



Fairbanks North Star Borough School District

Health Curriculum



Grades K-12
2024 – 2025 Revision – Draft 1

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Acknowledgements

Health Curriculum Writers

Aaron Beardsley – North Pole High
David DeVaughn – West Valley High School
Katy Janega – Weller Elementary
Max Ott – Lathrop High School
Ann Rowley – North Pole Middle
Maggie Samson – Barnet Magnet School

Health Researchers

Health teachers met during professional development in October 2021 and August of 2022 to begin the research stage for Health curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Michelle Daml (Curriculum Coordinator during research stage in 2021-2023.)
Rachel Reilly (Curriculum Coordinator during research stage in 2021-2023.)
Jennifer Morgan – Materials Development Specialist

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Philosophy & Mission Statement

Health is essential for every student’s education and lifelong well-being. The FNSBSD Health Curriculum addresses core principles of physical, mental, and social health within a safe, respectful, and inclusive learning environment. These principles promote self-efficacy and wellness throughout life, so that students can actively apply the skills and make informed personal choices that lead to healthy and fulfilling lives. This curriculum will equip students with the practical health information and skills necessary for wellness, and to understand how their health is interconnected to their environment.

To support health and well-being of self and others, FNSBSD students will be confident in their ability to:

- Use practical health information.
- Analyze influences that affect self and others.
- Access valid and reliable resources.
- Use interpersonal communication skills, decision-making processes, and goal-setting processes.
- Advocate and promote the health and well-being of self and others.

Health Curriculum Overview

The elementary health curriculum contains a broad range of topics. It is designed to be taught in a manner that best meets the needs of students. Delivery may involve classroom teachers, support staff, counselors, nurses, and principals. The elementary health curriculum may be covered in multiple curricular areas.

The secondary level offers stand-alone health courses in grades 6-12.

The goal of sex education in the Fairbanks North Star Borough School District (FNSBSD) is to help young people navigate sexual development and grow into sexually healthy adults. To be effective, sex education must include medically accurate information about a broad range of topics such as:

- Consent and healthy relationships;
- Puberty and adolescent development;
- Sexual and reproductive anatomy and physiology;
- Interpersonal and sexual violence;
- Contraception, pregnancy, and reproduction;
- HIV and other STDs/STIs.

“Quality sex education goes beyond delivering information. It provides young people with opportunities to explore their own identities and values, along with the values and beliefs of their families and communities. It also allows young people to practice the communication, negotiation, decision-making, and assertiveness skills they need to create healthy relationships—both sexual and nonsexual—throughout their lives.”¹

“Research shows that quality sex education programs can help young people delay the onset of sexual activity, reduce the frequency of sexual activity, reduce their number of sexual partners, and increase condom and contraceptive use.”²

An involved, coordinated effort at all levels will ensure topics are within the focus of the curriculum. All areas of health curriculum will be taught with sensitivity and in a safe and inclusive environment.

¹ *National Sex Education Standards: Core Content and Skills, K-12*. (Second ed.) Future of Sex Education (FOSE), 2020. Page 6.

² *National Sex Education Standards: Core Content and Skills, K-12*. (Second ed.) Future of Sex Education (FOSE), 2020. Page 6.

Explanation of Terms

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. For more information, visit the [Alaska Dept. of Education and Early Development website](#).

Society of Health & Physical Education (SHAPE):

[SHAPE America's National Health Education Standards](#) serve as an important framework to ensure consistency and quality in school health education. This framework (as with national standards of other content areas) is used by teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress.

National Sex Education Standards (NSES)

The National Sex Education Standards: Core Content and Skills, K–12 (Second Edition) were developed by the Future of Sex Education (FoSE) Initiative, a partnership between Advocates for Youth, Answer, and SIECUS: Sex Ed for Social Change that seeks to create a national dialogue about the future of sex education and to promote the institutionalization of quality sex education in public schools. To learn more, please visit the [SHAPE National Sex Education Standards](#).

Performance Indicators:

Articulate more specific goals that lead toward progress of the standard.

Standards

The Health Curriculum is aligned to the:

- SHAPE standards (revised 2024),
- National Sex Education Standards (*FOSE, 2020*), and
- Alaska Content Standards – Skills for a Healthy Life (revised 2016).

Elementary Courses



Grades K-5

Kindergarten – Grade 2

Adopted Textbook:

Health and Fitness, Harcourt, 2007;

Lauren’s Kingdom Kit, Lauren’s Kids Foundation, 2014; and

Safer, Smarter Kids Prevention Education Curriculum Kit, Lauren’s Kids Foundation, 2014.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Development (Including Disease Prevention)	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 10 - Feelings ○ Have students role-play asking for help in life situations. ○ Use a feelings chart to demonstrate emotions. ○ Have students model appropriate personal space in different settings. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Invite the school counselor to discuss bullying. ○ StopBullying.gov (US Dept. of Health & Human Services) ○ Role-play threatening situation and appropriate responses. ○ Invite a police officer to make a presentation.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Development continued		<ul style="list-style-type: none"> ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. ● 5.2.2 Recognize when help is needed for a health-related decision. ● 5.2.3 Describe options and potential outcomes for a health-related decision. ● 5.2.4 Choose an option that supports health and well-being. ● 6.2.1 Determine a health behavior to change or reinforce. ● 6.2.2 Identify a goal that supports health and well-being. ● 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. ● 6.2.4 Describe actions that support reaching a health-related goal. ● 6.2.5 Take action to achieve a health-related goal. ● 6.2.6 Reflect on the results of goal-setting. ● 7.2.1 Identify practices and behaviors that support health and well-being of self and others. ● 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.2.1 Make requests to support personal health and well-being. ● 8.2.2 Identify a variety of ways to support others in making health-promoting choices. ● 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Suggested Activities
Relationships	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES: <ul style="list-style-type: none"> ○ GI.2.IC.1 ○ CHR.2.IC.1 ○ CHR.2.IC.2 ○ IV.2.IC.1 ○ IV.2.DM.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Health Community ○ FNSBD Technology Policy ○ Role-play listening skills, taking turns, sharing, and asking appropriate questions. ○ Create a bubble map to describe a friend. ○ Draw a picture of their family. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ 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.

Topic	Standard	Performance Indicators	Suggested Activities
Relationships continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health	<ul style="list-style-type: none"> ● Standard 1: Use functional health information to support health and well-being of self and others. ● Standard 2: Analyze influences that affect health and well-being of self and others. ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others ● Standard 6: Use a goal-setting process to support health and well-being of self and others. ● Standard 7: Demonstrate practices and behaviors to support health. ● Standard 8: Advocate to promote health and well-being of self and others. ● AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> ● 1.2.1 Identify strengths and assets that support health and well-being. ● 1.2.2 Identify dimensions of wellness. ● 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. ● 1.2.4 Describe health-promoting behaviors. ● 1.2.5 Explain the importance of health and well-being. ● 1.2.6 Identify how the environment affects personal and community health. ● 1.2.7 Explain when it is important to seek health care. ● 2.2.1 Identify various influences that affect health and well-being. ● 2.2.2 Determine the ways various influences affect personal health and well-being. ● 2.2.3 Explain how various influences affect the health and well-being of others. ● 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. ● 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. ● 3.2.3 Locate school and community health helpers. ● 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. ● 4.2.2 Use active listening skills in a variety of situations. ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> ● Kindergarten: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Ask a dental or other professional to make a class presentation. ○ Visit a firehouse. ○ Have the class make a list of trusted adults. ● Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ 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 warning on products.

Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Communication	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Have students role-play asking for help in life situations. ○ Use a feeling chart to demonstrate emotions.

Topic	Standard	Performance Indicators	Suggested Activities
<p>Communication continued</p>	<p>health and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. 	<ul style="list-style-type: none"> ○ Have students model appropriate personal space in different settings. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Invite the school counselor to discuss bullying. ○ StopBullying.gov (<i>US Dept. of Health & Human Services</i>) ○ Role-play threatening situations and appropriate responses. ○ Invite a police officer to make a presentation.

Topic	Standard	Performance Indicators	Suggested Activities
Communication continued		<ul style="list-style-type: none"> • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Safety and First Aid	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ How and when do students call 911. ○ Review school rules. ○ Have students role play <i>No! – Go Tell</i> situations with their classmates. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing – Safer and Smarter Kids

Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid continued	<p>health and well-being of self and others</p> <ul style="list-style-type: none"> • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES <ul style="list-style-type: none"> ○ IV.2.AI.1 ○ IV.2.AI.2 • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. 8.2.3 Encourage others to make health-promoting choices. 	<ul style="list-style-type: none"> ○ Talk with students about how schools 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.

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness	<ul style="list-style-type: none"> ● Standard 1: Use functional health information to support health and well-being of self and others. ● Standard 2: Analyze influences that affect health and well-being of self and others. ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others ● Standard 6: Use a goal-setting process to support health and well-being of self and others. ● Standard 7: Demonstrate practices and behaviors to support health. ● Standard 8: Advocate to promote health and well-being of self and others. ● AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> ● 1.2.1 Identify strengths and assets that support health and well-being. ● 1.2.2 Identify dimensions of wellness. ● 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. ● 1.2.4 Describe health-promoting behaviors. ● 1.2.5 Explain the importance of health and well-being. ● 1.2.6 Identify how the environment affects personal and community health. ● 1.2.7 Explain when it is important to seek health care. ● 2.2.1 Identify various influences that affect health and well-being. ● 2.2.2 Determine the ways various influences affect personal health and well-being. ● 2.2.3 Explain how various influences affect the health and well-being of others. ● 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. ● 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. ● 3.2.3 Locate school and community health helpers. ● 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. ● 4.2.2 Use active listening skills in a variety of situations. ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> ● Kindergarten: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ The President’s Challenge (<i>US Dept. of Health & Human Services</i>) ○ Brainstorm healthy activities and foods. ○ Introduce students to Healthy Futures. ● Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Have students participate in the Healthy Futures Programs with the help of parents/ guardians. ○ Design a well balanced meal and identify the food groups in their school lunch. ○ Use Kids Health for more nutrition information (<i>Nemours Children’s Health</i>).

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness continued		<ul style="list-style-type: none"> ● 5.2.2 Recognize when help is needed for a health-related decision. ● 5.2.3 Describe options and potential outcomes for a health-related decision. ● 5.2.4 Choose an option that supports health and well-being. ● 6.2.1 Determine a health behavior to change or reinforce. ● 6.2.2 Identify a goal that supports health and well-being. ● 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. ● 6.2.4 Describe actions that support reaching a health-related goal. ● 6.2.5 Take action to achieve a health-related goal. ● 6.2.6 Reflect on the results of goal-setting. ● 7.2.1 Identify practices and behaviors that support health and well-being of self and others. ● 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.2.1 Make requests to support personal health and well-being. ● 8.2.2 Identify a variety of ways to support others in making health-promoting choices. ● 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Study the nutrition pie chart. ○ Make a collage of healthy foods. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Create a collage of healthy activities. ○ Find pictures of food and place them in the correct food group. ○ My Plate (USDA)

Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ Brainstorm situations when you would need to ask for help.

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued	<ul style="list-style-type: none"> ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others ● Standard 6: Use a goal-setting process to support health and well-being of self and others. ● Standard 7: Demonstrate practices and behaviors to support health. ● Standard 8: Advocate to promote health and well-being of self and others. ● NSES <ul style="list-style-type: none"> ○ GI.2.IC.1 ○ CHR.2.IC.1 ○ CHR.2.IC.2 ○ IV.2.IC.1 ○ IV.2.DM.1 ● AK STATUTE: AS.14.30.355 ● AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> ● 1.2.7 Explain when it is important to seek health care. ● 2.2.1 Identify various influences that affect health and well-being. ● 2.2.2 Determine the ways various influences affect personal health and well-being. ● 2.2.3 Explain how various influences affect the health and well-being of others. ● 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. ● 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. ● 3.2.3 Locate school and community health helpers. ● 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. ● 4.2.2 Use active listening skills in a variety of situations. ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. ● 5.2.2 Recognize when help is needed for a health-related decision. ● 5.2.3 Describe options and potential outcomes for a health-related decision. ● 5.2.4 Choose an option that supports health and well-being. ● 6.2.1 Determine a health behavior to change or reinforce. ● 6.2.2 Identify a goal that supports health and well-being. ● 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. ● 6.2.4 Describe actions that support reaching a health-related goal. ● 6.2.5 Take action to achieve a health-related goal. ● 6.2.6 Reflect on the results of goal-setting. ● 7.2.1 Identify practices and behaviors that support health and well-being of self and others. 	<ul style="list-style-type: none"> ○ Role play the situations of how to ask for help. ● Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ 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.

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued		<ul style="list-style-type: none"> • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	

Grades 3 – 5

Adopted Textbook:

Health and Fitness, Harcourt, 2007;

Lauren’s Kingdom Kit, Lauren’s Kids Foundation, 2014; and

Safer, Smarter Kids Prevention Education Curriculum Kit, Lauren’s Kids Foundation, 2014.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Developments (including disease prevention)	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • . 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapters 1, 8, and 10 ○ Have the class research different germs and how they spread. ○ For more information, use www.fightbac.org (<i>Partnership for Food Safety Education</i>). ○ Invite a guest speaker to discuss disease prevention. • Grade 5: <ul style="list-style-type: none"> ○ Chapters 1, 8, and 10 ○ 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 to discuss immunizations.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Developments continued	<p>health and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. 	<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).

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Developments continued		<ul style="list-style-type: none"> • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Relationships	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Have a class discussion about decisions 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-messages. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Create a collage of different cultures. ○ Use Kagan Cooperative Learning games for team building. ○ Role-play both pros and cons of passive, assertive, and aggressive communication styles.

Topic	Standard	Performance Indicators	Suggested Activities
Relationships continued	<ul style="list-style-type: none"> • NSES <ul style="list-style-type: none"> ○ GI.5.ADV.1 ○ SO.5.ADV.1 ○ CHR.5.CC.1 ○ CHR.5.CC.2 ○ CHR.5.AI.1 ○ CHR.5.IC.1 ○ CHR.5.CC.2 • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Relationships continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • . 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Brainstorm with the class about where to get correct information.

Topic	Standard	Performance Indicators	Suggested Activities
<p>Consumer Health continued</p>	<ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES: PD.5.AI.1 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> ○ Students use/ develop their research skills (e.g. internet) to develop a pamphlet of these resources. ○ Invite the school’s technology teacher to address the class regarding appropriate use of the internet. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ 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.

Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health continued		<ul style="list-style-type: none"> ● 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. ● 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. ● 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. ● 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. ● 5.5.4 Choose a health-promoting option when making a decision. ● 5.5.5 Reflect on the results of a health-related decision on self and others. ● 6.5.1 Set a goal and explain how the goal supports health and well-being. ● 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. ● 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. ● 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. ● 6.5.5 Track progress toward attaining a health-related goal. ● 6.5.6 Reflect on the goal-setting process and outcomes. ● 7.5.1 Examine practices and behaviors that support health and well-being of self and others. ● 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. ● 8.5.2 Explain how collaboration and communication support advocacy. ● 8.5.3 Identify advocacy skills and strategies to support health and well-being. ● 8.5.4 Demonstrate how to advocate for health and well-being 	

Topic	Standard	Performance Indicators	Suggested Activities
Communication	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Discuss peacemaking/peace-breaking strategies. ○ Role-play different conflict situations and talk in groups to resolve the conflicts. ○ Brainstorm appropriate responses to resolve conflict. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Guest speaker – local mental health representative to discuss bullying and its effects of a 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.

Topic	Standard	Performance Indicators	Suggested Activities
<p>Communication continued</p>	<ul style="list-style-type: none"> • NSES: PD.5.GS.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Communication continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ Brainstorm options in health-related situations. ○ Have students use the dictionary to look up the word “risk,” discuss

Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid continued	<ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. 	<ul style="list-style-type: none"> ○ their findings, and then create a class definition. ○ Invite a Police Department speaker to discuss internet and other safety issues. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ Make a poster about drug use/ abuse. ○ Use Ready.gov for procedures in emergency scenarios (<i>US Dept. of Homeland Security</i>). ○ Discuss the Fairbanks Police Department handout on Internet Safety. ○ Teach Alaskan survival skills.

Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid continued		<ul style="list-style-type: none"> • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Participate in Healthy Futures ○ 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 (<i>Office of Disease Prevention and Health Promotion</i>) ○ Use GoNoodle for activities • Grade 5: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Create posters of nutritious foods. ○ Maintain food and exercise logs. ○ Discuss food choices in small groups.

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness continued	<ul style="list-style-type: none"> • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. 	

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness continued		<ul style="list-style-type: none"> ● 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. ● 8.5.2 Explain how collaboration and communication support advocacy. ● 8.5.3 Identify advocacy skills and strategies to support health and well-being. ● 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills	<ul style="list-style-type: none"> ● Standard 1: Use functional health information to support health and well-being of self and others. ● Standard 2: Analyze influences that affect health and well-being of self and others. ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others 	<ul style="list-style-type: none"> ● 1.5.1 Explain how to build upon strengths and assets to support health and well-being. ● 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. ● 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. ● 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. ● 1.5.5 Examine how health literacy supports health and well-being. ● 1.5.6 Examine how the environment affects personal and community health. ● 1.5.7 Explain when and why it is important to seek health care. ● 2.5.1 Explain how various influences affect health and well-being. ● 2.5.2 Determine the ways various influences affect the health and well-being of self and others. ● 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. ● 2.5.4 Use strategies and resources to manage influences that impact health and well-being. 	<ul style="list-style-type: none"> ● Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Participate in Red Ribbon week. ○ Have the class role-play saying “No!” to drugs. ○ Discuss the effects of drugs and the symptoms of dependence with help from the school nurse and/or counselor. ● Grade 5: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active

Topic	Standard	Performance Indicators	Suggested Activities
<p>Healthy Life Skills continued</p>	<ul style="list-style-type: none"> • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. 	<ul style="list-style-type: none"> ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Teach Alaska Safe Children’s Act components using a child sexual abuse prevent and education program (<i>Safer, Smarter Kids Prevention Kit</i> is the material adopted by the Alaska DEED and must be used). ○ 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.

Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills continued		<ul style="list-style-type: none"> • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued	<p>and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES <ul style="list-style-type: none"> ○ GI.5.ADV.1 ○ SO.5.ADV.1 ○ CHRT.5.IC.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. 	<ul style="list-style-type: none"> ○ Have students share their healthy activities. ○ Talk with the class about stress and its effects; brainstorm strategies for coping. ○ Have the class brainstorm situations where they should listen to their inner voice. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ 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.

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued		<ul style="list-style-type: none"> ● 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. ● 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. ● 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. ● 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. ● 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. ● 5.5.4 Choose a health-promoting option when making a decision. ● 5.5.5 Reflect on the results of a health-related decision on self and others. ● 6.5.1 Set a goal and explain how the goal supports health and well-being. ● 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. ● 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. ● 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. ● 6.5.5 Track progress toward attaining a health-related goal. ● 6.5.6 Reflect on the goal-setting process and outcomes. ● 7.5.1 Examine practices and behaviors that support health and well-being of self and others. ● 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. ● 8.5.2 Explain how collaboration and communication support advocacy. ● 8.5.3 Identify advocacy skills and strategies to support health and well-being. ● 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Human Growth and Development	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-5: <ul style="list-style-type: none"> ○ <i>Always Changing</i> videos and resources (for sex education topics, you must use material approved by the School Board and listed on the Approved Supplemental List).

Topic	Standard	Performance Indicators	Suggested Activities
Human Growth and Development continued	<ul style="list-style-type: none"> • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Human Growth and Development continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Middle School Courses



Grades 6-8

Grade 6

<p>Grade(s): 6 Length: One quarter Prerequisite(s): None</p>	<p>Course Overview: This course provides students an introduction to Health topics for middle schoolers. Topics include character development, online safety, healthy communication, goal setting, decision making, conflict resolution, and other age-appropriate topics relevant to sixth graders.</p> <p>Adopted Textbook: <i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Personal Health and Wellness• Health Resources• Goal Setting and Decision Making• Nutrition• Mental and Emotional Health• Safety and First Aid• Healthy Relationships and Communication• Physical Activity and Healthy Lifestyles

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Introduction to Health/ Healthy Life Skills	Standard 1	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Lesson 1.1 • Create your own Health Triangle with preferred activities to promote social, physical, and emotional health. • Discuss basic growth and development issues in adolescents.
Influences of Health	Standard 2	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.1 Analyze the interrelationships between various influences on health and well-being 	<ul style="list-style-type: none"> • Lessons 1.2, 14.1, and 14.2 • List environmental factors that influence health. • Create personal dimension of wellness wheel.
Character Development	Standard 4	<ul style="list-style-type: none"> • 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values. • 4.8.10 Demonstrate ways to communicate empathy and compassion. 	<ul style="list-style-type: none"> • First Tee 9 Core Values • Identifying personal character traits (i.e. Walk in My Shoes Assignment)

Unit: Health Resources

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Verifying Reliable Health Information	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. • 3.8.3 Accessing valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Develop a pamphlet on health related topic using verified sources. • View different advertisements and identify advertising approaches.
Accessing Reliable Health Information	Standard 3	<ul style="list-style-type: none"> • 3.8.3 Accessing valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Group students to research public health information and create public service announcements.

Unit: Goal Setting and Decision Making

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Types of Goals	Standard 6	<ul style="list-style-type: none"> 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting. 	<ul style="list-style-type: none"> Students identify long-term and short-term goals.
Goal Setting Practices	Standard 6	<ul style="list-style-type: none"> 6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate. 	<ul style="list-style-type: none"> Self-reflections for physical, mental, social, academic, or lifestyle areas that could benefit from goal setting.
Peer Pressure Influences on Decision Making	Standard 5	<ul style="list-style-type: none"> 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Role play peer pressure and responses in different scenarios.
The Decision Making Process	Standard 5	<ul style="list-style-type: none"> 5.8.1 Explain how the use of a decision-making process affects health and well-being. 	<ul style="list-style-type: none"> Partners develop a create-your-own adventure story based on a scenario.

Unit: Nutrition

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Hydration and Its Importance to the Body	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Create poster advertisements of the benefits of water in the body.
Healthy Food Choices	Standard 5	<ul style="list-style-type: none"> 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Lesson 7.1 Identify what foods have empty calories. Compare food nutrients. Factors affecting family/regional eating habits. Develop a healthy foods restaurant menu.
Macronutrients	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Identify macronutrients and food sources. Create a macronutrient superhero.
Healthy Eating	Standard 7	<ul style="list-style-type: none"> 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Lesson 7.2 Design a well-balanced, healthy meal or meal-plan.

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Self-Image and Self-Esteem	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> • Lesson 5.1 • Identify how perceptions can affect self-belief and health.
Identifying Stressors	Standards 1, Standard 5	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 5.8.6 Evaluate the results of a health-related decision on self and others. 	<ul style="list-style-type: none"> • Lesson 5.3 • Discuss seasonal effects on mental and emotional health in Alaska: Seasonal Affective Disorder. • Identify Stressors for individuals and how people are different in their stressors.
Stress Management	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> • Identify and practice preferred stress management techniques.
Emotional Health	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> • Lesson 5.2 • Describe how emotions can affect overall health and activities to relieve stress.

Unit: Safety and First Aid

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
School Safety	Standard 7	<ul style="list-style-type: none"> • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Develop a set of class cultural standards/ values important for each class to uphold. • Review ALICE approaches to emergency response.
Fire Safety	Standard 7	<ul style="list-style-type: none"> • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 13.2 • Develop a home fire response plan. • Guest speakers from local Fire Department to discuss fire prevention and response.
Online Safety	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 16.1 • Personal identifiable information, password safety. • Social media safety.

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Communication Skills	Standard 4	<ul style="list-style-type: none"> • 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts. 	<ul style="list-style-type: none"> • Role Play communication styles. • Identify traits of a good listener.
Healthy Relationships	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 15.2 • Use cooperative games for teams to achieve a goal.
Bullying Prevention and Conflict Resolution	Standard 2, Standard 4	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> • Lesson 15.2 and 16.1 • Analyze what are socially acceptable behaviors in-person and online. • Discuss and role play conflict resolution strategies. • Community guest speakers or counselors discuss the effects of bullying.
Identifying Trusted Adults	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> • Identify scenarios when a trusted adult should be contacted and who those adults would be for each student.

Unit: Physical Activity and Healthy Lifestyles

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Importance, Benefits, and Recommendations of Physical Activity and Fitness	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Lesson 8.1
The FITT Principle	Standard 7	<ul style="list-style-type: none"> • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 8.2
Disease Prevention	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Lessons 12.1 and 12.3 • Research types of communicable diseases and their prevention. • Relate health choices to the effects on the body. • Develop pamphlets or posters on how to prevent disease.
Addictive Substances and Their Effects on the Body	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 9.1 • Describe how alcohol, cannabis, cigarettes, and vaping can become habit forming. • Describe how addictive substances can alter body functions including decision making processes.
The Adolescent Body and Personal Hygiene	Standard 1	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Lesson 3.1 • Anatomy, physiology, and physical changes during puberty. • Develop timely routines for good hygiene practices.

Grade 7

<p>Grade(s): 7 Length: One quarter Prerequisite(s): None</p>	<p>Course Overview: This course provides Health topics for middle schoolers. Units consist of age-appropriate, standards-based topics relevant to seventh graders.</p> <p>Adopted Textbook: <i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Personal Health and Wellness• Addictive Substances• Goal Setting and Decision Making• Mental and Emotional Health• Healthy Relationships and Communication• Safety and First Aid• Sexual Health• Physical Activity and Healthy Lifestyles

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Understanding Health	Standard 1	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 	<ul style="list-style-type: none"> • Lesson 1.2 • Components of health • Understand how health and lifestyle choices affect quality of life.
Influences of Health	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.1 Analyze the interrelationships between various influences on health and well-being 	<ul style="list-style-type: none"> • Lessons 1.2, 14.1, and 14.2 • Identify risk factors and protective factors.

Unit: Addictive Substances

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Basic Human Needs and Choices	Standard 5	<ul style="list-style-type: none"> • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Chapters 9 -11 • Maslow’s Hierarchy of Needs
Types of Addictive Substances	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Chapter 9 -11
Addictive Substances Effects on Individual, Family, and Society	Standard 5, Standard 7	<ul style="list-style-type: none"> • 5.8.6 Evaluate the results of a health-related decision on self and others. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> • Chapter 9 -11
Refusal Skills	Standard 4	<ul style="list-style-type: none"> • 4.8.5 Use refusal skills and strategies in a variety of situations. 	<ul style="list-style-type: none"> • Lesson 9.3 • STOP Refusal Skills Strategy • Role Play

Addictive Substances continued

Topic	Standard	Performance Indicator	Resources & Materials
Alternatives to Substance Use	Standard 3, Standard 7, Standard 8	<ul style="list-style-type: none"> • 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. • 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. • 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. • 8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being. 	<ul style="list-style-type: none"> • Chapter 9 -11

Unit: Goal Setting and Decision Making

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Goal Setting Development	Standard 6	<ul style="list-style-type: none"> • 6.8.3 Develop a goal and explain how it supports health and well-being. • 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. • 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. • 6.8.6 Examine the goal-setting process and outcomes on health and well-being. 	<ul style="list-style-type: none"> • SMART Goals and WOOP Goal Development
Goal Setting Monitoring and Self-Assessment	Standard 6	<ul style="list-style-type: none"> • 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. • 6.8.6 Examine the goal-setting process and outcomes on health and well-being. 	<ul style="list-style-type: none"> • Set short-term goals and analyze results with relevant criteria.
Decision Making Processes and Influences	Standard 5	<ul style="list-style-type: none"> • 5.8.1 Explain how the use of a decision-making process affects health and well-being. • 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. • 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 5.8.6 Evaluate the results of a health-related decision on self and others. 	<ul style="list-style-type: none"> • Discuss the DECIDE model of decision making. • Identify how decision making can benefit or reduce health. • Identify how decision making may influence the ability to reach a goal.

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Stress Management	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 5.3
Symptoms of Depression	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 6.1
Suicide Warning Signs and Response	Standard 2, Standard 8	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. • 8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being. • 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. • 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 6.3

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Family Relationships	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.2
Peer Relationships	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.3

Healthy Relationships and Communication continued

Topic	Standard	Performance Indicator	Resources & Materials
Preventing and Responding to Violence	Standard 1, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapter 16
Anger Management	Standard 1, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> • Lesson 5.2

Unit: Safety and First Aid

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Emergency Response	Standard 4	<ul style="list-style-type: none"> • 4.8.3 Use various communication strategies to seek and offer support and assistance. 	<ul style="list-style-type: none"> • Lesson 13.2 • Check, Call, Care emergency responses.
Media/ Online Safety	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 16.1 • Personal identifiable information, password safety. • Social media safety.

Unit: Sexual Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
The Beginning of Life	Standard 7, SH.8.cc.4	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 17.1
Contraceptives	Standard 7, SH.8.cc.3	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Reference textbook lesson – Unit 7, Chapters 17-18
Sexually Transmitted Infections	SH.8.cc.6	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Reference textbook lesson: Unit 7, Chapters 17-18
Communication/ Decisions	SH.8.IC.1	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Most or moment activity – reference book “Still More Activities That Teach”

Unit: Physical Activity and Healthy Lifestyles

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Importance, Benefits, and Recommendations of Physical Activity and Fitness	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Lesson 8.1
Sleep	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. 	<ul style="list-style-type: none"> • Lesson 4.1 • Maintain a sleep journal to analyze average amounts of sleep.

Grade 8

<p>Grade(s): 8 Length: One quarter Prerequisite(s): None</p>	<p>Course Overview: This course develops Health topics for middle schoolers. Units consist of age-appropriate, standards-based topics relevant to eighth graders.</p> <p>Adopted Textbook: <i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Personal Health and Wellness• Addictive Substances• Nutrition• Mental and Emotional Health• Healthy Relationships and Communication• Sexual Health• Safety

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Factors that Affect Health and Wellness	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.8.7 Explain how health care promotes personal health. • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Chapter 1.2 • Identify factors affecting Alaskan communities that may benefit or hinder access to care. • Identify optimal health resources to obtain and maintain health.
Acute and Chronic Diseases and Their Prevention	Standard 2	<ul style="list-style-type: none"> • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Chapter 12
Media Awareness	Standard 3	<ul style="list-style-type: none"> • 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. • 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. • 3.8.5 Use strategies to manage misinformation and disinformation. 	<ul style="list-style-type: none"> • Influences of media on health. • Finding valid and reliable media sources about health related information.

Unit: Addictive Substances

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Effects on Addictive Substances on the Body and Decision Making	Standard 5	<ul style="list-style-type: none"> • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Chapters 9 - 11
Effects of Addictive Substances on Fetal Development	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapters 9 - 11
Over the Counter Versus Illegal Addictive Substances	Standard 5	<ul style="list-style-type: none"> • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Chapters 9 – 11 • Access to Addictive Substances
Stages of Addiction	Standard 7, Standard 8	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Chapters 9 – 11 • Develop PSAs to help present addiction.
Preventing and Treating Use and/or Abuse	Standard 3, Standard 6	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. • 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Chapters 9 – 11 • Drug-free pledge

Unit: Nutrition

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Assess Personal Nutrition and Fitness	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	
Energy Drinks and Caffeine	Standard 5	<ul style="list-style-type: none"> 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Lesson 7.1
Six Basic Nutrients	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Identify nutrients and food sources. Create a macronutrient superhero.
Food Labels	Standard 7	<ul style="list-style-type: none"> 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Stages of Stress and Effects on the Body	Standard 2	<ul style="list-style-type: none"> 2.8.1 Analyze the interrelationships between various influences on health and well-being. 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> Lesson 5.3
Stress Management	Standard 2	<ul style="list-style-type: none"> 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Lesson 5.3
Mental Illnesses	Standard 3	<ul style="list-style-type: none"> 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> Lesson 6.1 – 6.2 Identify symptoms and treatments.

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Setting Physical and Emotional Boundaries	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.5 Use refusal skills and strategies in a variety of situations. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.4
Passive, Aggressive, and Assertive Behaviors	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 5.2

Healthy Relationships and Communication continued

Topic	Standard	Performance Indicator	Resources & Materials
Dating Relationships	Standard 1, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.5 Use refusal skills and strategies in a variety of situations. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.4

Unit: Sexual Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Abstinence	SH.8.CC.3	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Chapter 17
State/ Federal Laws	SH.8.CC.10	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Guest presenter: local law enforcement member (if the topic is sex education, the presenter must be listed on the Approved Supplemental List).
Fetal Development	SH.8.CC.4	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Chapter 17
Contraceptives	SH.8.CC.3	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Reference textbook lesson – Unit 7, Chapters 17-18
Prenatal Care	SH.8.INF.2	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Flour baby

Unit: Safety

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
First Aid and CPR	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapter 13 • Compression-only CPR • Choking responses • Burn treatments
Cold Weather Safety	Standard 1, Standard 5, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Ice safety. • Wind chill • Preparedness and survival skills in Alaskan winters. • Frostbite, frostnip, hypothermia symptoms, and treatments.
Media/ Online Safety	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 13.2 • THINK before you post strategy. • Personal Identifiable Information

High School Courses



Grades 9-12

Graduation Requirements

One half (0.5) credit (one semester) of Health is required for graduation.

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

- **Health (grades 9-12, one semester, 0.5 credit)**

Health

<p>Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite(s): None</p>	<p>Course Overview: <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, mentioned in the units table below.</p> <p>Adopted Textbook: <i>Essential Health Skills for High School</i>. Goodheart-Willcox, 2023.</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Fundamentals of Health• Nutritional Health• Healthy Lifestyles• Healthy Relationships• Substance Abuse (Drugs and Alcohol)• Disease and Disorders• Body Systems• Sex and Reproduction• Hygiene

Unit: Fundamentals of Health

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Health and Wellness Introduction	Standard 1, Standard 6	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 	<ul style="list-style-type: none"> • Health Continuum Graph: Reference Textbook, Chapter 1
Dimensions of Health	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 	<ul style="list-style-type: none"> • Wellness Wheel – “The 4 Dimensions of Educator Wellness” (<i>Solution Tree</i>)
Decision Making/ Goal Setting	Standard 1, Standard 5, Standard 6	<ul style="list-style-type: none"> • 1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes. • 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. • 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. • 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 	<ul style="list-style-type: none"> • Decision-Making Worksheet (see appendix) • D.E.C.I.D.E. Reference, Chapter 1 – Practice goal-setting • S.M.A.R.T. Goals: Reference, Chapter 1
Factors Affecting Health and Wellness	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. • 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. • 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. • 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 	<ul style="list-style-type: none"> • You and the Environment Activity – Reference Textbook, Chapter 1 • Maslow’s Hierarchy of Needs
Mental and Emotional Well-Being	Standard 2	<ul style="list-style-type: none"> • 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. 	<ul style="list-style-type: none"> • Mental Health Case Study • Stress Test from “Activities that Teach”

Unit: Nutritional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Essential Nutrients	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. • 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • MyPlate - “Learn How to Eat Healthy with MyPlate” (<i>USDA MyPlate</i>)
Food and Fitness Choices	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Diet and Exercise Self Assessment
Reading Food Labels	Standard 3	<ul style="list-style-type: none"> • 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Dietary Guidelines (<i>Health.gov</i>)

Unit: Healthy Lifestyles

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Factors Affecting Healthy Body Image	Standard 2	<ul style="list-style-type: none"> • 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • BMI Chart
Engagement of Physical Activities	Standard 1	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	
Sleep	Standard 1	<ul style="list-style-type: none"> • 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Reference Textbook, page 817
Health Management	Standard 7	<ul style="list-style-type: none"> • 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 	<ul style="list-style-type: none"> • School Nurse

Unit: Communication/ Healthy Relationships

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Establishing Healthy Relationships	Standard 4, Standard 7	<ul style="list-style-type: none"> • 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 	<ul style="list-style-type: none"> • Role Plays
Violence Prevention	Standard 2	<ul style="list-style-type: none"> • 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Fairbanks Police Department – Internet Safety Handout • Guest Speaker – Interior Alaska Center for Non-Violent Living representative or Sexual Assault Response Team (SART) Nurse for presentation on domestic violence (this guest speaker is not on the approved supplemental list, so the topic of sex education must not be covered).
Digital Citizenship	Standard 2, Standard 7	<ul style="list-style-type: none"> • 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 	<ul style="list-style-type: none"> • CommonSense.org • Interland Online Game
Gender Identity	Standard 5	<ul style="list-style-type: none"> • 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Safe Dating Plan
Prevention/ Intervention			<ul style="list-style-type: none"> • Guest Speaker – FNSBSD Prevention/ Intervention Specialist (Project Success)

Unit: Substance Abuse (Drugs and Alcohol)

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Smoking/ Vaping	Standard 1	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Digital Media Project – Slideshow, Song, etc.
Alcohol	Standard 1, Standard 5	<ul style="list-style-type: none"> • 1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors. • 1.12.9 Analyze the relationship between access to health care and overall health and well-being 	<ul style="list-style-type: none"> • Vision Impaired Googles – <i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions
Medication/ OTC Drugs	Standard 5	<ul style="list-style-type: none"> • 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 	<ul style="list-style-type: none"> • Guest Speaker • Scrabble Pharmacology
Drug Abuse	Standard 2, Standard 7, Standard 8	<ul style="list-style-type: none"> • 2.12.4 Formulate strategies to manage influences that impact health and well-being. • 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	<ul style="list-style-type: none"> • Guest Speaker – Alaska State Trooper, Fairbanks or North pole city police officer, Fairbanks Youth Facility officer to address consequences

Unit: Disease and Disorders

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Communicable Diseases	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	
Non-communicable Diseases	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	
STDs/ STIs	Standard 1	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Public Health Department – “I Wanna Know About Sexual Health” (<i>American Sexual Health Association</i>)
HIV/ AIDS	Standard 7	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Reference Textbook Chapter 19

Unit: Body Systems

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Cardiovascular	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Pedometer Exercise Activity • Map of How the Heart Flows
Skeletal	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • DIY Bone Activity • Skeletal Crossword Puzzle
Muscular	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Muscle Memory Game
Digestive	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Reference Textbook page 810
Integumentary System	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Playdough Layers of Skin • Skin System Bingo
Reproductive System	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	

Unit: Sex and Reproduction

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Abstinence	Standard 5, Standard 8	<ul style="list-style-type: none"> • 5.12.6 Develop a plan of action to implement a health-related decision. • 8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being. 	<ul style="list-style-type: none"> • School District Nurse or Health Professional
Pregnancy/ Birth	Standard 1	<ul style="list-style-type: none"> • SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex. • SH.10.CC.4 List the major milestones of each trimester of fetal development, utilizing medically accurate information.* 	<ul style="list-style-type: none"> • NOVA Video – <i>Life’s Greatest Miracle</i> (from Library Media Services)
Parenthood	Standard 1, Standard 7	<ul style="list-style-type: none"> • SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g. abstinence, condoms, emergency contraception). 	
Puberty	Standard 1, Standard 7	<ul style="list-style-type: none"> • PD.10.CC.1 Describe the cognitive, social, and emotional changes of early adolescents and early adulthood. 	
Sexual Consent/ High Risk Situations	Standard 4	<ul style="list-style-type: none"> • 4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations. 	<ul style="list-style-type: none"> • Role Play, Skit

Unit: Hygiene

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Hand Washing	Standard 1	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Handwashing Demonstration
Soap/ Deodorant	Standard 1	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 	
Shaving/ Hair Management	Standard 1	<ul style="list-style-type: none"> • 1.8.5 Analyze connections between health literacy and health outcomes. • 1.8.7 Explain how health care promotes personal health. 	<ul style="list-style-type: none"> • Shave a Balloon Activity
Oral Hygiene	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Teeth Staining/ Brushing Activity



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701