

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.

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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

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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>	<p>How do students demonstrate ways to stay healthy and prevent diseases?</p>	<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>	<p>How do schools and the media influence health behaviors?</p>	<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 NO! • 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>	<p>Who can students go to for health questions and concerns?</p>	<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.

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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.

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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

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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>	<p>How do students explain ways to stay healthy and prevent diseases?</p>	<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>	<p>How does society support and influence health behaviors?</p>	<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>	<p>How do students identify reliable health information?</p>	<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.

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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.

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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.

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<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. [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.
<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.

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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.