

# HEALTH CURRICULUM



## GRADES 6 - 8

## HEALTH - GRADE 6

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
<b>Disease Prevention</b>	<p><b>Standard One:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>GLEs:</b> HL.A.1-3, 6-7; HL.B.5</p>	How do students analyze healthy behaviors?	<p><b>5th/6th - 1.5.3</b> 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><b>5th/6th - 1.8.1</b> 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"> <li>• Research different types of communicable diseases and resources available in students' home areas.</li> <li>• Relate health choices to the effects on the body systems.</li> <li>• Guest speaker regarding on immunizations.</li> </ul>
<b>Relationships</b>	<p><b>Standard Two:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>GLEs:</b> 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><b>5th/6th - 2.5.5</b> 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><b>5th/6th - 2.8.3</b> 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"> <li>• Create a collage of different cultures.</li> <li>• Use Kagan Cooperative Learning games for team building.</li> <li>• Role-play both pro and con of passive, assertive, and aggressive communication styles.</li> </ul>
<b>Consumer Health</b>	<p><b>Standard Three:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>GLEs:</b> HL.A.1-3, 5-6; HL.C.4-6; HL.D.3</p>	How do students access reliable health information?	<p><b>5th/6th - 3.5.2</b> 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"> <li>• Research second hand smoke and rights and responsibilities of non-smokers.</li> <li>• View different types of advertisements and note what they are trying to sell, how they are selling it, and to whom.</li> <li>• Group students and have them research public health information.</li> </ul>

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

Subtopics	Standards	Essential Questions	Behavior Outcomes	Suggested Activities
<p><b>Healthy Life Skills</b></p>	<p><b>Standard Seven:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>GLEs:</b> HL.A.1-2, 7-8</p>	<p>How do students show ways to stay healthy and take responsibility for their behaviors?</p>	<p><b>5th/6th -7.5.3</b> 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><b>5th/6th - 7.8.1</b> 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"> <li>• Teach Alaska Safe Children’s Act components using a child sexual abuse prevention and education program.</li> <li>• Explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the demands of parenting.</li> <li>• Identify the relationship between personal health choices and individual well-being.</li> </ul>
<p><b>Healthy Communication</b></p>	<p><b>Standard Eight:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>GLEs:</b> 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><b>5th/6th - 8.5.1</b> Express opinions and give accurate information about health issues. [SFHL.B.1-2; C.1-6; D.1-6]</p> <p><b>5th/6th - 8.8.2</b> 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"> <li>• Have students’ research and find accurate information on a health related topic.</li> <li>• Discuss and practice appropriate nonverbal communication skills.</li> <li>• Have students create a PowerPoint or other presentation about a health related topic using accurate information.</li> </ul>

# HEALTH – GRADE 7

<b>Grades: 7</b>		<b>Overview</b> <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.			
<b>Length: One Quarter</b>					
<b>Credit: .25</b>					
<b>Prerequisite: None</b>					
CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
<b>General Health</b>  <b>GLEs:</b> HL.A.1-3, 5-6; HL.B.3, 5; HL.C.4-6; HL.D.3-4; CS.C.3	<b>Components of Health</b>	<b>NHES:</b> 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
	<b>Decision-Making Process</b>	<b>NHES:</b> 1.8.1; 2.8.3, 8; 5.8.1-6; 7.8.3; 8.8.2	<ul style="list-style-type: none"> <li>When do you need to utilize the decision-making process?</li> <li>What are the six steps in the decision-making process?</li> <li>What is the benefit of using the decision-making process?</li> </ul>	Students will know and practice the six steps of the decision-making process.	<i>Decision-making</i> worksheet (see Appendix)
	<b>Goal Setting</b>	<b>NHES:</b> 1.8.1; 6.8.2-4; 7.8.3; 8.8.1	<ul style="list-style-type: none"> <li>What is a SMART goal?</li> <li>Why is it important to set goals?</li> </ul>	Student will practice setting and accomplishing (a) SMART goal(s).	<i>Practice Goal Setting</i> worksheet
	<b>Risk Factors (including MVAs)</b>	<b>NHES:</b> 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?	
	<b>Refusal Skills</b>	<b>NHES:</b> 4.8.1-2; 7.8.2-.3; 8.8.2	<ul style="list-style-type: none"> <li>Why do you need refusal skills?</li> <li>What situations would you need to use refusal skills?</li> <li>What are the steps of refusal?</li> </ul>	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
<b>Substance Abuse</b>  <b>GLEs:</b> HL.A.1-8; HL.B.1, 3, 5; HL.C.4-6; S.SCL.3	<b>Basic Human Needs</b>	<b>NHES:</b> 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>
	<b>Drugs &amp; Fetal Development</b>	<b>NHES:</b> 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"> <li>• YouTube video: <a href="https://www.youtube.com/watch?v=CslQ9ygy-9Y">https://www.youtube.com/watch?v=CslQ9ygy-9Y</a></li> <li>• Video: <i>No Safe Amount: Women, Alcohol, and FAS or Understanding FAS</i> (available in Library Media Services)</li> </ul>
	<b>Increased Danger with Teen Use</b>	<b>NHES:</b> 1.8.8-9; 2.8.10; 8.8.4	<ul style="list-style-type: none"> <li>• Why is it more harmful for teens to use mind-altering substances than adults?</li> <li>• What are the dangers of experimentation?</li> </ul>	Students will be able to explain why teen substance use is more harmful than adult use.	<ul style="list-style-type: none"> <li>• Book: <i>Downhill Slide from Still More Activities That Teach</i> (available in Curriculum Library)</li> <li>• See online sources on addiction by age (possible websites include: <a href="http://alcoholrehab.com/drug-addiction/age-and-substance-abuse">http://alcoholrehab.com/drug-addiction/age-and-substance-abuse</a> or <a href="http://www.inbalancecontinuum.com/outpatient/about/statistics">www.inbalancecontinuum.com/outpatient/about/statistics</a>)</li> </ul>
	<b>Drug Use on Individual, Family &amp; Society</b>	<b>NHES:</b> 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"> <li>• Guest speaker</li> <li>• Video: <i>Teen Files: The Truth About Drugs</i></li> </ul>
	<b>Effects of Tobacco</b>	<b>NHES:</b> 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"> <li>• Video: <i>Tobacco Horror Picture Show</i></li> <li>• Video: <i>Reality Matters: Smoke Signals</i> from Discovery Education</li> <li>• Book: <i>King of Death from Still More Activities that Teach</i> (available in Curriculum Library)</li> </ul>

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
<b>Substance Abuse (cont.)</b>	<b>Effects of Alcohol</b>	<b>NHES:</b> 1.8.8-9; 3.8.1	<ul style="list-style-type: none"> <li>What are the harmful effects of alcohol?</li> <li>Why should you wait until the age of 21 if you are going to drink?</li> </ul>	Students will describe physical, mental, and social effects of underage alcohol use.	<ul style="list-style-type: none"> <li>Video: <i>Dying High in the ER</i></li> <li>Video: <i>Alcohol, Athletes &amp; Steroids</i></li> <li>Video: <i>Alcohol: Think, Don't Drive</i> from Discovery Education</li> <li>Video: <i>The Truth About Drinking</i></li> <li><i>Liver Failure</i> from <i>Activities that Teach</i></li> </ul>
	<b>Effects of Marijuana</b>	<b>NHES:</b> 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"> <li>Video: <i>New Marijuana: Higher Potency, Greater Dangers</i> (HRM videos)</li> </ul>
	<b>Effects of OTC &amp; Prescription Drugs</b>	<b>NHES:</b> 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)
	<b>Alternatives to Drug Use</b>	<b>NHES:</b> 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
	<b>Risk Factors for Drug Addiction</b>	<b>NHES:</b> 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"> <li><i>What's the Deal?</i> addiction card game</li> <li>Knowledge of basic brain, physiology, pharmacology, and anatomy</li> <li>Understand of how drugs alter the brain</li> <li>Understand the impact of drug abuse on teens</li> <li>Social influences of drug abuse</li> </ul>

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
<b>Substance Abuse (cont.)</b>	<b>Gateway Drugs</b>	<b>NHES:</b> 1.8.9; 2.8.9; 5.8.1	What is a gateway drug?	<ul style="list-style-type: none"> <li>Students will list common gateway drugs.</li> <li>Students will explain how the use of gateway drugs increases their likelihood of other drug use.</li> </ul>	National Institute on Drug Abuse: <a href="http://www.drugabuse.gov/publications/marijuana/marijuana-gateway-drug">www.drugabuse.gov/publications/marijuana/marijuana-gateway-drug</a>
	<b>Effects of Drugs of the Reward Pathway in the Brain</b>	<b>NHES:</b> 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"> <li>Video: <i>Which Brain do you Want?</i></li> <li>Video: <i>Drugs: How They Affect the Body Chemistry</i></li> </ul>
<b>Mental Health</b>  <b>GLEs:</b> HL.A.1-2, 5-8; HL.B.1-6; HL.C.1-6; HL.D.1-2; CS.B.3	<b>Stages of Stress &amp; the Effects on the Body</b>	<b>NHES:</b> 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"> <li>Book: <i>Stress Test from Activities That Teach</i> (available in Curriculum Library)</li> <li><i>Stress Assessment</i></li> </ul>
	<b>Stress Management</b>	<b>NHES:</b> 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
	<b>Depression &amp; Suicide Warning Signs</b>	<b>NHES:</b> 2.8.7; 5.8.7; 8.8.3	<ul style="list-style-type: none"> <li>What is the difference between short-term or situational depression and clinical depression?</li> <li>What are warning signs of depression and suicide?</li> </ul>	Students will be able to identify warning signs of clinical depression and suicide.	<ul style="list-style-type: none"> <li>Create a poster that highlights one common misconception about depression and the truth behind that myth</li> <li>List possible causes of depression</li> <li>PBS: <i>In the Mix – Depression: On the Edge</i> <a href="http://www.pbs.org/mix/depression_inde.html">www.pbs.org/mix/depression_inde.html</a></li> </ul>



CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
<b>Mental Health (cont.)</b>	<b>How to Help with Depression/ Self-Harm/ Suicide</b>	<b>NHES:</b> 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"> <li>How can you help someone who is suffering from depression, self-harming and/or is suicidal?</li> <li>When is getting help more important than confidentiality?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognize when professional help is needed and where to find it.</li> <li>Students will explain why at times breaking confidential is required.</li> </ul>	Video: <i>It's Never Too Late</i>
<b>Reproduction</b>	<b>Male/Female Anatomy, Cancer Detection &amp; Fertilization</b>	<b>NHES:</b> 7.8.2-3; 8.8.1	<ul style="list-style-type: none"> <li>What is the process of sperm production to fertilization?</li> <li>How does the menstrual cycle work?</li> <li>What do males/females need to do to detect early stages of testicular/breast/cervical cancers?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to describe the process of sperm production to fertilization.</li> <li>Students will explain the process of the menstrual cycle.</li> <li>Students will know how to do testicular/breast self-exams and the importance of pap smears.</li> </ul>	<i>Reproduction PowerPoint</i>
	<b>Definitions of Sex &amp; STI Risks</b>	<b>NHES:</b> 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"> <li>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</li> <li>Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship</li> </ul>
	<b>STIs</b>	<b>NHES:</b> 1.8.7-9; 2.8.3; 3.8.4	<ul style="list-style-type: none"> <li>What are STIs?</li> <li>What are some common STIs?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to define what an STI is, list common STI's and some frequent symptoms.</li> </ul>	<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"> <li>What is the difference between viral/bacterial STIs?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain which types of STI's can be cured.</li> </ul>	
	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"> <li>What is abstinence?</li> <li>What are the benefits of waiting to have sex?</li> </ul>	<ul style="list-style-type: none"> <li>Students will define abstinence and discuss the benefits of waiting to have sex.</li> </ul>	<ul style="list-style-type: none"> <li>Video: <i>Sex Appeal</i></li> </ul>
	Birth control	NHES: 1.8.7; 3.8.1, 4; 7.8.1-2	<ul style="list-style-type: none"> <li>What is birth control?</li> <li>How do different types of birth control work (barrier vs. hormonal)?</li> <li>Why is birth control not a fail-safe method of pregnancy prevention?</li> <li>What methods of birth control reduce the risk of STIs?</li> </ul>	<ul style="list-style-type: none"> <li>Students will define birth control and describe hormonal vs. barrier methods.</li> <li>Students will recognize that no method of birth control (other than abstinence) is 100% effective in preventing pregnancy.</li> <li>Students will explain which methods of birth control also reduce the risk of STI's.</li> </ul>	<i>Birth Control</i> worksheet

# HEALTH - GRADE 8

<b>Grades: 8</b>		<b>Overview</b> <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.			
<b>Length: One Quarter</b>					
<b>Credit: .25</b>					
<b>Prerequisite: None</b>					
CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
<b>Nutrition/ Fitness</b>  <b>GLEs:</b> 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	<b>Assess Personal Nutrition &amp; Fitness Practices</b>	<b>NHES:</b> 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: <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>
	<b>Energy Drinks</b>	<b>NHES:</b> 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"> <li>• UAF Co-op Extension guest presentation</li> <li>• Video: <i>Buzz in a Bottle: The Dangers of Caffeine Spiked Energy Drinks</i></li> </ul>
	<b>Six Basic Nutrients your Body Needs</b>	<b>NHES:</b> 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>
	<b>Basic Principles of Weight Management</b>	<b>NHES:</b> 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"> <li>• What are the basic principles of weight management?</li> <li>• What are healthy ways to maintain or lose weight?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will describe the balance of calorie intake/expenditure required for weight management/reduction.</li> <li>• Students will explain the dangers of fad diets.</li> <li>• Students will identify healthy ways to maintain/lose weight.</li> </ul>	<ul style="list-style-type: none"> <li>• Video: <i>Making Healthy Choices: Fighting Teen Obesity</i></li> <li>• Video: <i>Hungry for Change</i></li> </ul>

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
<b>Nutrition/ Fitness (cont.)</b>	<b>Hydration</b>	<b>NHES:</b> 7.8.2-3	What is the importance of hydration?	<ul style="list-style-type: none"> <li>Students will understand methods of hydration.</li> <li>Students will explain dangers of dehydration and benefits of hydration.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the percentage of water in the human body</li> <li>List places within the human body where water is found</li> <li>Describe roles that water plays in the human body</li> </ul>
	<b>Food Labels</b>	<b>NHES:</b> 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"> <li>Analyze food labels</li> <li>Video: <i>Nutrition Labels: Reading Between the Lines</i></li> </ul>
<b>Communication &amp; Relationships</b>  <b>GLEs:</b> 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	<b>Passive, Aggressive, &amp; Assertive Behaviors</b>	<b>NHES:</b> 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"> <li>Students will be able to define and describe the difference between passive, aggressive and assertive behaviors, including what they look like and sound like.</li> <li>Students will be able to explain the benefits of assertive behaviors.</li> <li>Students will demonstrate assertive behavior.</li> </ul>	Role plays
	<b>Conflict Resolution</b>	<b>NHES:</b> 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"> <li><i>Peer Mediation Program</i> workbook</li> </ul>
	<b>Anger Management</b>	<b>NHES:</b> 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
<b>Communication &amp; Relationships (Cont.)</b>	<b>Different Types of Abuse &amp; Methods of Reporting (cont.)</b>	<b>NHES:</b> 2.8.4, 10; 3.8.4; 4.8.1, 4; 7.8.3; 8.8.2-3	<ul style="list-style-type: none"> <li>• What are the different types of abuse?</li> <li>• How and when should you report abuse?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explain the different types of abuse.</li> <li>• Students will describe the negative effects of different types of abuse.</li> <li>• Students will identify effective ways to report abuse and when to do it.</li> </ul>	Video: <i>10 Warning Signs of Relationship Abuse</i>
	<b>Setting Physical &amp; Emotional Boundaries</b>	<b>NHES:</b> 1.8.6-7; 2.8.2; 4.8.1-2; 7.8.3; 8.8.1-2	<ul style="list-style-type: none"> <li>• What are physical and emotional boundaries?</li> <li>• How are boundaries helpful?</li> <li>• What are your personal boundaries?</li> </ul>	Students will recognize their own personal boundaries and explain how they are helpful in maintaining their goals.	Video: <i>Open Arms, Open Eyes</i>
	<b>Bully Prevention &amp; Peacemaking Skills</b>	<b>NHES:</b> 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)
	<b>Cyber Harassment</b>	<b>NHES:</b> 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"> <li>• What is cyber harassment?</li> <li>• What are the possible outcomes?</li> </ul>	Students will define cyber harassment and explain its possible effects.	
	<b>Risk Factors in Social Situations &amp; Safety Plan</b>	<b>NHES:</b> 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.	
<b>Media Awareness &amp; Literacy</b>  <b>GLEs:</b> HL.D.3-5	<b>Media Influences &amp; Choices</b>	<b>NHES:</b> 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"> <li>• What is media?</li> <li>• How does the media influence our choices?</li> </ul>	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
<b>Review &amp; General Health</b>  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	<b>Risk Factors &amp; Chronic Diseases</b>	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
	<b>Cold Weather Safety</b>	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.	
<b>Optional</b>	<b>First Aid, CPR, &amp; Boating Safety</b>		<ul style="list-style-type: none"> <li>• Offer certification in First Aid/CPR through American Heart Association</li> <li>• Contact the Borough Boating Safety to do a presentation at a pool</li> </ul>		