6; G/C.E.2	Risk Factors & Chronic Diseases	NHES: 1.8.1, 4, 8-9; 2.82, 9; 5.8.7	What are risk factors for common chronic diseases?	Students will recognize and explain the relationship between common behaviors and chronic disease.	<i>Causes of Death</i> worksheet
	Cold Weather Safety	NHES: 1.8.5; 7.8.2-3	How can we be safe in cold weather?	Students will explain some common consequences of not practicing cold weather safety.	
Optional	First Aid, CPR, & Boating Safety		<ul style="list-style-type: none"> • Offer certification in First Aid/CPR through American Heart Association • Contact the Borough Boating Safety to do a presentation at a pool 		

HEALTH CURRICULUM



GRADES 9-12

GRADUATION REQUIREMENTS

One half (.5) credit (one semester) of Health is required for graduation.

CORE

All students must complete the following core course to meet the graduation requirement:

Health

Grades 9-12, One Semester (.5 credit)

ELECTIVES

Elective courses provide the opportunity to explore health concepts at a deeper level:

Health Leadership Skills

Grades 10-12, One Semester (.5 credit)

Applied Health Skills

Grades 11-12, One Semester (.5 credit)

HEALTH

Grades: 9-12	<p>Overview</p> <p><i>Health</i> focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Decision-making and goal-setting skills are presented at developmentally appropriate levels. Students will learn content and practice skills through the study of the following nine strands.</p>	
Length: One Semester		
Credit: .5		
Prerequisite: None		
CONTENT	MASTERY CORE OBJECTIVES	SUGGESTED ACTIVITIES
<p>Overall Health and Wellness</p> <p>GLEs: HL.B.5; HL.D.4; G/C.G.4</p> <p>NHES: 1.12.1-2, 5-6, 8-9; 2.12.1, 3, 8-9; 4.12.1-2, 4; 5.12.1-2, 4-7; 7.12.1-3; 8.12.2-3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the different dimensions of wellness and how they relate to overall health. • Understand the importance of good decision-making and goal setting to overall health and wellness. • Identify personal values and evaluate whether choices and actions are in alignment with those values. • Understand risk factors and their impact on the health and wellness of teens. • Recognize the role all forms of media (including social media) play in our lives. • Discuss strategies to remain safe in a variety of social situations, including on the internet. • Identify the relationship between personal needs, social pressures and behavior. • Discuss immunizations and the role they play in health. • Discuss risk factors involved in the leading causes of teen deaths. 	<ul style="list-style-type: none"> • Guest speaker: Public Health Nurse • <i>Decision-making</i> worksheet (see Appendix) • Practice goal-setting • <i>Life Expectancy</i> worksheet
<p>Nutrition</p> <p>GLEs: HL.A.1-8; HL.C.5-6</p> <p>NHES: 1.12.1-2, 5-6, 8-9; 2.12.2, 4-5, 7-9; 3.12.1, 3, 5; 5.12.4, 7; 6.12.1-4; 7.12.1-3; 8.12.1</p>	<ul style="list-style-type: none"> • Explain the concept of energy balance. • Know and understand the role of the six basic nutrients. • Understand how to read a nutritional label. • Explain the factors contributing to healthy and unhealthy food choices and meals. • Understand serving sizes and the portion control. • Compare fad diets and balanced diets. • Recognize and understand the appropriate and inappropriate use of sports and energy drinks. • Understand the role exercise plays in being healthy and in weight management. 	<ul style="list-style-type: none"> • The President’s Challenge: www.presidentschallenge.org. • My Plate: www.Choosemyplate.gov • National Dairy Council: www.nationaldairycouncil.org • Dairy Council of California: www.dairycouncilofca.org • Have students participate in the <i>Healthy Futures</i> program with help from their parent/guardian: www.healthyfuturesak.org • Comparison activities • UAF Co-op Extension guest presentation

CONTENT	MASTERY CORE OBJECTIVES	SUGGESTED ACTIVITIES
<p>Communication and Relationships</p> <p>GLEs: HL.A.1-6, 8; HL.B.1; HL.C.1-6; G/C.E.7; CS.D.3; CS.E.7-8</p> <p>NHES: 1.8.6-7; 1.12.7; 2.12.2-4, 7, 10; 3.12.4; 4.12.1-4; 5.12.4; 7.12.1, 3; 8.12.1-3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand ways to communicate effectively and interact respectfully with all people. • Demonstrate using a variety of effective communication skills. • Discuss the effects communication blockers. • Identify how your understanding of gender roles and stereotypes can impact your relationships. • Review the need for and value of different types of relationships. • Define consent and be able to communicate personal boundaries. • Recognize the importance of respecting others’ personal boundaries. • Demonstrate the use of refusal skills in a variety of situations. • Discuss the characteristics of a safe and healthy relationship. • Recognize unhealthy behaviors in a relationship. • Discuss the differences in relationships with imbalances of power and control vs. ones based in mutual respect and equality. • Identify the cycle of violence and different types of abuse. • Identify dating violence and how to get help. • Recognize the importance of real and honest communication in relationships. 	<ul style="list-style-type: none"> • Guest speaker: Interior Alaska Center for Non-Violent Living representative or Sexual Assault Response Team (SART) Nurse for presentation on domestic violence. • Guest speaker: FNSBSD Prevention/Intervention Specialist (Project Success). • Canadian anti-bullying website: www.bullying.org/public/frameset.cfm • Use <i>Teen Power and Control Wheel</i> (see Appendix) • Video: <i>Quiet Storm Project: Youth/Teen Dating Violence Prevention</i> (from Library Media Services) • <i>Identification of Communication Types</i> worksheet • Role play • Video: <i>Communication: The Person-to-Person Skill</i> • Video: <i>The Quiet Storm</i> • Fairbanks Police Department <i>Internet Safety</i> handout • Safe dating plan
<p>Mental Health</p> <p>GLEs: HL.A.1-8; HL.B.5-6; HL.C.1-2, 5-6; HL.D.4; G/C.E.7; CS.D.5</p> <p>NHES: 1.12.1-2; 2.12.4, 7; 3.12.4; 4.12.4; 5.12.4-5, 7; 7.12.3; 8.12.2-3</p>	<ul style="list-style-type: none"> • Identify the stress response and the different stages of stress. • Understand eustress and distress. • Recognize personal stressors and describe some healthy coping strategies. • Describe several types of defense mechanisms and discuss their limitations in solving problems. • Develop an awareness of the various types of mental disorders (mood, anxiety, eating). • Identify several types of mental disorders and differentiate between temporary mental distress and chronic mental illness, (e.g., feeling depressed versus suffering from depression). [HL.A.3; HL.B.5; HL.C.5] • Explain how to access school and community resources that promote mental health. • Differentiate myths and facts surrounding suicide and potential causes of suicide. • Identify warning signs exhibited by people at risk for suicide. 	<ul style="list-style-type: none"> • Legacy Project (<i>Life List, My Dream, Star Ladder</i>): www.legacyproject.org • Guest speaker: mental health professional/hotline counselor (i.e., Natl. Alliance on Mental Illness (NAMI): www.nami.org/MSTemplate.cfm?MicrositeID=111) • Maslow's <i>Hierarchy of Needs</i> • Stress assessment • Deep breathing/relaxation exercises • <i>Stress Test</i> from <i>Activities That Teach</i> • Video: <i>Choices</i> from The Jason Foundation

CONTENT	MASTERY CORE OBJECTIVES	SUGGESTED ACTIVITIES
---------	-------------------------	----------------------

	Students will:	
Mental Health (cont.)	<ul style="list-style-type: none"> List possible steps toward suicide prevention. 	
<p style="text-align: center;">Substance Abuse</p> <p>Substance Abuse</p> <p>GLEs: HL.A.1-4, 6; HL.B.1-6; HL.C.5; HL.D.1-2</p> <p>NHES: 1.12.1, 4, 7-9; 2.12.1-2, 4-5, 7-10; 3.12.1-2, 4; 1.12.1; 5.12.4-.5-7; 7.12.2-3; 8.12.1-4</p>	<ul style="list-style-type: none"> Identify strategies that help to maintain a substance-free lifestyle. [HL.A.6; HL.B.1-6; HL.C.5; HL.D.1,2] Analyze how drug use, misuse, and abuse is encouraged by our society. [HL.A.4; HL.B.1-5] Identify categories of drugs and their general effects. Identify how use and abuse effects the brain. Discuss why use and abuse of drugs is much more dangerous for teens. Explain how different types of drugs, including ones legal for adults, affect the individual both psychologically and physiologically. Identify resources for teens to help with personal or family addictions. 	<ul style="list-style-type: none"> Guest speaker: FNSBSD Safe & Drug Free Schools representative. <i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions Guest speaker: Alaska State Trooper, Fairbanks or North Pole city police officer, Fairbanks Youth Facility officer to address consequences. Video: <i>Smashed</i>
<p>Reproduction and Sex Education</p> <p>GLEs: HL.A.2, 7-8; HL.B.1, 3-4, 6; HL.C.2, 4-6</p> <p>NHES: 1.12.1, 4, 7-9; 2.12.2-5, 7-8; 3.12.1, 4; 4.12.1-2; 5.12.1-2, 4-5, 7; 6.12.1; 7.12.1-3; 8.12.1-4</p>	<ul style="list-style-type: none"> Explain the human sexual response cycle, including the role of hormones. Identify and discuss that abstinence is the only 100% safe form of birth control. Describe the emotional and physical consequences of early sexual activity and multiple partners. Compare and contrast the effectiveness of a variety of contraceptives and understand how they can help prevent pregnancy. [HL.A.7; HL.C.2,4-6] Discuss myths and facts surrounding teen pregnancy, STI's, and birth control. Be aware of the cycle of fetal development. Recognize the early signs of pregnancy and importance of pre-natal care. Know the risk factors for and warning signs of STIs. Evaluate the effectiveness of various contraceptive methods' (including abstinence) in preventing STI's. Identify the health services for obtaining testing of STI's and other diseases. Identify gender and sexuality differences and the importance of treating others respectfully. Discuss information pertaining to male and female reproductive health. 	<ul style="list-style-type: none"> NOVA video: <i>The Miracle of Life</i> (from Library Media Services) Public Health Department: www.iwannaknow.org

HEALTH LEADERSHIP SKILLS

Grades: 10-12	<p>Overview</p> <p>This course will provide students with information related to the Reducing AIDS Risk Effectively in Teens (RARE-T) training, Peer Mediation training, Teens Against Tobacco Use (TATU), and Natural Helpers. After students have learned the basic health information related to the different topics, they will learn presentation skills needed to deliver the information to other students. They will also create an advocacy project to promote positive health changes in their community.</p>
Length: One Semester	
Credits: .5	
Prerequisite: <i>Health</i> or Teacher Recommendation	

CONTENT	MASTERY CORE OBJECTIVES	
<p>Learning Objectives</p> <p>GLEs: HL.A.1-3; HL.B.1-2, 6; HL.C.2, 4; HL.D.6</p> <p>NHES: 1.12.1-2, 4-5; 2.12.2-3, 9; 3.12.4-5; 5.12.4-7; 6.12.2; 7.12.1-3; 8.12.2-4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how HIV is transmitted. [HL.A.3] • Identify two types of HIV antibody testing. [HL.A.3] • Demonstrate three methods of communication. [HL.B.2; HL.C.2; HL.D.6] • Name at least three sexually transmitted diseases and how to prevent them. [HL.A.3] • Provide two examples of how self-esteem affects who we are. [HL.A.1; HL.B.6; HL.C.4] • Identify two ways use of alcohol and other drugs can lead to HIV infection. [HL.A.2-3] 	
CONCEPTS		
<ul style="list-style-type: none"> • HIV/AIDS Prevention and Transmission [HL.A.2-3] • Tobacco Addiction and Prevention [HL.A.2-3] • Conflict Resolution [HL.C.1] • Negotiation and Mediation Skills [HL.C.1-2] • Suicide Prevention [HL.A.4] 	<ul style="list-style-type: none"> • Alcohol and Other Drug Addictions [HL.A.2-3] • Stress Management [HL.B.1; HL.C.5] • Listening Skills [HL.B.2; HL.C.2] • Confidentiality and Community Resources [HL.C.4; HL.D.4] • Health Advocacy [HL.D.6] 	

CONTENT OUTLINE

<p>I. Peer Mediation Training [HL.C.all]</p> <ul style="list-style-type: none"> A. Communication Skills B. Origins of Conflict C. Qualities and Role of Mediator D. Mediation Skills <ul style="list-style-type: none"> 1. Agree to Mediate 2. Gather Points of View 3. Focus on Interests 4. Create Win-Win Options 5. Evaluate Options 6. Create an Agreement E. Practice Mediations F. Social and Cultural Diversity G. Confronting Prejudice H. Understanding Anger I. Negotiation J. Group Problem Solving 	<p>II. Reducing AIDS Risk Effectively in Teens (RARE-T) [HL.A.2-3]</p> <ul style="list-style-type: none"> A. HIV/AIDS Information <ul style="list-style-type: none"> 1. HIV Transmission, Prevention, and Treatment 2. HIV Testing 3. Assertive, Passive, and Aggressive Messages 4. Personal Pressure Situations and How to Handle Them Assertively 5. Alcohol and Other Drug Use May Lead to HIV Infection 6. Identify Alternatives to Alcohol and Drug Use 7. How Male and Female Reproductive Body Parts Work 8. Understand STDs and How to Prevent Them [S.A.10] 9. Unique Qualities That Students Possess to Bring to a Relationship 10. Risky Sexual or Drug Using Behaviors [HL.B.1] 11. Risk Reduction Behaviors [HL.B.1] 12. Messages That Develop Self-Esteem B. Presentation Skills [HL.C.all] <ul style="list-style-type: none"> 1. Recognize and Handle Discomfort Surrounding Sexual Practices 2. Present Complex Information About the Immune System Clearly and Succinctly 3. Explain and Understand Confidentiality and Trust 4. Explain and Facilitate Practice of Communication Skills 5. Create a Safe Space to Communicate About Sensitive Issues 6. Maintain Nonjudgmental Discussions 7. Conduct Condom Demonstrations Properly and Comfortably 8. Communicate Positive Messages to Others 9. Link Relevant Points to the Actual Experiences of the Participants 10. Ability to Stay Focused and Summarize Information
<p>iii. Natural Helpers [HL.A.2-3]</p> <ul style="list-style-type: none"> A. Content Information About Suicide Prevention, Alcohol, Other Drug Abuse, Stress, Anger, etc. [HL.A.3] B. Review of Active Listening Skills [HL.C.all] C. Referral Procedures D. Confidentiality [HL.C.4] E. Community Resources [HL.D.6] 	<p>Iv. Teens Against Tobacco Use (Tatu) [HL.A.2-3]</p> <ul style="list-style-type: none"> A. History of Tobacco Use B. Tobacco Health Risks C. Statistics Regarding Tobacco Use D. Presentation Skills E. Proper Use of Demonstration Materials

APPLIED HEALTH SKILLS

Grades: 11-12	Overview This course will introduce and prepare students with skills and the ability to integrate these skills to advocate for self, family, and community health. These skills will provide the necessary tools to support students when developing, setting, and reaching goals. Students will gain confidence in relating to the community and applying decision-making and goal-setting skills in an ever-changing society.	
Length: One Semester		
Credit: .5		
Prerequisite: <i>Health</i> and junior or senior standing		
CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
Community Health GLEs: HL.A.1-3; S.A.7, 14-15; S.D.2 NHES: 2.12.1-6, 10; 3.12.2-5; 7.12.2; 8.12.1-4	<ul style="list-style-type: none"> Recognize health resources in the community which support the individual and family. [HL.A.1-3; S.A.7, 14,15; S.D.2] 	<ul style="list-style-type: none"> Guest speaker: Public Health Nurse.
Physical Health (Nutrition, Fitness, Hygiene) GLEs: HL.A.1-4, 6, 8; HL.B.1, 3, 5; HL.C.4-6; S.D.2; CS.B.3; CS.C.3; CS.D.6 NHES: 1.12.1, 5, 7; 2.12.9; 3.12.2, 5; 4.12.2; 5.12.2, 4-7; 6.12.1-4; 7.12.1-3	<ul style="list-style-type: none"> Develop, implement, assess, and adjust a personal nutrition and fitness plan. [HL.A.1-2, 6, 8; HL.B.1, 3, 5; HL.C.6; S.D.2; CS.B.3; CS.C.3; CS.D.6] Analyze the etiology and treatment of eating disorders. [HL.A.2-4; HL.B.5; HL.C.4-5; CS.B.3] 	<ul style="list-style-type: none"> My Pyramid: www.mypyramid.gov National Dairy Council: www.nationaldairyCouncil.org Dairy Council of California: www.dairycouncilofca.org
Disease Prevention & Control GLEs: HL.A.1-4, 6-7; HL.B.1-2, 5-6; HL.C.2, 4-6; HL.D.1-2, 4; CS.A.1; CS.C.3 NHES: 1.12.1-3, 5-7; 2.12.7-10; 3.12.4-5; 4.12.1-4; 5.12.2-7; 6.12.2	<ul style="list-style-type: none"> Analyze situations that require professional health services. [HL.A.2-4; HL.B.6; HL.C.6; HL.D.4; CS.A.1; CS.C.3] Analyze how behavior can impact health maintenance and disease prevention, including HIV, hepatitis, STDs, testicular and breast cancer. [HL.A.1-3; HL.C.4, 5] Explain, in order, the steps of proper condom use and its necessity for the prevention of STDs. [HL.A.1, 3, 7; HL.B.1-2, 5-6; HL.C.2, 4-5; HL.D.2] 	<ul style="list-style-type: none"> Guest speaker: Public Health Nurse, UAF researcher, Interior AIDS Association representative. Centers for Disease Control and Prevention: www.cdc.gov P.E. Central health lesson ideas: www.pecentral.org/lessonideas/health/healthlp.asp P.E. Central STD web activity: www.pecentral.org/lessonideas/ViewLesson.asp?ID=1231 NOVA Video: <i>Dying to be Thin</i>, www.pbs.org/wgbh/nova/thin

CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
Disease Prevention & Control (cont.)	<ul style="list-style-type: none"> Describe how to delay the onset and reduce the risk of potential health problems during adulthood. [HL.A.2, 6; HL.D.1; CS.A.1; CS.C.3] Discuss information pertaining to male reproductive health including circumcision, inguinal hernia, mumps, rectal examination, and testicular self-examination. [HL.A.7] Discuss information pertaining to female reproductive health including endometriosis, toxic shock syndrome, a disrupted menstrual cycle, the pelvic examination, and breast self-examination. [HL.A.7] Define <i>addiction</i> and explain the corresponding chemical changes in the brain. [HL.A.2-3] 	
Relationships GLEs: HL.A.1-6, 8; HL.B.1; HL.C.1-6; HL.D.1; G/C.E.7; CS.B.3 NHES: 1.12.2, 5; 2.12.1-8; 4.12.1-4; 5.12.3	<ul style="list-style-type: none"> Demonstrate refusal, collaboration, and negotiation skills to avoid potentially harmful situations. [HL.A.1-6; HL.B.1; HL.C.1-6; G/C.E.7] Define origins of conflicts and demonstrate strategies for solving conflicts without harming others. [HL.A.1-2, 6; HL.C.1-6; HL.D.1; G/C.E.7; CS.B.3] Analyze how interpersonal communication affects relationships. [HL.C.1-6] Identify qualities of a life partner that complement personal values and life goals. [HL.A.5-6; HL.C.1-6; CS.B.3] Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. [HL.A.8] Review types of violence, the cycle of violence, and warning signs of abusive relationships (see Appendix for <i>Understanding Power & Control Tactics</i> and <i>Understanding Equality</i>). [HL.A.4] 	<ul style="list-style-type: none"> Guest speaker: Interior Alaska Center for Non-Violent Living representative. Guest speaker: FNSBSD Prevention/Intervention Specialist (Project Success). Canadian anti-bullying website: www.bullying.org/public/frameset.cfm. Use <i>Teen Power and Control Wheel</i> (see Appendix).

CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
<p>Mental Health</p> <p>GLEs: HL.A.1-6; HL.B.6; HL.C.1-6; HL.D.4; G/C.E.7; CS.C.3</p> <p>NHES: 1.12.2-8; 2.12.1-10; 3.12.2-5; 4.12.1-4; 5.12.1-7; 6.12.1-4</p>	<ul style="list-style-type: none"> List the stages of General Adaptation Syndrome and identify personal stressors and personal stress responses. [HL.A.1-4, 6; HL.C.1-2, 5; G/C.E.7; CS.C.3] Develop, implement, assess, and adjust a personal stress management plan. [HL.A.1-4, 6; HL.C.1-2, 5; G/C.E.7; CS.C.3] Examine different values, identify personal values and evaluate whether choices and actions are in alignment with personal values. [HL.A.1, 4-5; HL.C.5, 6] Review statistics and warning signs surrounding suicide and identify prevention strategies and local resources. [HL.A.4; HL.D.4] Develop, implement, assess, and adjust a personal anger management plan. [HL.A.1-2, 4-6; HL.C.1-6] Discuss the characteristics of and treatment for co-dependence. [HL.A.1, 3-4, 6; HL.B.6] 	<ul style="list-style-type: none"> Legacy Project (<i>Life List, My Dream, Star Ladder</i>): www.legacyproject.org
<p>Personal & Consumer Health</p> <p>GLEs: HL.A.1, 5-6; HL.B.5; HL.D.4, 6</p> <p>NHES: 1.12.1, 5; 2.12.1-8, 10; 3.12.1-5; 4.12.1; 8.12.1-4</p>	<ul style="list-style-type: none"> Predict immediate and long-term impact of health decisions on the individual, family and community. [HL.A.1, 5-6; HL.D.6] Advocate for personal and family health. [HL.D.1-6] Evaluate the effect of media and other factors on personal, family and community health. [HL.A.5-6; HL.B.5] Demonstrate the ability to utilize various strategies to access health information and services. [HL.B.5; HL.D.4] 	<ul style="list-style-type: none"> Center for Media Literacy: www.medialit.org (choose <i>Health Issues or Health/Prevention</i>). Marketing busters project: find a product and its <i>truth</i> compared to advertisement. Recognize real products (e.g., find the USDA/organic label).
<p>Substance Use & Abuse</p> <p>GLEs: HL.A.1-4, 7; HL.B.1; HL.D.1, 4</p> <p>NHES: 1.12.1, 3-4; 2.12.1-7, 9; 3.12.4-5; 4.12.1-4; 5.12.1, 3-7; 6.12.2-4; 7.12.1-3; 8.13.3</p>	<ul style="list-style-type: none"> Define the pharmacology of the different categories of drugs (tobacco, stimulants, depressants, narcotics, hallucinogens, inhalants, designer drugs, cannabis) and the psychological and physiological effects. [HL.A.1-3] Outline the five stages of drug use that can progress to drug dependence and identify personal risk factors 	<ul style="list-style-type: none"> Guest speaker: FNSBSD Safe & Drug Free Schools representative. <i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions. Guest speaker: Alaska State Trooper, Fairbanks or North Pole Police Officer
CONTENT	MASTERY CORE OBJECTIVES Students will:	SUGGESTED ACTIVITIES
<p>Substance Use & Abuse (cont.)</p>	<p>[HL.A.3-4; HL.B.1]</p> <ul style="list-style-type: none"> Examine the effects of parental substance use (e.g., alcohol, cocaine, tobacco, heroin) on the development of the child from conception through age five. [HL.A.2-3, 7] 	

	<ul style="list-style-type: none"> • Discuss the intervention process and different kinds of treatment options for a drug dependent individual and the family members [HL.A.3-4; HL.D.1, 4] 	
<p style="text-align: center;">Human Physiology and Development</p> <p>Human Physiology & Development</p> <p>GLEs: HL.A.1, 5-8; HL.B.4; HL.C.2, 4-6; HL.D.1</p> <p>NHES: 1.12.2; 4.12.1-2; 7.12.1-3</p>	<ul style="list-style-type: none"> • Evaluate the risks and lasting consequences of becoming a teen parent. [HL.A.1, 5-8; HL.B.4; HL.D.1] • Define the term <i>sexuality</i> and examine how stereotypical gender roles may impact your life choices. [HL.A.7-8] • Understand that abstinence is the only 100% safe and effective form of birth control and compare and contrast the effectiveness of a variety of contraceptives. [HL.A.7; HL.C.2, 4-6] • Understand the physiological changes for a female during pregnancy and the development of the child from conception through age five. [HL.A.7-8] 	<ul style="list-style-type: none"> • NOVA video: <i>The Miracle of Life</i> (from Library Media Services).
<p>Safety and First Aid</p> <p>GLEs: HL.A.1-6; HL.B.1-6; HL.C.5; HL.D.1-2</p> <p>NHES: 1.12.3, 5, 8; 2.12.9; 3.12.4-5; 4.12.2; 5.12.4-5</p>	<ul style="list-style-type: none"> • Analyze the relationship between substance use, impaired judgment, and unwanted or dangerous outcomes. [HL.A.2-6; HL.B.1-5] • Analyze the short-term and long-term consequences of safe and risky or harmful behaviors. [HL.A.3; HL.B.1] • Develop injury prevention and management strategies for personal, family, and community health. [HL.A.1-3, 6; HL.B.1-3, 5-6; HL.C.5; HL.D.1-2] 	<ul style="list-style-type: none"> • State of Alaska Injury Prevention and Emergency Medical Services educational materials: www.hss.state.ak.us/dph/ipems/injury_prevention/education.htm • Safe Kids USA, Preventing Accidental Injury: www.usa.safekids.org/index.cfm

