



# KPBSD HEALTH CURRICULUM

2025



**2024-2025 Health Curriculum Draft**

**Grades K-12**

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# Acknowledgements

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## KPBSD Vision and Mission Statement

**Vision:** Every KPBSD student will be a lifelong learner who will graduate with the knowledge, skills, integrity, perseverance, and community connectedness needed to pursue their passions and desired post-secondary opportunities.

**Mission:** Supporting students in life success.

## KPBSD Health Philosophy and Mission Statement

In support of the district's strategic plan and goals, the KPBSD Health Committee recognizes the importance for students to acquire and practice skills for a healthy life and productive citizenship. K-12 students will be taught healthy life and citizenship skills so they can navigate the complexities of 21st century life and make informed decisions about their physical, mental, and social emotional health and contribute to the wellness of their community. By teaching our students healthy life skills citizenship, we empower them to become resilient, self-aware, and better prepared to achieve their post-secondary goals successfully.

To support health and the well-being of self and others, KPBSD students will be to:

- **Understand health concepts**, including healthy behaviors, risks, and prevention strategies.
- **Access and evaluate health information** to make informed decisions and solve problems.
- **Practice health-promoting behaviors** like hygiene, injury prevention, and self-care.
- **Advocate for personal and community health** by addressing inequities and promoting well-being.

# Health Curriculum Overview

The K-5 elementary curriculum is comprised of a broad scope of topics that are aligned to state and national health education standards. This curriculum is developmentally appropriate and covers topics such as nutrition, mental health, physical activity, and safety.

The middle school curriculum covers core topics such as nutrition, physical activity, mental and emotional health, substance abuse prevention, and safety, while also addressing contemporary issues like vaping, and social media use. Through a skills-based approach, students learn to apply health concepts to real-life scenarios, fostering resilience, empathy, and mindfulness. The program aligns with the Alaska State Healthy Lifestyle and *National SHAPE standards*. The curriculum emphasizes practical skills that promote lifelong health and wellness, ensuring students are equipped to navigate the challenges of adolescence and beyond.

The high school semester course, required for graduation, will develop essential skills to make informed decisions about their physical, mental, and social well-being. The curriculum covers core topics such as nutrition, physical activity, mental health, and safety, while also addressing contemporary issues like vaping, and social media use.

Lessons pertaining to the Alaska Safe Children's Act and Digital Citizenship for CIPA and E-Rate are required.

The Alaska Safe Children's Act (also known as Erin's and Bree's Law) went into effect June 30, 2017. AS 14.30.355 Erin's Law requires the governing body of each school district to adopt and implement a policy, establish training program for employees and students, and provide parental notices relating to sexual abuse and sexual assault awareness and prevention for students in all grades. Bree's Law (AS 14.30.356) requires that the governing body of each school district shall adopt and implement a policy, establish a training program for employees and students and provide parental notices relating to dating violence and abuse in grades seven through twelve. A training program adopted under this section must emphasize prevention awareness.

K-12 students will learn about digital citizen topics, including how to behave safely and responsibly online, to comply with E-Rate and the Children's Internet Protection Act (CIPA). Digital citizenship lessons are designed to teach students how to protect themselves from harmful content, cyberbullying, and other online risks. Educating students about appropriate online interactions, privacy protection, and the danger of unauthorized access helps them to navigate the digital world securely. Compliance with CIPA not only safeguards students but also ensures that schools and libraries remain eligible for E-Rate funding, which supports affordable internet access and technology resources essential for learning.

# Standards

The KPBSD Health Curriculum is aligned to the:

- Alaska Content Standards: Skills for Healthy Life (revised 2016)
- SHAPE standards (revised 2024)
- Alaska Digital Literacy Standards (2019)

# **Health Elementary Courses**

## **Grades K-5**



# 2025 ELEMENTARY HEALTH

## KPBSD CURRICULUM

This KPBSD Health Kindergarten Curriculum introduces young learners to essential health and safety concepts, laying the groundwork for lifelong well-being. Through age-appropriate lessons and activities, students will explore fundamental safety rules, identify community helpers, and learn basic injury prevention and digital citizenship strategies. The course aims to develop an understanding of personal health, promote positive health behaviors, and build early resilience skills. By focusing on practical safety measures and health awareness, students will begin to cultivate the knowledge and habits necessary for making informed decisions about their health and safety in various environments. Health lessons will take approximately 5 hours of instruction per quarter for a total of 20 hours of instructional time per school year.

### Unit Topics:

**Unit 1: How to Stay Safe**

**Unit 2: Digital Citizenship: Privacy and Security\***

**Unit 3: My Body is Special\*\***

**Unit 4: Healthful Food**

**Unit 5: The Family Team**

**Unit 6: Going to the Doctor and Dentist**

**Unit 7: Drugs and Medicines**

**Unit 8: Getting Sick**

**Unit 9: Keeping Clean (Hygiene)**

**Unit 10: Media Balance and Well-Being\***

\* indicates a E-Rate Digital Citizenship Required Unit

\*\* indicates Safe Children's Act required Units

**Quarter 1**

**Essential Learning Outcomes for the Unit**

Safety is a shared responsibility that involves following rules, recognizing helpers, and being mindful of our actions in all environments.

**Content Standards:**

- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.
- 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.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.
- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The importance of safety rules at home, school, and in the community.
- The role of safety helpers and how to identify them.
- How to avoid unintentional injuries during play and daily activities.
- The importance of following emergency procedures.

**Essential Question(s):**

- What are safety rules, and why are they important?
- Who are safety helpers, and how can they assist us?
- How can we stay safe at home, at school, and in the community?
- What should we do in case of an emergency?

**Student objectives (outcomes):**

Students will be able to:

- Explain basic safety rules for home, school, and community.
- Identify and list safety helpers.
- Demonstrate appropriate safety routines (e.g., fire drills, stop-drop-and-roll).
- Recognize potential safety hazards in different environments.
- Practice asking for help from safety helpers.

**Vocabulary**

safety rules, safety helpers, emergency, danger, caution, community helpers

**Assessment Evidence**

**Performance Task(s):**

- Role-play Activity: scenarios demonstrating how to ask for help from different safety helpers.
- Poster: Create a safety poster illustrating important safety rules for home or school.
- Practice Plan: Participate in a mock emergency drill, following proper procedures.

**Other Evidence:**

- Verbal explanations: Explain safety rules and their importance.
- Sort: Identification of safety helpers from pictures or descriptions.
- Search: Completion of a safety hazard spotting activity in the classroom or playground.
- Quiz: End-of-unit quizzes on safety concepts and vocabulary.

**Unit 2: Digital Citizenship: Privacy and Security\***  
**Quarter 1**

**Grade level: Kindergarten**

**Essential Learning Outcomes for the Unit**

The power of the internet allows students to experience and visit places they might not be able to see in person.

**Alaska Digital Literacy Standards: eRate CIPA compliance**

- K-2.EL.3 With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback, and use age-appropriate technology to share learning.
- K-2.EL.4 With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.
- K-2.DC.2 With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet, and collaborate with others.
- K-2.KC.1 With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems, and share their learning.
- K-2.KC.3 Students use a design process to develop ideas or creations, and they test their design and redesign if necessary.
- K-2.KC.4 Students demonstrate perseverance when working to complete a challenging task.
- K-2.GC.3 With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.

**Understanding (s)/goals**

Students will understand:

- The computer makes it possible to visit faraway places without leaving the classroom.

**Essential Question(s):**

- How do you go places safely online?

**Student objectives (outcomes):**

Students will be able to:

- Discover that the internet can be used to visit faraway places and to learn new things.
- Compare how staying safe online is similar to staying safe in the real world.
- Explain rules for traveling safely on the internet.

**Vocabulary**

online, website, app

**Assessment Evidence**

**Performance Task(s):**

- Poster: Draw a poster of the safety rules when using the internet.
- Identify: List the three safety rules when visiting websites or apps.

**Other Evidence:**

- Discussion: Participate in a discussion of how to explore the internet safely.

**Quarter 1 and Quarter 3**

**Essential Learning Outcomes for the Unit**

Our bodies are unique and special, and we all have the responsibility to respect and care for ourselves and others.

**Content Standards:**

- 1.2.1 Identify strengths and assets that support health and well-being.
- 1.2.2 Identify dimensions of wellness.
- 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.
- 6.2.1 Determine a healthy behavior to change or reinforce.
- 3.2.3 Locate school and community health helpers.
- 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.
- 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.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- Bodies can differ physically, but all are special and unique.
- The importance of respecting and appreciating differences in others.
- Basic routines for keeping their bodies healthy and safe.
- The concept of personal safety and appropriate touch.

**Essential Question(s):**

- How are our bodies different and similar?
- What makes each person special and unique?
- How can we take care of our bodies to stay healthy and safe?
- What is safe touch, and how do we respond to unsafe touch?

**Student objectives (outcomes):**

Students will be able to:

- Identify ways bodies can differ physically.
- Explain why every person is unique and special.
- Describe basic routines for keeping their body healthy and safe.
- Define private parts and describe rules of personal safety.
- Identify trusted adults who can help with personal safety concerns.

**Vocabulary**

unique, special, differences, similarities, healthy habits, private parts, safe touch, unsafe touch, trusted adult

**Assessment Evidence**

**Performance Task(s):**

- Drawing: Create a self-portrait highlighting unique physical features.
- Role-play: Scenarios demonstrating how to respond to unsafe touch situations.
- Checklists: Design a "healthy body" checklist for daily routines.

**Other Evidence:**

- Verbal explanations of what makes each student special.
- Graphic Organizers: Identification of similarities and differences among classmates.
- Demonstrations: Basic health and safety routines.
- Worksheets: Distinguishing between safe and unsafe touch scenarios.

**Unit 4: Healthful Food**  
**Quarter 2**

**Grade level: Kindergarten**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>Food is essential for all living things, and choosing healthful options from various food groups helps our bodies grow strong and stay healthy.</p>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Content Standards:</b><br/>1.2.2 Identify dimensions of wellness.<br/>1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries.<br/>1.2.4 Describe health-promoting behaviors.<br/>1.2.5 Explain the importance of health and well-being.<br/>4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.<br/>7.2.1 Identify practices and behaviors that support the health and well-being of self and others.</p> |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Understanding (s)/goals</b><br/>Students will understand:</p> <ul style="list-style-type: none"> <li>• Food is a basic need for all living things.</li> <li>• The difference between healthful and less healthful foods.</li> <li>• Healthful foods come in various forms.</li> <li>• Proper food handling techniques are important for health and safety.</li> </ul>                                                                                                                | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is food essential for all living things?</li> <li>• How can we distinguish between healthful and less healthful foods?</li> <li>• In what different forms can we find healthful foods?</li> <li>• Why is proper food handling important?</li> </ul>                       |
| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify food as a need for all living things.</li> <li>• Distinguish between healthful and less healthful foods.</li> <li>• Describe how healthful foods come in various forms.</li> <li>• Explain and demonstrate proper food-handling techniques.</li> <li>• Create a simple, healthful meal plan.</li> </ul>                                                       |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                             |
| <p>healthful, less healthful, food handling, nutrition, meal plan, food safety</p>                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Art collage: Create a collage of healthful foods from various food groups.</li> <li>• Role-play: proper food handling techniques.</li> <li>• Design: a simple healthful meal plan using pictures or drawings.</li> </ul>                                                                                                                                                                                       | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Verbal explanations of why food is important for living things.</li> <li>• Sorting activity to categorize foods as healthful or less healthful.</li> <li>• Demonstration of basic food safety routines.</li> <li>• End-of-unit quiz on nutrition concepts and vocabulary.</li> </ul> |

**Quarter 2**

**Essential Learning Outcomes for the Unit**  
 There are many different types of families, and they are important to our health and well-being because they are built around love, trust, and care.

**Content Standards:**  
 1.2.2 Identify dimensions of wellness.  
 2.2.2 Determine the ways various influences affect personal health and well-being.  
 6.2.1 Determine a healthy behavior to change or reinforce.  
 6.2.5 Take action to achieve a health-related goal.  
 6.2.6 Reflect on the results of goal-setting.

**Understanding (s)/goals**  
 Students will understand:

- Families come in diverse structures and have unique characteristics.
- Family members have different roles and responsibilities.
- Families work together as a team to support each other.
- The importance of respect and cooperation within families.

**Essential Question(s):**

- What makes a family special?
- How do family members help each other?
- Why is teamwork important in a family?
- How can we show respect for different types of families?

**Student objectives (outcomes):**  
 Students will be able to:

- Identify different types of family structures.
- Describe the roles and responsibilities of family members.
- Explain how families work together as a team.
- Demonstrate ways to show respect for diverse families.
- Recognize the importance of cooperation within families.

**Vocabulary**

family, teamwork, responsibility, cooperation, respect, diversity

**Assessment Evidence**

**Performance Task(s):**

- Portrait: Create a family portrait showcasing their unique family structure.
- Role Play: Role-play different family scenarios, demonstrating teamwork.
- Chart: Design a "Family Helper" chart illustrating various family responsibilities.

**Other Evidence:**

- Verbal explanations of what makes their family special.
- Identification of different family roles from pictures or descriptions.
- Demonstrate respectful behaviors toward diverse families.
- Completion of a worksheet matching family members to their responsibilities.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

There are many people in our community, such as doctors and dentists, that help us to keep healthy.

**Content Standards:**

- 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.
- 1.2.7 Explain when it is important to seek health care.
- 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.
- 5.2.4 Choose an option that supports health and well-being.
- 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.
- 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.

**Understanding (s)/goals**

Students will understand:

- The roles of doctors and dentists in maintaining health.
- The importance of regular check-ups and preventive care.
- Basic hygiene practices for oral and overall health.
- How to prepare for and what to expect during medical and dental visits.

**Essential Question(s):**

- Why are doctors and dentists important for our health?
- What happens during a check-up at the doctor or dentist?
- How can we take care of our teeth and bodies every day?
- Why is it important to visit the doctor and dentist regularly?

**Student objectives (outcomes):**

Students will be able to:

- Identify health helpers, including doctors and dentists.
- Describe what happens during a typical check-up.
- Demonstrate basic hygiene practices for oral and overall health.
- Explain the importance of regular medical and dental visits.
- Express feelings about going to the doctor or dentist.

**Vocabulary**

check-up, preventive care, hygiene, cavity, stethoscope, X-ray, vaccination, flossing

**Assessment Evidence**

**Performance Task(s):**

- Role-play: A doctor or dentist visit scenario.
- Poster/Drawing: Create a poster showing good hygiene practices.
- Demonstrate: Proper tooth brushing technique.

**Other Evidence:**

- Verbal explanations: What doctors and dentists do.
- Sort: Identification of medical tools from pictures or descriptions.
- Checklist: Completion of a "healthy habits" checklist.
- Quiz: End-of-unit quiz on health helpers and hygiene practices.

**Quarter 4**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Drugs and medicines can help us stay healthy if used safely and appropriately.</p>                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Content Standards:</b><br/>                 1.2.2 Identify dimensions of wellness.<br/>                 1.2.4 Describe health-promoting behaviors.<br/>                 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.<br/>                 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.<br/>                 8.2.3 Encourage others to make health-promoting choices.</p>     |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• The definition of drugs and medicines.</li> <li>• The importance of avoiding harmful substances.</li> <li>• Rules for safe medicine use.</li> <li>• How to identify and stay away from dangerous substances.</li> </ul>                                                                                                                                       | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What are drugs, and how do they affect our bodies?</li> <li>• What is medicine, and why is it important to use it safely?</li> <li>• How can we identify and avoid dangerous substances?</li> <li>• Why is it important to say "No Drugs, No Way!"?</li> </ul>                                                 |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define drugs and medicine in age-appropriate terms.</li> <li>• Identify common medicines and explain why medicines are drugs.</li> <li>• Recognize potentially dangerous substances and say "no" to risk-taking behaviors.</li> <li>• Demonstrate how to ask for help from an adult when encountering dangerous and/or unhealthy behaviors.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>drugs, medicine, dangerous substances, responsibility, decision-making, safety rules</p>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Poster: Illustrate safe and unsafe substances.</li> <li>• Role Play: Ways to say no to drugs.</li> <li>• Design: A "Medicine Safety Rules" chart for the school.</li> </ul>                                                                                                                                                                                                                                     | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Verbal explanations: What drugs and medicines are.</li> <li>• Sort and Match: Identification of dangerous substances from pictures or descriptions.</li> <li>• Demonstrate: Proper medicine safety routines.</li> <li>• Worksheet: Complete a worksheet distinguishing between safe and unsafe substances.</li> </ul> |

**Quarter 4**

**Essential Learning Outcomes for the Unit**

Practicing illness prevention strategies, recognizing the signs of sickness, and knowing how to seek help when feeling unwell help us stay healthy.

**Content Standards:**

- 1.2.2 Identify dimensions of wellness.
- 1.2.4 Describe health-promoting behaviors.
- 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries.
- 1.2.4 Describe health-promoting behaviors.
- 1.2.7 Explain when it is important to seek health care.
- 1.2.5 Explain the importance of health and well-being.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.
- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The basics of how germs can make us sick.
- The importance of personal hygiene in preventing illness.
- How to recognize common signs of illness.
- The role of helpers in getting well.

**Essential Question(s):**

- What does it mean to be healthy?
- What are germs, and how do they make us sick?
- How can we keep ourselves clean and healthy?
- What are signs that tell us we might be sick?
- Who can help us when we're not feeling well?

**Student objectives (outcomes):**

Students will be able to:

- Identify basic ways germs can spread.
- Demonstrate proper handwashing technique.
- Recognize common symptoms of illness.
- Identify trusted adults who can help when they are sick.

**Vocabulary**

germs, sick, healthy, hygiene, symptoms, doctor, nurse, medicine

**Assessment Evidence**

**Performance Task(s):**

- Demonstration: Students will demonstrate proper handwashing techniques.
- Simulation: Using washable paint, students will participate in an activity showing how germs can spread through touch.
- Helper Identification: Students will create a simple drawing of people who can help them when they are sick.

**Other Evidence:**

- Class discussions: Recognizing symptoms of illness.
- Role-playing: Scenarios of what to do when not feeling well.
- Quizzes: Identifying healthy and unhealthy behaviors.
- Observation: Students demonstrated healthy hygiene-related activities.

## Unit 9: Keeping Clean (Hygiene)

Grade level: Kindergarten

### Quarter 4

#### Essential Learning Outcomes for the Unit

Practicing basic hygiene practices, recognizing the importance of cleanliness in maintaining health, and identifying safe ways to engage in physical activity support our health and the well-being of ourselves and others.

#### Content Standards:

- 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.
- 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.
- 5.2.3 Describe options and potential outcomes for a health-related decision.
- 5.2.4 Choose an option that supports health and well-being.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.
- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

#### Understanding (s)/goals

Students will understand:

- The importance of personal hygiene.
- Basic routines to keep their bodies clean and healthy.
- The connection between cleanliness and disease prevention.
- Regular exercise for heart, lungs, and muscles.

#### Essential Question(s):

- Why is keeping clean important for our health?
- What are some ways we can keep our bodies clean and healthy?
- How does staying clean help prevent illness?
- What are the safe rules for play and exercise?

#### Student objectives (outcomes):

Students will be able to:

- Identify basic hygiene practices.
- Demonstrate proper handwashing technique.
- Recognize the importance of regular bathing and grooming.
- Explain how cleanliness relates to health.
- Identify safe rules for play and exercise.

#### Vocabulary

Hygiene, clean, healthy, germs, exercise, safety, routine, prevention

#### Assessment Evidence

#### Performance Task(s):

- Demonstration: Show proper handwashing technique.
- Roleplay: Students will act out a daily hygiene routine.
- Sorting: Students will categorize pictures or objects as clean or dirty.

#### Other Evidence:

- Discussion: Importance of cleanliness.
- Drawing: Pictures of hygiene practices.
- Quizzes: Knowledge of hygiene and health concepts.
- Observations: Demonstrate hygiene activities.

**Unit 9: Digital Citizenship: Media Balance and Well-Being\***  
**Semester 2**

**Grade Level: Kindergarten**

| Essential Learning Outcomes for the Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Content Standards:</b><br/> <b>Alaska Digital Literacy Standards</b><br/>           K-2.EL.4 With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.<br/>           K-2.KC.4 With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.<br/>           K-2.GC.3 With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.</p> |                                                                                                                                                                                                                                                            |
| <p><b>Understanding (s)/goals</b><br/>           Students will understand:</p> <ul style="list-style-type: none"> <li>Media balance is important.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How do we find a happy balance between our online and offline activities?</li> </ul>                                                                                           |
| <p><b>Student objectives (outcomes):</b><br/>           Students will be able to:</p> <ul style="list-style-type: none"> <li>Know when and why to take breaks from device time.</li> <li>Show how strategies can help you stop using devices when asked.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
| balance, device                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |
| Assessment Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>Illustrate: Draw a picture of what medial balance looks like in your life.</li> <li>Perform: Demonstrate a strategy that helps to stop using a device when asked by an adult.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Journal: Set a goal to decrease the amount of time spent on a device.</li> <li>Discussion: Participate in a discussion about the balance of offline and online activities.</li> </ul> |



# 2025 ELEMENTARY HEALTH

## KPBSD CURRICULUM

This KPBSD First Grade Health Curriculum introduces young learners to essential health and safety concepts, laying the groundwork for lifelong well-being. Through age-appropriate lessons and activities, students will explore fundamental safety rules, identify community helpers, and learn basic injury prevention strategies. The course aims to develop an understanding of personal health, promote positive health behaviors, and build early resilience skills. By focusing on practical safety measures and health awareness, students will begin to cultivate the knowledge and habits necessary for making informed decisions about their health and safety in various environments. Health lessons will take approximately 5 hours of instruction per quarter for a total of 20 hours of instructional time per school year.

### Unit Topics:

**Unit 1: Safety and Rules**

**Unit 2a: Personal Safety\*\***

**Unit 2b: Digital Citizenship\***

**Unit 3: The Human Body**

**Unit 4: Nutrition**

**Unit 5: Medicine**

**Unit 6: Talk and Listen**

**Unit 7: Emotions**

**Unit 8: Drugs**

**Unit 9: Disease Prevention**

\* indicates a E-Rate Digital Citizenship Required Unit

\*\* indicates Safe Children's Act required Units

**Quarter 1**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b></p> <p>Safety is a shared responsibility that involves following rules, recognizing helpers, and being mindful of our actions in all environments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Content Standards:</b></p> <p>1.2.7 Explain when it is important to seek health care.</p> <p>3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.</p> <p>5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.</p> <p>5.2.2 Recognize when help is needed for a health-related decision.</p> <p>5.2.3 Describe options and potential outcomes for a health-related decision.</p> <p>5.2.4 Choose an option that supports health and well-being.</p> <p>7.2.1 Identify practices and behaviors that support the health and well-being of self and others.</p> <p>7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.</p> |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Understanding (s)/goals</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● The importance of safety rules at home, school, and in the community.</li> <li>● The role of safety helpers and how to identify them.</li> <li>● How to avoid unintentional injuries during play and daily activities.</li> <li>● The importance of following emergency procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What are safety rules, and why are they important?</li> <li>● Who are safety helpers, and how can they assist us?</li> <li>● How can we stay safe at home, at school, and in the community?</li> <li>● What should we do in case of an emergency?</li> </ul>                                                                    |
| <p><b>Student objectives (outcomes):</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain basic safety rules for home, school, and community.</li> <li>● Identify and list safety helpers.</li> <li>● Demonstrate appropriate safety routines (e.g., fire drills, stop-drop-and-roll).</li> <li>● Recognize potential safety hazards in different environments.</li> <li>● Practice asking for help from safety helpers.</li> </ul>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>safety rules safety helpers, emergency, danger, caution, community helpers</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Role-play Activity: Scenarios of how to ask for help from different safety helpers.</li> <li>● Poster: Create a safety poster illustrating important safety rules for home or school.</li> <li>● Practice Plan: Participate in a mock emergency drill, following proper procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Verbal explanations: Explain safety rules and their importance.</li> <li>● Sort: Identification of safety helpers from pictures or descriptions.</li> <li>● Search: Completion of a safety hazard spotting activity in the classroom or playground.</li> <li>● Quiz: End-of-unit quizzes on safety concepts and vocabulary.</li> </ul> |

**Quarter 1**

| Essential Learning Outcomes for the Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Alaska Digital Citizenship Standards</b></p> <p>K-2.EL.4 With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.</p> <p>K-2.DC.2 With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet, and collaborate with others.</p> <p>K-2.DC.3 With guidance from an educator, students learn about ownership and sharing of information and how to respect the work of others.</p> <p>K-2.KC.4 With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.</p> <p>K-2.GC.3 With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.</p> |                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Understanding (s)/goals</b><br/>Students will understand:</p> <ul style="list-style-type: none"> <li>• Being safe online is similar to being safe in real life.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do you stay safe when visiting a website?</li> </ul>                                                                                                                                                                                                          |
| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify websites and apps that are “just right” and “not right” for them.</li> <li>• Recall ways to get help from an adult if they are unsure about a website.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                 |
| caution, just right                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                 |
| Assessment Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Poster: Illustrate a poster that identifies the qualities of “just right”, “not right,” and “caution” websites.</li> <li>• Write: Write or draw a picture of what to do when visiting a “not right” website.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Identify: Sort a list of “just right” and “not right” websites.</li> <li>• Discussion: Participate in a discussion about the difference between safe and unsafe websites.</li> <li>• Quiz: Given a set of websites, sort which ones are “red, yellow, green.”</li> </ul> |

**Quarter 1 and Quarter 3**

**Essential Learning Outcomes for the Unit**

Our bodies are unique and special, and we all have the responsibility to respect and care for ourselves and others.

**Content Standards:**

- 1.2.2 Identify dimensions of wellness.
- 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.
- 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.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.
- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.
- 8.2.2 Identify a variety of ways to support others in making health-promoting choices.

**Understanding (s)/goals**

Students will understand:

- Bodies can differ physically, but all are special and unique.
- The importance of respecting and appreciating differences in others.
- Basic routines for keeping their bodies healthy and safe.
- The concept of personal safety and appropriate touch.

**Essential Question(s):**

- How are our bodies different and similar?
- What makes each person special and unique?
- How can we take care of our bodies to stay healthy and safe?
- What is safe touch, and how do we respond to unsafe touch?

**Student objectives (outcomes):**

Students will be able to:

- Identify ways bodies can differ physically.
- Explain why every person is unique and special.
- Describe basic routines for keeping their body healthy and safe.
- Define private parts and describe rules of personal safety.
- Identify trusted adults who can help with personal safety concerns.

**Vocabulary**

unique, special, differences, similarities, healthy habits, private parts, safe touch, unsafe touch, trusted adult

**Assessment Evidence**

**Performance Task(s):**

- Drawing: Create a self-portrait highlighting unique physical features.
- Role-play: scenarios demonstrating how to respond to unsafe touch situations.
- Checklists: Design a "healthy body" checklist for daily routines.

**Other Evidence:**

- Verbal explanations of what makes each student special.
- Graphic Organizers: Identification of similarities and differences among classmates.
- Demonstrations: Basic health and safety routines.
- Worksheets: Distinguishing between safe and unsafe touch scenarios.

**Unit 3: Head to Toe**

**Grade Level: First Grade**

**Quarter 2**

**Essential Learning Outcomes for the Unit**

Each part of our body has a specific function and it is important we take care of our bodies to be healthy.

**Content Standards:**

- 1.2.1: Identify strengths and assets that support health and well-being.
- 1.2.2 Identify dimensions of wellness.
- 1.2.4 Describe health-promoting behaviors.
- 1.2.5 Explain the importance of health and well-being.
- 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.
- 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.
- 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.
- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others. -

**Understanding (s)/goals**

Students will understand:

- Taking care of one’s body is important for overall health and well-being.
- The human body has various parts with specific functions, including the brain, heart, lungs, liver, stomach, and intestines.
- Each person’s body is unique, with special talents and characteristics.
- Blood circulates throughout the body, enabling organs to function.

**Essential Question(s):**

- What are the different parts of the body and how do they work?
- What are some ways you can take care of your body?
- How is your body unique, and what are your special talents?

**Student objectives (outcomes):**

Students will be able to:

- Identify body parts and their functions.
- Explain how blood circulates through the body and its role in organ function.
- Discover and appreciate uniqueness and special talents of self and others.
- List age appropriate ways to take care of one’s body.

**Vocabulary**

brain, lungs, liver, heart, teeth, bones, skin, five senses, blood, muscles, joint

**Assessment Evidence**

**Performance Task(s):**

- Compare and Contrast: Create a diagram that compares and contrasts the body parts and their functions.
- Self-Portrait: Students trace their body and label physical qualities that make them special.

**Other Evidence:**

- Verbal explanations of parts of the body and their function.
- Identification of different body parts.
- Demonstrate ways to take care of your body parts.

## Quarter 2

**Essential Learning Outcomes for the Unit**

Food is essential for all living things, and choosing healthful options from various food groups helps our bodies grow strong and stay healthy.

**Content Standards:**

- 1.2.2 Identify dimensions of wellness.
- 1.2.4 Describe health-promoting behaviors.
- 2.2.1 Identify various influences that affect health and well-being.
- 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.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.
- 7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- Food is a basic need for all living things.
- The difference between healthful and less healthful foods.
- Healthful foods come in various forms.
- Proper food handling techniques are important for health and safety.

**Essential Question(s):**

- Why is food essential for all living things?
- How can we distinguish between healthful and less healthful foods?
- In what different forms can we find healthful foods?
- Why is proper food handling important?

**Student objectives (outcomes):**

Students will be able to:

- Identify food as a need for all living things.
- Distinguish between healthful and less healthful foods.
- Describe how healthful foods come in various forms.
- Explain and demonstrate proper food-handling techniques.
- Create a simple, healthful meal plan.

**Vocabulary**

healthful, less healthful, food handling, nutrition, meal plan, food safety

**Assessment Evidence****Performance Task(s):**

- Art Collage: Create a collage of healthful foods from various food groups.
- Role-play: proper food handling techniques.
- Design: a simple healthful meal plan using pictures or drawings.

**Other Evidence:**

- Verbal explanations of why food is important for living things.
- Sorting activity to categorize foods as healthful or less healthful.
- Demonstration of basic food safety routines.
- End-of-unit quiz on nutrition concepts and vocabulary.

## Unit 5: Medicines

Grade level: First Grade

### Quarter 4

#### Essential Learning Outcomes for the Unit

Drugs and medicines can help us stay healthy if used safely and appropriately.

#### Content Standards:

- 1.2.2 Identify dimensions of wellness.
- 4.2.1 Express thoughts, feelings, wants, and needs to support the 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.

#### Understanding (s)/goals

Students will understand:

- The definition of drugs and medicines.
- The importance of avoiding harmful substances.
- Rules for safe medicine use.
- How to identify and stay away from dangerous substances.

#### Essential Question(s):

- What are drugs, and how do they affect our bodies?
- What is medicine, and why is it important to use it safely?
- How can we identify and avoid dangerous substances?
- Why is it important to say "No Drugs, No Way!"?

#### Student objectives (outcomes):

Students will be able to:

- Define drugs and medicine in age-appropriate terms.
- Identify common medicines and explain why medicines are drugs.
- Recognize potentially dangerous substances and say "no" to risk-taking behaviors.
- Demonstrate how to ask for help from an adult when encountering dangerous and/or unhealthy behaviors.

#### Vocabulary

drugs, medicine, dangerous substances, responsibility, decision-making, safety rules

#### Assessment Evidence

#### Performance Task(s):

- Poster: Illustrate safe and unsafe substances.
- Role Play: Ways to say no to drugs.
- Design: a "Medicine Safety Rules" chart for the school.

#### Other Evidence:

- Verbal explanations: What drugs and medicines are.
- Sort and Match: Identification of dangerous substances from pictures or descriptions
- Demonstrate: Proper medicine safety routines.
- Worksheet: Complete a worksheet distinguishing between safe and unsafe substances.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

Speaking and listening skills help us to communicate effectively and respectfully with others in a variety of contexts.

**Content Standards:**

- 1.2.5 Explain the importance of health and well-being.
- 5.2.2 Recognize when help is needed for a health-related decision.
- 5.2.4 Choose an option that supports health and well-being.
- 5.2.3 Describe options and potential outcomes for a health-related decision.
- 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- Recognize the role of both speakers and listening in conversations.
- The importance of listening and effective communication.
- Explain how body parts work together to help us talk and listen.
- Know how to take care of their ears to prevent injury.

**Essential Question(s):**

- Why are doctors and dentists important for our health?
- What happens during a check-up at the doctor or dentist?
- How can we take care of our teeth and bodies every day?
- Why is it important to visit the doctor and dentist regularly?

**Student objectives (outcomes):**

Students will be able to:

- Identify and explain the roles of speakers and listeners.
- Demonstrate active listening skills by maintaining eye contact and responding appropriately.
- Practice speaking clearly and respectfully in group discussions.
- Explain how to keep ears healthy so they do not get damaged.

**Vocabulary**

different, make-believe, scared, sound, tongue, lisp, control center, brain, voice box, vocal chords, outer ear, inner ear, ear canal, sign language

**Assessment Evidence**

**Performance Task(s):**

- Role-play: A phone conversation with a friend or family member using appropriate communication skills.
- Listening Journal: Draw or write about what they hear during class discussions and read-alouds.
- Identify: Given a graphic, accurately label parts of the body that help us hear and speak.

**Other Evidence:**

- Observation: Observe and document students using good listening and speaking skills in a discussion.
- Class Discussion: Students take turns sharing and listening to each other’s thinking.
- Draw: Depict the part of the body that is responsible for speaking and listening.
- Perform: Use sign language for simple words and tasks.

**Unit 5: Drugs**  
**Quarter 4**

**Grade level: First Grade**

|                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Learning Outcomes for the Unit</b>                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                               |
| Drugs and medicines can help us stay healthy if used safely and appropriately.                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Content Standards:</b>                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| 1.2.2 Identify dimensions of wellness.                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                               |
| 4.2.1 Express thoughts, feelings, wants, and needs to support the 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.                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Understanding (s)/goals</b><br>Students will understand:                                                                                                                                                                                                                                                                                                                                     | <b>Essential Question(s):</b>                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>● The definition of drugs and medicines.</li> <li>● The importance of avoiding harmful substances.</li> <li>● Rules for safe medicine use.</li> <li>● How to identify and stay away from dangerous substances.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>● What are drugs, and how do they affect our bodies?</li> <li>● What is medicine, and why is it important to use it safely?</li> <li>● How can we identify and avoid dangerous substances?</li> <li>● Why is it important to say "No Drugs, No Way!"?</li> </ul>                                                       |
| <b>Student objectives (outcomes):</b>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |
| Students will be able to:                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>● Define drugs and medicine in age-appropriate terms.</li> <li>● Identify common medicines and explain why medicines are drugs.</li> <li>● Recognize potentially dangerous substances and say "no" to risk-taking behaviors.</li> <li>● Demonstrate how to ask for help from an adult when encountering dangerous and/or unhealthy behaviors.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                               |
| drugs, medicine, dangerous substances, responsibility, decision-making, safety rules                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Performance Task(s):</b>                                                                                                                                                                                                                                                                                                                                                                     | <b>Other Evidence:</b>                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>● Poster: Illustrate safe and unsafe substances.</li> <li>● Role Play: Ways to say no to drugs.</li> <li>● Design: a "Medicine Safety Rules" chart for the school.</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>● Verbal explanations: What drugs and medicines are.</li> <li>● Sort and Match: Identification of dangerous substances from pictures or descriptions</li> <li>● Demonstrate: Proper medicine safety routines.</li> <li>● Worksheet: Complete a worksheet distinguishing between safe and unsafe substances.</li> </ul> |

**Quarter 4**

**Essential Learning Outcomes for the Unit**  
 Practicing illness prevention strategies, recognizing the signs of sickness and knowing how to seek help when feeling unwell help us stay healthy.

- Content Standards:**
- 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.
  - 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.
  - 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.
  - 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.

- Understanding (s)/goals**  
 Students will understand:
- The basics of how germs can make us sick.
  - The importance of personal hygiene in preventing illness.
  - How to recognize common signs of illness.
  - The role of helpers in getting well.

- Essential Question(s):**
- What does it mean to be healthy?
  - What are germs, and how do they make us sick?
  - How can we keep ourselves clean and healthy?
  - What are signs that tell us we might be sick?
  - Who can help us when we're not feeling well?

- Student objectives (outcomes):**  
 Students will be able to:
- Identify basic ways germs can spread.
  - Demonstrate proper handwashing technique.
  - Recognize common symptoms of illness.
  - Identify trusted adults who can help when they are sick.

**Vocabulary**

germs, sick, healthy, hygiene, symptoms, doctor, nurse, medicine

**Assessment Evidence**

- Performance Task(s):**
- Demonstration: Students will demonstrate proper handwashing techniques.
  - Simulation: Using washable paint, students will participate in an activity showing how germs can spread through touch.
  - Helper Identification: Students will create a simple drawing of people who can help them when they are sick.

- Other Evidence:**
- Class discussions: Recognizing symptoms of illness.
  - Role-playing: Scenarios of what to do when not feeling well.
  - Quizzes: Identifying healthy and unhealthy behaviors.
  - Observation: Students demonstrate healthy hygiene-related activities.



# 2025 ELEMENTARY HEALTH

## KPBSD CURRICULUM

This KPBSD Second Grade Health Curriculum introduces young learners to essential health and safety concepts, laying the groundwork for lifelong well-being. Through age-appropriate lessons and activities, students will explore fundamental safety rules, identify community helpers, and learn basic injury prevention strategies. The course aims to develop an understanding of personal health, promote positive health behaviors, and build early resilience skills. By focusing on practical safety measures and health awareness, students will begin to cultivate the knowledge and habits necessary for making informed decisions about their health and safety in various environments. Health lessons will take approximately 5 hours of instruction per quarter for a total of 20 hours of instructional time per school year.

### Unit Topics:

**Unit 1: Safety**

**Unit 2: Digital Identity\***

**Unit 3: Emotions\*\***

**Unit 4: Healthy Relationships**

**Unit 5: The Heart**

**Unit 6: Child Development**

**Unit 7: Disease Prevention**

**Unit 8: Drugs**

**Unit 9: Skin Health**

\* indicates a E-Rate Digital Citizenship Required Unit

\*\* indicates Safe Children's Act required Units

**Unit 1: Safety**  
**Quarter 1**

**Grade Level: Second Grade**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>Students will develop knowledge and skills to promote personal safety and prevent harm in various environments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>1.2.6 Identify how the environment affects personal and community health.</li> <li>3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.</li> <li>3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.</li> <li>3.2.3 Locate school and community health helpers.</li> <li>5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.</li> <li>5.2.2 Recognize when help is needed for a health-related decision.</li> <li>5.2.3 Describe options and potential outcomes for a health-related decision.</li> <li>5.2.4 Choose an option that supports health and well-being.</li> <li>7.2.1 Identify practices and behaviors that support the health and well-being of self and others.</li> </ul> |                                                                                                                                                                                                                                                                                                                          |
| <p><b>Understanding (s)/goals</b><br/>Students will understand:</p> <ul style="list-style-type: none"> <li>● The importance of identifying and following safety rules and laws in the community.</li> <li>● How to recognize and respond to common emergencies.</li> <li>● The role of community helpers in maintaining safety.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● Why are safety rules important?</li> <li>● How can we stay safe in different situations?</li> <li>● Who can help us in emergencies?</li> </ul>                                                                                             |
| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify safe vs. unsafe conditions for common hazards.</li> <li>● List community safety rules and laws.</li> <li>● Name common emergencies and list steps to take in each case.</li> <li>● Demonstrate responsibility to "play it safe" to keep their body from harm.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                          |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                          |
| <p>safety rules, community helpers, emergency, hazard, prevention</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                          |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                          |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Role-play: Perform appropriate responses to unsafe situations.</li> <li>● Plan: Design a safe environment using community safety rules.</li> <li>● Identify: Demonstrate decision-making skills to identify safe and unsafe situations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Create: List community safety rules and laws.</li> <li>● Sort: Identify community helpers and their roles in maintaining safety.</li> <li>● Checklist: Complete a safety checklist for common environments (home, school, playground).</li> </ul> |

**Unit 2: Digital Footprint and Identity - Digital Citizenship\***  
**Quarter 1**

**Grade Level: Second Grade**

**Essential Learning Outcomes for the Unit**

Students will learn how to be good digital citizens and how digital online footprints can be helpful or harmful.

**Alaska Digital Literacy Standards**

- K-2.EL.4 With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.
- K-2.DC.1 Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
- K-2.DC.2 With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet, and collaborate with others.
- K-2.DC.4 With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.
- K-2.CT.2 With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.
- K-2.CT.3 With guidance from an educator, students break a problem into parts and identify ways to solve the problem.
- K-2.GC.2 Students use digital tools to create original works.
- K-2.DC.3 With guidance from an educator, students share ideas in multiple ways—visual, audio, etc.
- K-2.GC.3 With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.
- K-2.GC.4 With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.

**Understanding (s)/goals**

Students will understand:

- Being a good digital citizen means being safe and responsible online.
- Information you share online leaves a digital footprint or “trail.”
- A digital footprint can be big or small and harmful or helpful.

**Essential Question(s):**

- What does it mean to be a good digital citizen?
- What information is appropriate to have in your digital footprint?
- Does what you do online stay online?

**Student objectives (outcomes):**

Students will be able to:

- Learn the types of information that are appropriate and not appropriate to be shared online.

**Vocabulary**

digital citizen, pledge, digital footprint, private information, permanent, trail

**Assessment Evidence**

**Performance Task(s):**

- Sort: Identify the types of information that are okay to share online or not okay to share online.
- Explain: Orally or in writing, provide a short explanation of ways to stay safe online.

**Other Evidence:**

- Recite: Perform the digital citizenship pledge.
- Discuss: Participate in a collaborative discussion about how to stay safe online and what it means to be a good digital citizen.

**Quarter 1 & 3**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students will develop understanding and skills to recognize, express, and manage fear and anxiety in healthy ways.</p>                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Content Standards:</b><br/>                 1.2.5 Explain the importance of health and well-being.<br/>                 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.<br/>                 4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.<br/>                 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.<br/>                 5.2.3 Describe options and potential outcomes for a health-related decision.</p> |                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• The difference between healthy and unhealthy fears.</li> <li>• How fear affects the body and mind.</li> <li>• Strategies to cope with and manage fear and anxiety.</li> <li>• The importance of seeking help from trusted adults when feeling afraid.</li> </ul>                                                                                                                                                                                               | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is fear, and why do we experience it?</li> <li>• How can we tell if our fears are healthy or unhealthy?</li> <li>• What can we do when we feel afraid?</li> <li>• Who can help us when we are scared?</li> </ul>                                                |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe different types of fears.</li> <li>• Recognize physical and emotional signs of fear in themselves and others.</li> <li>• Demonstrate healthy coping strategies for managing fear and anxiety.</li> <li>• Identify trusted adults they can talk to about their fears.</li> </ul>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |
| <p>fear, anxiety, coping strategies, trusted adults, emotions, stress</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Role-play: Act out scenarios demonstrating appropriate responses to fearful situations.</li> <li>• Create: A toolkit about "fear management" with personalized coping strategies.</li> <li>• Perform: Demonstrate ways to communicate feelings of fear to a trusted adult.</li> </ul>                                                                                                                                                                                                                            | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Chart: Complete a feelings chart identifying various emotions, including fear.</li> <li>• Drawing: Draw pictures illustrating physical signs of fear in the body.</li> <li>• Write: Write a short story about overcoming a fear using healthy coping strategies.</li> </ul> |

**Quarter 2**

**Essential Learning Outcomes for the Unit**

Students will develop critical thinking skills and media literacy to make informed decisions about their health and well-being.

**Content Standards:**

- 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.
- 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.
- 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.

**Understanding (s)/goals**

Students will understand:

- The importance of critical thinking in making healthy choices.
- How media and advertising can influence thoughts and behaviors.
- The role of problem-solving in maintaining good health.
- The impact of personal thoughts on feelings and actions.

**Essential Question(s):**

- How does our thinking affect our health?
- What influences the way we think about health?
- How can we make good decisions about our health?
- Why is it important to think critically about media messages?

**Student objectives (outcomes):**

Students will be able to:

- Identify different types of thinking (e.g., positive, negative, critical).
- Recognize how the media influences their thoughts about health.
- Demonstrate basic problem-solving skills for health-related situations.
- Practice positive self-talk and its impact on feelings and behaviors.

**Vocabulary**

critical thinking, media literacy, problem-solving, self-talk, decision-making, influence

**Assessment Evidence**

**Performance Task(s):**

- Public Service Announcement: Create a simple advertisement for a healthy product, explaining the techniques used to influence viewers.
- Role-play: Perform scenarios demonstrating problem-solving skills in health-related situations.
- Poster: Design a poster illustrating positive self-talk messages and their effects on feeling.

**Other Evidence:**

- Log: Complete a media log to track and analyze health messages in various forms of media.
- Write: A short reflection on how personal thoughts influence actions and feelings.
- Discussions: Participate in class discussions about recognizing and resisting unhealthy media influences.

## Unit 5: The Heart

Grade Level: Second Grade

### Quarter 2

#### Essential Learning Outcomes for the Unit

Students will develop an understanding of heart health, its functions, and the importance of maintaining a healthy heart through proper nutrition and exercise.

#### Content Standards:

- 1.2.2 Identify dimensions of wellness.
- 1.2.4 Describe health-promoting behaviors.
- 1.2.5 Explain the importance of health and well-being.
- 4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.
- 5.2.4 Choose an option that supports health and well-being.
- 7.2.1 Identify practices and behaviors that support the 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.

#### Understanding (s)/goals

Students will understand:

- The basic function and importance of the heart in the body.
- How different activities affect heart rate.
- The connection between nutrition, exercise, and heart health.
- Ways to keep the heart healthy through lifestyle choices.

#### Essential Question(s):

- Why is the heart important for our body?
- How do different activities affect our heart rate?
- What foods and exercises are good for our heart?
- How can we keep our hearts healthy and strong?

#### Student objectives (outcomes):

Students will be able to:

- Describe the basic function of the heart.
- Measure and compare heart rates during different activities.
- Identify heart-healthy foods and exercises.
- Demonstrate simple exercises that strengthen the heart.

#### Vocabulary

heart, pulse, heart rate, cardiovascular, exercise, nutrition

#### Assessment Evidence

#### Performance Task(s):

- Plan: Create a heart-healthy meal plan for one day.
- Demonstrate: Explain a heart-strengthening exercise to the class.
- Measure: Record heart rates before and after different activities.

#### Other Evidence:

- Worksheet: Complete a worksheet identifying heart-healthy foods and activities.
- Discussion: Participate in class discussions about heart function and health.
- Poster: Create a poster illustrating ways to keep the heart healthy.

## Unit 6: Child Development

## Grade Level: Second Grade

### Quarter 3

#### Essential Learning Outcomes for the Unit

Students will develop an understanding of human growth and development from infancy to their current age, recognizing the importance of proper care and healthy choices in supporting growth.

#### Content Standards:

- 1.2.1 Identify strengths and assets that support health and well-being.
- 1.2.2 Identify dimensions of wellness.
- 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.
- 5.2.3 Describe options and potential outcomes for a health-related decision.

#### Understanding (s)/goals

Students will understand:

- The basic stages of human growth and development from infancy to childhood.
- The importance of proper care and nutrition for healthy growth.
- How their bodies have changed and grown since they were babies.
- The role of families in supporting growth and development.

#### Essential Question(s):

- How do babies grow and develop?
- What do babies need to grow healthy and strong?
- How have our bodies changed since we were babies?
- How can we help take care of babies and younger children?

#### Student objectives (outcomes):

Students will be able to:

- Identify the basic milestones of infant and early childhood development.
- Describe the needs of babies for proper growth and care.
- Compare their current abilities to those of infants and toddlers.
- Demonstrate simple ways to help care for younger children safely.

#### Vocabulary

growth, development, infant, toddler, nutrition, milestone, unique

#### Assessment Evidence

#### Performance Task(s):

- Mural: Create a simple timeline of growth milestones from infancy to their current age.
- Perform: Role-play appropriate ways to interact with and care for babies or younger siblings.
- Poster: Design a poster illustrating the basic needs of babies for healthy growth.

#### Other Evidence:

- Worksheet: Complete a worksheet matching baby care items to their uses.
- Discussion: Participate in class discussions about how they have grown and changed.
- Write: Compose a short story about a day in the life of a baby, including proper care.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of germs, how they spread, and practices to prevent illness and maintain good health.

**Content Standards:**

- 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries.
- 1.2.5 Explain the importance of health and well-being.
- 1.2.7 Explain when it is important to seek health care.
- 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.
- 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.
- 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.
- 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.
- 8.2.3 Encourage others to make health-promoting choices.

**Understanding (s)/goals**

Students will understand:

- The nature of germs and how they can cause illness.
- How germs spread through various means.
- The importance of proper hygiene practices in preventing the spread of germs.
- The role of the immune system in fighting germs.

**Essential Question(s):**

- What are germs, and how do they affect our health?
- How do germs spread from person to person?
- What can we do to protect ourselves from germs?
- Why is handwashing important in preventing illness?

**Student objectives (outcomes):**

Students will be able to:

- Define germs and explain how they can cause illness.
- Identify ways germs are transmitted.
- Demonstrate proper handwashing technique.
- Describe other hygiene practices that help prevent the spread of germs.

**Vocabulary**

germs, bacteria, viruses, hygiene, transmission, immune system

**Assessment Evidence**

**Performance Task(s):**

- Demonstrate and Explain: Proper handwashing technique to a partner.
- Poster: Create a poster illustrating ways to prevent the spread of germs.
- Role-play: Perform scenarios showing how germs can spread and how to prevent transmission.
- Compare and Contrast: Make a list of what being sick and being well feel like.

**Other Evidence:**

- Worksheet: Complete a worksheet matching germ prevention practices to specific situations.
- Simulation: Participate in a "germ spread." simulation using a sponge or ball coated with flour.
- Compose: Write a short story about how germs spread and how to stop them.

**Quarter 4**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of the dangers associated with drugs, including medicines, and learn strategies to make safe and healthy choices.

**Content Standards:**

- 1.2.2 Identify dimensions of wellness.
- 1.2.5 Explain the importance of health and well-being.
- 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.
- 4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.
- 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.
- 7.2.1 Identify practices and behaviors that support the 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.

**Understanding (s)/goals**

Students will understand:

- The difference between helpful and harmful substances.
- The importance of only taking medicine with adult supervision.
- The potential dangers of misusing drugs and medicines.
- Strategies to refuse harmful substances.

**Essential Question(s):**

- How can we tell the difference between helpful and harmful substances?
- Why is it important to only take medicine with adult supervision?
- What are the dangers of misusing drugs and medicines?
- How can we say no to harmful substances?

**Student objectives (outcomes):**

Students will be able to:

- Distinguish between helpful and harmful substances.
- Explain why it's important to only take medicine with adult supervision.
- Identify the potential dangers of misusing drugs and medicines.
- Demonstrate refusal skills when offered harmful substances.

**Vocabulary**

drugs, medicine, prescription, harmful substances, refusal skills, addiction, chemicals

**Assessment Evidence**

**Performance Task(s):**

- Role-play scenarios demonstrating refusal skills when offered harmful substances.
- Draw: Create a poster illustrating the differences between helpful and harmful substances.
- Perform: Demonstrate proper communication to alert an adult about unsafe situations involving drugs or medicine.

**Other Evidence:**

- Graphic Organizer: Matching medicines to their proper uses and storage.
- Group Discussions: Participate in class discussions about the dangers of misusing drugs and medicines.
- Composition: Write a short story about making safe choices regarding medicines and drugs.

**Quarter 4**

|                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students will develop an understanding of skin health, its functions, and the importance of proper skin care and protection.</p>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Content Standards:</b><br/>                 1.2.5 Explain the importance of health and well-being.<br/>                 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.<br/>                 7.2.1 Identify practices and behaviors that support the health and well-being of self and others.</p> |                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• The basic structure and functions of skin.</li> <li>• The importance of skin in protecting our body.</li> <li>• How to care for and protect their skin.</li> <li>• The effects of sun exposure on skin health.</li> </ul>   | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is our skin important?</li> <li>• How does our skin protect us?</li> <li>• What can we do to keep our skin healthy?</li> <li>• How can we protect our skin from the sun?</li> </ul>                                                                                      |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic functions of skin.</li> <li>• Identify ways to care for their skin.</li> <li>• Demonstrate proper sun protection methods.</li> <li>• Recognize signs of healthy and unhealthy skin.</li> </ul>    |                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                            |
| <p>skin, protection, sunscreen, hygiene, melanin, dermis</p>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Create: Create a poster illustrating the layers and functions of skin.</li> <li>• Practice: Demonstrate proper application of sunscreen.</li> <li>• Perform: Role-play scenarios showing good skin care practices.</li> </ul>                                                 | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Matching: Complete a worksheet matching skin care practices to specific situations.</li> <li>• Discussion: Participate in class discussions about the importance of skin health.</li> <li>• Draw and Label: Draw and label a picture showing how skin protects the body.</li> </ul> |



# 2025 ELEMENTARY HEALTH

## KPBSD CURRICULUM

This KPBSD Third Grade Health Grade Curriculum introduces young learners to essential health and safety concepts, laying the groundwork for lifelong well-being. Through age-appropriate lessons and activities, students will explore fundamental safety rules, identify community helpers, and learn basic injury prevention strategies. The course aims to develop an understanding of personal health, promote positive health behaviors, and build early resilience skills. By focusing on practical safety measures and health awareness, students will begin to cultivate the knowledge and habits necessary for making informed decisions about their health and safety in various environments. Health lessons will take approximately 5 hours of instruction per quarter for a total of 20 hours of instructional time per school year.

### Unit Topics:

**Unit 1: Safety**

**Unit 2: Community Health**

**Unit 3: Personal Safety\*\***

**Unit 4: Media Balance and Well-being\***

**Unit 5: Nutrition**

**Unit 6: Healthy Relationships**

**Unit 7: Cyberbullying\***

**Unit 8: Community Health**

**Unit 9: Tobacco, Drugs, Alcohol**

**Unit 10: Disease Prevention and Hygiene**

\* indicates a E-Rate Digital Citizenship Required Unit

\*\* indicates Safe Children's Act required Units

**Quarter 1**

**Essential Learning Outcomes for the Unit**

Students will develop knowledge and skills to promote personal safety in various environments, both at home and away.

**Content Standards:**

- 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.
- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 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.

**Understanding (s)/goals**

Students will understand:

- The importance of identifying and following safety rules at home and in the community.
- How to recognize and respond to potentially unsafe situations.
- The role of trusted adults in maintaining personal safety.
- Strategies for communicating effectively in emergencies.

**Essential Question(s):**

- Identify potential safety hazards in various environments.
- Demonstrate appropriate responses to unsafe situations.
- Practice effective communication skills for seeking help.
- Apply decision-making steps to stay safe in different scenarios.

**Student objectives (outcomes):**

Students will be able to:

- Identify potential safety hazards in various environments.
- Demonstrate appropriate responses to unsafe situations.
- Practice effective communication skills for seeking help.
- Apply decision-making steps to stay safe in different scenarios.

**Vocabulary**

safety rules, emergency, trusted adult, hazard, decision-making, communication

**Assessment Evidence**

**Performance Task(s):**

- Make a Plan: Create a safety plan for a specific environment (home, school, playground).
- Role Play: Create scenarios on how to appropriately respond to unsafe situations at home and in the community.
- Practice: Demonstrate how to effectively communicate with a trusted adult about a safety concern.

**Other Evidence:**

- Identify: Complete a hazard identification worksheet.
- Discuss: Participate in discussions about safety rules and their importance.
- Compose: Write a short story describing a safe response to a potentially dangerous situation.

**Quarter 1**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of community health issues and the role they can play in promoting health within their community.

**Content Standards:**

- 1.5.2 Describe health-promoting behaviors for the dimensions of wellness.
- 1.5.6 Examine how the environment affects personal and community health.
- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The concept of community health and its importance.
- How individual actions can impact community health.
- The role of community resources in promoting health.
- The influence of environmental factors on community health.

**Essential Question(s):**

- What is community health?
- How do our actions affect the health of our community?
- What resources are available in our community to promote health?
- How can we contribute to a healthier community?

**Student objectives (outcomes):**

Students will be able to:

- Define community health and identify its key components.
- Recognize how personal choices impact community health.
- Identify community resources that promote health.
- Demonstrate ways to advocate for community health issues.

**Vocabulary**

community health, public health, environmental factors, advocacy, prevention

**Assessment Evidence**

**Performance Task(s):**

- Visual: Create a poster highlighting community health resources.
- Plan: Develop a simple plan to address a local community health issue.
- Role Play: Role-play scenarios demonstrating how to access community health services.

**Other Evidence:**

- Compare/Contrast: Complete a graphic organizer comparing a community with and without laws.
- Write: Draft a short essay describing how they can contribute to a healthier community.
- Discussion: Participate in a class discussion about the importance of a healthy community.

**Quarter 1**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students will develop knowledge and skills to promote personal safety and prevent harm in various situations.</p>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Content Standards:</b><br/>                 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.<br/>                 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.<br/>                 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.<br/>                 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.</p> |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• The importance of recognizing and responding to unsafe situations.</li> <li>• Strategies for maintaining personal safety in various environments.</li> <li>• The role of trusted adults in ensuring personal safety.</li> <li>• The concept of personal boundaries and the right to say "no!"</li> </ul>                                                                                                                        | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can we identify potentially unsafe situations?</li> <li>• What strategies can we use to stay safe in different environments?</li> <li>• Who are trusted adults we can turn to for help?</li> <li>• Why is it important to respect personal boundaries?</li> </ul>                                                |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify potential safety hazards in various environments.</li> <li>• Demonstrate appropriate responses to unsafe situations.</li> <li>• Practice effective communication skills for seeking help from trusted adults.</li> <li>• Explain the concept of personal boundaries and the right to say "no!"</li> </ul>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>personal safety, trusted adult, boundaries, respect, refusal skills, emergency, risk assessment, child abuse</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Role-play: scenarios demonstrating appropriate responses to unsafe situations.</li> <li>• Plan: Create a safety plan identifying trusted adults and strategies for different environments.</li> <li>• Communicate: Demonstrate effective communication skills for seeking help or saying "no!" in potentially unsafe situations.</li> </ul>                                                                                                                                       | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Identify: Complete a worksheet identifying potential safety hazards in various settings.</li> <li>• Discuss: Participate in class discussions about personal boundaries and the right to say "no!"</li> <li>• Compose: Write a short story describing a situation where a child successfully used safety skills.</li> </ul> |

**Quarter 1**

**Essential Learning Outcomes for the Unit**

Students will learn that personal responsibility is important, but understanding their responsibilities to *others* can help kids unlock new ways to learn and connect with their communities and even change those communities for the better.

**Alaska Digital Citizenship Standards**

- 3-5.EL.4 Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.
- 3-5.DC.1 Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.
- 3-5.DC.2 Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.
- 3-5.DC.3 Students learn about, demonstrate, and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.
- 3-5.DC.4 Students demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online.
- 3-5.GC.1 Students use digital tools to work with friends and people from different backgrounds or cultures.
- 3-5.GC.2 Students use collaborative technologies to connect with others, including peers, experts, and community members, to explore different points of view on various topics.
- 3-5.GC.3 Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
- 3-5.GC.4 Students work with others using collaborative technologies to explore local and global issues.

**Understanding (s)/goals**

Students will understand:

- The way we behave accents ourselves and others.

**Essential Question(s):**

- How do digital citizens take responsibility for themselves, their communities, and their world?

**Student objectives (outcomes):**

Students will be able to:

- Examine both in-person and online responsibilities.
- Describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others.
- Identify examples of online responsibilities to others.

**Vocabulary**

community, digital citizenship, responsibility

**Assessment Evidence**

**Performance Task(s):**

- Identify: Label responsibilities with appropriate rings of responsibility.
- Quiz: Complete a quiz about internet safety and online behaviors.

**Other Evidence:**

- Discussion: Participate in a whole group discussion about digital citizenship.

**Quarter 2**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of nutrition, healthy eating habits, and the importance of making informed food choices.

**Content Standards:**

- 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.
- 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.
- 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- 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.
- 6.5.1 Set a goal and explain how the goal supports health and well-being.
- 6.5.6 Reflect on the goal-setting process and outcomes.
- 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The importance of a balanced diet and proper nutrition.
- The different food groups and their roles in maintaining health.
- How to make healthy food choices.
- The connection between nutrition and overall well-being.

**Essential Question(s):**

- Why is eating a balanced diet important?
- How do different foods affect our health?
- What makes a food choice healthy or unhealthy?
- How can we make better food choices in our daily lives?

**Student objectives (outcomes):**

Students will be able to:

- Identify the main food groups and their functions.
- Create balanced meals using the MyPlate model.
- Demonstrate understanding of portion sizes.
- Analyze food labels to make informed choices.

**Vocabulary**

nutrition, food groups, MyPlate, portion size, balanced diet, nutrients

**Assessment Evidence**

**Performance Task(s):**

- Create: Make a meal plan for a day using the MyPlate model.
- Design: Create a visual depiction illustrating the different food groups and their benefits.
- Role-play: Scenarios demonstrating how to make healthy food choices.

**Other Evidence:**

- Journal: Complete a food diary and analyze personal eating habits.
- Discuss: Participate in class discussions about nutrition and healthy eating.
- Collage: Create a collage of healthy and unhealthy food choices from magazine cutouts.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of healthy family relationships and the importance of family in promoting individual and collective well-being.

**Content Standards:**

- 2.5.1 Explain how various influences affect health and well-being.
- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 4.5.2 Use active listening skills and strategies in a variety of situations.
- 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.
- 7.5.1 Examine practices and behaviors that support the 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.

**Understanding (s)/goals**

Students will understand:

- There are a variety of family structures and dynamics.
- The characteristics of healthy family relationships.
- How families influence individual health and well-being.
- The importance of effective communication within families.

**Essential Question(s):**

- What makes a family?
- How do families support and care for each other?
- What are the characteristics of healthy family relationships?
- How can we communicate effectively within our families?

**Student objectives (outcomes):**

Students will be able to:

- Identify different types of family structures.
- Describe characteristics of healthy family relationships.
- Explain how families influence personal health behaviors.
- Demonstrate effective communication skills within family contexts.

**Vocabulary**

family structure, healthy relationships, communication, support, differences, roles, and responsibilities

**Assessment Evidence**

**Performance Task(s):**

- Create: Make a depiction of a family tree showcasing different types of families.
- Role-play: Perform scenarios demonstrating effective communication within families.
- Design: Illustrate a poster showing characteristics of healthy family relationships.

**Other Evidence:**

- Identify: Complete a worksheet identifying ways families support each other's health.
- Discuss: Participate in class discussions about family diversity and healthy relationships.
- Write: Draft a short story describing a positive family interaction.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

Students will build empathy for others and learn strategies to use when confronted with cyberbullying, digital drama, and hate speech.

**Alaska Digital Literacy Standards**

- 3-5.EL.1 Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.
- 3-5.DC.2 Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.
- 3-5.GC.2 Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.
- 3-5.GC.3 Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
- 3-5.GC.4 Students work with others using collaborative technologies to explore local and global issues.

**Understanding (s)/goals**

Students will understand:

- Communicating online can be tricky and different from commuting offline.
- It is important to think about the words we use because everyone interprets things differently.

**Essential Question(s):**

- What should you do when someone uses mean or hurtful language on the internet?

**Student objectives (outcomes):**

Students will be able to:

- Identify ways to respond to mean words online.
- Decide what kinds of words are appropriate to say online and which are not.

**Vocabulary**

empathy, interpret

**Assessment Evidence**

**Performance Task(s):**

- Identify: Sort statements that are appropriate or inappropriate to use online.
- Discussion: Watch a video and discuss responses to the scenario.

**Other Evidence:**

- Reflection: Complete a short written reflection citing responses to mean messages.

**Quarter 3**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students will develop an understanding of physical challenges and disabilities, promoting empathy and inclusivity while learning about adaptive strategies and support systems.</p>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Content Standards:</b><br/>                 1.5.1 Explain how to build upon strengths and assets to support health and well-being.<br/>                 1.5.6 Examine how the environment affects personal and community health.<br/>                 6.5.1 Set a goal and explain how the goal supports health and well-being.<br/>                 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.<br/>                 6.5.5 Track progress toward attaining a health-related goal.</p> |                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• The variety of physical challenges and disabilities.</li> <li>• How people with disabilities adapt and overcome challenges.</li> <li>• The importance of inclusivity and respect for all individuals.</li> <li>• The role of assistive technologies and support systems.</li> </ul>                                                                                                                                                     | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What are some physical challenges people might face?</li> <li>• How do people with disabilities adapt to their environment?</li> <li>• Why is it important to be inclusive and respectful of all individuals?</li> <li>• How can we support people with physical challenges?</li> </ul>         |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify various types of physical challenges and disabilities.</li> <li>• Describe adaptive strategies used by people with disabilities.</li> <li>• Demonstrate respectful behavior towards individuals with disabilities.</li> <li>• Explain the importance of inclusivity in various settings.</li> </ul>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                               |
| <p>disability, adaption, inclusivity, assistive technology, empathy, accessibility</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Illustrate: Create a poster showing the different types of disabilities and adaptive strategies.</li> <li>• Role-play: Scenarios that demonstrate respectful interactions with individuals who have disabilities.</li> <li>• Design: Engineer a simple assistive device to help with a specific physical challenge.</li> </ul>                                                                                                                                                            | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Match: Complete a worksheet matching disabilities with appropriate adaptive strategies.</li> <li>• Discuss: Participate in class discussions about inclusivity and respect for individuals.</li> <li>• Compose: A short story about a day in the life of someone with a physical challenge.</li> </ul> |

**Quarter 4**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of positive attitudes, emotional health, and strategies for managing emotions effectively.

**Content Standards:**

- 1.5.2 Describe health-promoting behaviors for the dimensions of wellness.
- 2.5.4 Use strategies and resources to manage influences that impact health and well-being.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.
- 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- 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.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The connection between attitudes and overall well-being.
- How emotions affect behavior and relationships.
- Strategies for managing emotions in healthy ways.
- The importance of positive self-talk and self-image.

**Essential Question(s):**

- How do our attitudes affect our health and relationships?
- What are healthy ways to express and manage our emotions?
- How can we develop a positive self-image?
- Why is it important to practice positive self-talk?

**Student objectives (outcomes):**

Students will be able to:

- Identify different emotions and their effects on behavior.
- Demonstrate strategies for managing emotions positively.
- Practice positive self-talk and affirmations.
- Explain how attitudes influence overall well-being.

**Vocabulary**

attitude, emotions, self-talk, coping strategies, empathy, resilience

**Assessment Evidence**

**Performance Task(s):**

- Design: Create a "feelings wheel" illustrating various emotions and healthy ways to express them.
- Illustrate: Design a poster promoting positive self-talk and its benefits.
- Role-play: Perform scenarios demonstrating positive emotional management strategies.

**Other Evidence:**

- Identify: Complete a worksheet matching emotions to appropriate coping strategies.
- Discuss: Participate in class discussions about the impact of attitudes on health and relationships.
- Write: Draft a short story describing a character who uses positive self-talk to overcome a challenge.

**Quarter 4**

**Essential Learning Outcomes for the Unit**

Students will develop knowledge and skills to make healthy choices regarding tobacco, alcohol, and drugs and learn strategies to resist peer pressure.

**Content Standards:**

- 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.
- 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.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 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.
- 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The harmful effects of tobacco, alcohol, and drugs on the body.
- The importance of making healthy choices and avoiding substance use.
- Strategies for resisting peer pressure and saying "no" to harmful substances.
- The role of trusted adults in supporting healthy decisions.

**Essential Question(s):**

- Why are tobacco, alcohol, and drugs harmful to our health?
- How can we make healthy choices when faced with peer pressure?
- What are effective ways to say "no" to harmful substances?
- Who can we turn to for help and support in making healthy decisions?

**Student objectives (outcomes):**

Students will be able to:

- Identify the harmful effects of tobacco, alcohol, and drugs on the body.
- Demonstrate refusal skills when confronted with pressure to use substances.
- Explain the importance of seeking help from trusted adults.
- Practice decision-making skills to promote a drug-free lifestyle.

**Vocabulary**

tobacco, alcohol, drugs, peer pressure, refusal skills, healthy choices

**Assessment Evidence**

**Performance Task(s):**

- Role-play: Act out scenarios demonstrating effective refusal skills.
- Illustrate: Create a poster showing the harmful effects of substance use.
- Action Plan: Develop a personal plan for making healthy choices and avoiding substance use.

**Other Evidence:**

- Identify: Complete a worksheet identifying trusted adults and support systems.
- Discuss: Participate in class discussions about the influences on substance use decisions.
- Write: Draft a short story describing a character who successfully resists peer pressure.

**Quarter 4**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of communicable diseases, how they spread, and strategies for prevention.

**Content Standards:**

- 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.
- 1.5.7 Explain when and why it is important to seek health care.
- 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- 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.
- 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The basic concepts of germs and how they cause communicable diseases.
- Communicable diseases spread from person to person.
- Strategies for preventing the spread of communicable diseases.
- The importance of personal hygiene in disease prevention.

**Essential Question(s):**

- What are germs, and how do they make us sick?
- How do communicable diseases spread?
- What can we do to prevent getting sick or spreading illness to others?
- Why is personal hygiene important for our health?

**Student objectives (outcomes):**

Students will be able to:

- Identify common communicable diseases and their symptoms.
- Explain how germs spread through various means.
- Demonstrate proper handwashing technique.
- Describe strategies to prevent the spread of communicable diseases.

**Vocabulary**

germs, communicable disease, noncommunicable disease, hygiene, symptoms, epidemic, prevention, transmission, immune system

**Assessment Evidence**

**Performance Task(s):**

- Illustrate: Create a poster illustrating how germs spread and ways to prevent them.
- Perform: Demonstrate and teach proper handwashing techniques to younger students.
- Design: A "germ-free" classroom, explaining preventive measures.

**Other Evidence:**

- Match: Complete a worksheet matching common diseases to their symptoms and prevention methods.
- Discuss: Participate in class discussions about personal hygiene practices.
- Write: Compose a short story about how a character prevents the spread of a communicable disease.



# 2025 ELEMENTARY HEALTH

## KPBSD CURRICULUM

This KPBSD Fourth Grade Health Grade Curriculum introduces young learners to essential health and safety concepts, laying the groundwork for lifelong well-being. Through age-appropriate lessons and activities, students will explore fundamental safety rules, identify community helpers, and learn basic injury prevention strategies. The course aims to develop an understanding of personal health, promote positive health behaviors, and build early resilience skills. By focusing on practical safety measures and health awareness, students will begin to cultivate the knowledge and habits necessary for making informed decisions about their health and safety in various environments. Health lessons will take approximately 5 hours of instruction per quarter for a total of 20 hours of instructional time per school year.

### Unit Topics:

**Unit 1: Community Safety**

**Unit 2: Personal Safety\*\***

**Unit 3: Relationships and Community**

**Unit 4: Digital Footprint and Identity\***

**Unit 5: Hygiene**

**Unit 6: The Digestive System**

**Unit 7: Responsible Decision Making**

**Unit 8: Personal Hygiene**

**Unit 9: Tobacco**

**Unit 10: Drugs**

\* indicates a E-Rate Digital Citizenship Required Unit

\*\* indicates Safe Children's Act required Units

**Quarter 1**

**Essential Learning Outcomes for the Unit**

Students will develop the knowledge and skills to identify safety risks, practice safe behaviors, and seek help from trusted adults to prevent injuries and promote community safety.

**Content Standards:**

- 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.
- 2.5.2 Determine the ways various influences affect the health and well-being of self and others.
- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.
- 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others.
- 8.5.4 Demonstrate how to advocate for health and well-being.

**Understanding (s)/goals**

Students will understand:

- Safety rules are essential for preventing injuries in various environments (home, school, playground).
- Trusted adults can help in unsafe situations.
- Communication is key to addressing safety concerns.

**Essential Question(s):**

- Why are safety rules important in different environments?
- How can I recognize unsafe situations?
- Who are trusted adults, and how can they help in emergencies?

**Student objectives (outcomes):**

Students will be able to:

- Identify and explain safety rules for home, school, and play environments.
- Recognize unsafe situations and demonstrate how to respond appropriately.
- Name trusted adults and describe how to seek their help in emergencies.
- Practice effective communication skills to express concerns or ask for help.

**Vocabulary**

community, conflict resolution, safety, risk, law, rule, responsibility

**Assessment Evidence**

**Performance Task(s):**

- Interview: Interview family and/or members of the community whose jobs help us stay safe.
- Perform: Role-play scenarios where students find unsafe situations and demonstrate how to respond.
- Depiction: Create an illustration of safety rules for specific environments (home, school, community).

**Other Evidence:**

- Quiz: Identify hazards and the proper response.
- Reflection: Craft a reflection (written or oral) on the importance of safety rules.
- Discussion: Participate in a discussion about safety rules and share examples of trusted adults and their roles.

**Quarter 1**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students will develop the knowledge and skills to identify safety risks, practice safe behaviors, and seek help from trusted adults to prevent injuries and abuse.</p>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |
| <p><b>Content Standards:</b><br/>                 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.<br/>                 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.<br/>                 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.<br/>                 4.5.5 Demonstrate refusal skills to use in a variety of situations.<br/>                 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.</p> |                                                                                                                                                                                                                                                                                    |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• There are different types of abuse and strategies we can use to avoid unsafe situations.</li> <li>• Trusted adults can help in unsafe situations.</li> <li>• Communication is key to addressing safety concerns.</li> </ul>                                                                                                                                                                                                                                                           | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why are safety rules important in different environments?</li> <li>• How can I recognize unsafe situations?</li> <li>• Who are trusted adults, and how can they help in emergencies?</li> </ul>      |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize unsafe situations and demonstrate how to respond appropriately.</li> <li>• Name trusted adults and describe how to seek their help in emergencies.</li> <li>• Practice effective communication skills to express concerns or ask for help.</li> </ul>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                    |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |
| <p>private, privacy, physical abuse, sexual abuse</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                    |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Role-play: Perform or create scenarios where students identify unsafe situations and demonstrate how to respond (e.g., asking for help from a trusted adult).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Discussion: Participate in class discussions where students share examples of trusted adults and explain their roles.</li> <li>• Journal: Written reflections on the importance of safety rules.</li> </ul> |

**Quarter 1**

**Essential Learning Outcomes for the Unit**

Playing online games can be fun when you communicate in healthy, positive ways.

**Alaska Digital Citizenship Standards**

- 3-5.EL.4 Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.
- 3-5.DC.2 Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.
- 3-5.KC.4 Students explore real-world problems and issues and collaborate with others to find answers or solutions.
- 3-5.CC.1 Students recognize and utilize the features and functions of a variety of creation or communication tools.
- 3-5.CC.2 Students create original works and learn strategies for remixing or repurposing to create new artifacts.
- 3-5.CC.3 Students create digital artifacts to communicate ideas visually and graphically.
- 3-5.CC.4 Students learn about the audience and consider their expected audience when creating digital artifacts and presentations.
- 3-5.GC.1 Students use digital tools to work with friends and people from different backgrounds or cultures.
- 3-5.GC.2 Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.
- 3-5.GC.3 Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
- 3-5.GC.4 Students work with others using collaborative technologies to explore local and global issues.

**Understanding (s)/goals**

Students will understand:

- Social interactions make online gaming popular.
- There can be both negative and positive interactions while playing online games.

**Essential Question(s):**

- How can I be positive and have fun while playing online games and help others do the same?

**Student objectives (outcomes):**

Students will be able to:

- Describe the positives and negatives of social interactions in online games.
- Define social interaction and give an example.

**Vocabulary**

digital media, griefing, online video games, social interaction

**Assessment Evidence**

**Performance Task(s):**

- Illustrate: Create an online video cover that includes guidelines for positive social interaction.

**Other Evidence:**

- Match: Identify positive and negative types of social interactions in online games.

**Quarter 1**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                               |
| <p>Digital footprints can affect your online reputation for a long time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                               |
| <p><b>Alaska Digital Literacy Standards</b></p> <p>3-5.EL.4 Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.</p> <p>3-5.DC.1 Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.</p> <p>3-5.DC.2 Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.</p> <p>3-5.DC.3 Students learn about, demonstrate, and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.</p> <p>3-5.DC.4 Students demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online.</p> |                                                                                                                                                                               |
| <p><b>Understanding (s)/goals</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• They are responsible for creating and/or contributing to their own and the digital footprints of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does your online activity affect the digital footprints of ourselves and others?</li> </ul> |
| <p><b>Student objectives (outcomes):</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term “digital footprint” and identify the online activities that contribute to it.</li> <li>• Identify ways that are and are not in control of their digital footprint.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                               |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |
| <p>responsibility, digital footprint, fossil, inference</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                               |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                               |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Analyze: Decide which digital footprint scenarios you are in control of (or not).</li> <li>• List: Identify examples of types of digital posts that you are in control of or not.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quiz: Define vocabulary and sort items into categories (what can and cannot be controlled).</li> </ul> |

**Quarter 2**

**Essential Learning Outcomes for the Unit**

Students will develop comprehensive knowledge about dental health, including the structure and function of teeth, proper oral hygiene practices, and the importance of maintaining a healthy smile.

**Content Standards:**

- 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.
- 6.5.1 Set a goal and explain how the goal supports health and well-being.
- 6.5.6 Reflect on the goal-setting process and outcomes.
- 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The structure and function of the human mouth, including teeth and tongue.
- Maintaining good oral hygiene for overall health is important.
- The role of diet in dental health.
- Proper techniques for brushing and flossing.

**Essential Question(s):**

- What is the structure of the human mouth, including the tongue and teeth?
- Why is it important to smile and maintain healthy teeth?
- How do our daily habits affect our dental health?
- What are the best practices for maintaining good oral hygiene?

**Student objectives (outcomes):**

Students will be able to:

- Identify the different types of teeth and their functions.
- Explain the importance of regular brushing and flossing.
- Demonstrate proper brushing and flossing techniques.
- Recognize foods and drinks that can lead to tooth decay.
- Describe how to protect teeth from injury.

**Vocabulary**

enamel, cavity, plaque, fluoride, gums, flossing, dental hygiene, tooth decay

**Assessment Evidence**

**Performance Task(s):**

- Model: Create a model of the human mouth, labeling the different types of teeth and their functions.
- Demonstrate: Perform proper brushing and flossing techniques.
- Design: Plan a week-long meal plan that promotes good dental health.

**Other Evidence:**

- Quiz: Identify dental anatomy and hygiene routines.
- Journal: Log daily personal oral hygiene routines.
- Group Presentation: Design a presentation on the effects of different foods and drinks on teeth.

**Quarter 2**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of the digestive system's structure and function, its role in overall health, and how to maintain a healthy digestive system through proper nutrition and lifestyle choices.

**Content Standards:**

- 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.
- 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.
- 3.5.3 Determine the validity and reliability of health information, products, services, and other resources.
- 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.
- 7.5.1 Examine practices and behaviors that support the 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.
- 8.5.4 Demonstrate how to advocate for health and well-being.

**Understanding (s)/goals**

Students will understand:

- The digestive system breaks down food into nutrients that the body needs for energy, growth, and repair.
- Each part of the digestive system has a specific function.
- Healthy eating habits and hydration are essential for maintaining a well-functioning digestive system.

**Essential Question(s):**

- What happens to food after we eat it?
- How does the digestive system help our body get energy and nutrients?
- What can we do to keep our digestive system healthy?

**Student objectives (outcomes):**

Students will be able to:

- Identify the major organs of the digestive system (mouth, esophagus, stomach, small intestine, large intestine) and their functions.
- Explain how food is broken down into nutrients and absorbed by the body.
- Describe healthy habits that support digestion, such as eating a balanced diet and drinking water.
- Recognize the role of fiber in maintaining a healthy digestive system.

**Vocabulary**

digestion, nutrients, esophagus, stomach, small intestine, large intestine, peristalsis, fiber, hydration

## Assessment Evidence

### Performance Task(s):

- Diagram: Create a labeled diagram of the digestive system with descriptions of each organ's function
- Journal: Write a journal entry describing "A Day in the Life of Food," tracing its journey through the digestive system.
- Log: Develop a "Healthy Digestion Plan" that includes dietary recommendations and habits to promote digestive health.

### Other Evidence:

- Quiz: Identify the structure and function of the digestive system.
- Discussion: Group discussions on how specific foods (e.g., fruits, vegetables) contribute to digestion.
- Model: Collaboratively participate in an experiment demonstrating peristalsis using physical models or activities.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

Students will develop knowledge and skills to take responsibility for their bodies, make safe decisions, and manage their emotions effectively.

**Content Standards:**

- 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.
- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 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.
- 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The importance of protecting and caring for their bodies.
- How critical thinking skills contribute to personal safety.
- The connection between emotions and physical well-being.
- Strategies for managing emotions and seeking help when needed.

**Essential Question(s):**

- How can we protect our bodies from potential harm?
- Why is critical thinking important for personal safety?
- How do our emotions affect our physical health?
- What strategies can we use to manage our emotions effectively?

**Student objectives (outcomes):**

Students will be able to:

- Identify potential dangers to their bodies and practice safe behaviors.
- Apply critical thinking skills to make safe decisions in various situations.
- Recognize different emotions and their physical manifestations.
- Demonstrate appropriate ways to express and manage emotions.
- Practice refusal skills to avoid unsafe situations.

**Vocabulary**

responsibility, body safety, emotions, critical thinking, trusted adult, boundaries, refusal skills

**Assessment Evidence**

**Performance Task(s):**

- Plan: Create a safety plan for a specific environment (e.g., home, playground), identifying potential hazards and safe practices.
- Tool-Kit: Develop an "emotion management toolkit" with strategies for dealing with different feelings.
- Role-Play: Perform scenarios demonstrating the use of critical thinking and refusal skills in potentially dangerous situations.

**Other Evidence:**

- Quiz: Identify body safety concepts and decision-making steps.
- Journal: Write a reflection using personal experiences about managing your emotions.
- Discussion: Participate in a group discussion about trusted adults and how to seek appropriate help.

**Quarter 3**

**Essential Learning Outcomes for the Unit**

Students will develop an understanding of personal hygiene, body changes during puberty, and the importance of cleanliness.

**Content Standards:**

- 1.5.2 Describe health-promoting behaviors for the dimensions of wellness.
- 6.5.1 Set a goal and explain how the goal 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 other.

**Understanding (s)/goals**

Students will understand:

- The impact of hormones on body changes during puberty.
- The importance of good hygiene practices for health and social well-being.
- The role of proper hygiene in preventing illness.
- The connection between personal appearance and self-esteem.

**Essential Question(s):**

- How do hormones affect our bodies as we grow?
- Why is good hygiene important for our health and social interactions?
- How can proper hygiene help prevent illness?
- How does our appearance relate to how we feel about ourselves?

**Student objectives (outcomes):**

Students will be able to:

- Describe how hormones affect body function and emotional changes during puberty.
- Define and practice good hygiene habits.
- Identify different microorganisms that can cause illness and explain how hygiene prevents their spread.
- Explain the components of a healthy appearance and develop a positive body image.

**Vocabulary**

hormones, puberty, hygiene, self-consciousness, self-grooming, body image, wellness

**Assessment Evidence**

**Performance Task(s):**

- Log: Create a personal hygiene routine chart for daily and weekly tasks.
- Demonstrate: Demonstrate proper handwashing technique and explain its importance in preventing illness.
- Poster: Group presentations on different types of microorganisms and how to prevent their spread.

**Other Evidence:**

- Quiz: Identify puberty-related body changes and hygiene concepts.
- Journal: Write a reflection on personal hygiene goals and their importance.
- Group Presentation: Create a group presentation on different types of microorganisms and how to prevent their spread.

**Quarter 4**

**Essential Learning Outcomes for the Unit**

Students will develop a comprehensive understanding of the harmful effects of smoking, the reasons people smoke, the influences on smoking behavior, and strategies to maintain a smoke-free lifestyle.

**Content Standards:**

- 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.
- 3.5.4 Explain how misinformation and disinformation affect health and well-being.
- 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- 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.
- 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The harmful effects of smoking on the body and overall health.
- The physical and psychological aspects of tobacco addiction.
- The influence of advertising and social pressures on smoking behavior.
- The impact of smoking, including secondhand smoke, on communities.

**Essential Question(s):**

- How does smoking harm the body?
- Why do people start smoking, and why is it difficult to quit?
- How do advertisements and other influences affect smoking behavior?
- What are the effects of smoking on individuals and communities?

**Student objectives (outcomes):**

Students will be able to:

- List chemicals in tobacco products and explain their harmful effects on the body.
- Describe the physical and psychological effects of tobacco addiction.
- Analyze tobacco advertisements and identify marketing techniques.
- Explain the dangers of secondhand smoke and its impact on community health.
- Demonstrate decision-making skills to resist smoking and support others in staying smoke-free.

**Vocabulary**

nicotine, addiction, secondhand smoke, tar, carcinogens, lung cancer, emphysema, tobacco marketing

**Assessment Evidence**

**Performance Task(s):**

- Poster: Create an informative poster comparing smokers' and non-smokers' lungs.
- Perform: Develop a role-play scenario demonstrating how to resist peer pressure to smoke.
- PSA: Design an anti-smoking campaign targeting young people.

**Other Evidence:**

- Quiz: Identify the chemicals in tobacco and their effects on the body.
- Journal: Write a reflection on the challenges of breaking habits.
- Presentation: Create a group presentation on the community impact of smoking and secondhand smoke.

## Unit 10: Drugs

## Grade Level: Fourth Grade

### Quarter 4

#### Essential Learning Outcomes for the Unit

Students will develop the knowledge and skills to stay drug-free, build personal assets, and make healthy choices that support their overall well-being.

#### Content Standards:

- 1.5.1 Explain how to build upon strengths and assets to support health and well-being.
- 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.
- 3.5.2 Locate home, school, and community resources to support health and well-being.
- 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- 6.5.1 Set a goal and explain how the goal supports health and well-being.
- 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.
- 6.5.6 Reflect on the goal-setting process and outcomes.
- 7.5.1 Examine practices and behaviors that support the 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.

#### Understanding (s)/goals

Students will understand:

- The various types of drugs and their effects on the body and mind.
- The importance of personal assets in resisting negative pressures.
- Strategies for making smart decisions and staying drug-free.
- Resources available for help with drug-related issues.

#### Essential Question(s):

- What are drugs, and how do they affect our health?
- How can personal assets help us resist the pressure to use drugs?
- What strategies can we use to make smart decisions about drugs?
- Where can we find help for drug-related problems?

#### Student objectives (outcomes):

Students will be able to:

- Identify different types of drugs and their effects on the body.
- Recognize personal assets and sources of pressure that may lead to drug experimentation.
- Demonstrate effective refusal skills in drug-related scenarios.
- Explain the value of being drug-free and setting long-term goals.
- Identify trusted resources for help with drug-related issues.

#### Vocabulary

assets, peer pressure, refusal skills, drug categories, addiction, decision-making, long-term goals, community resources

## Assessment Evidence

### Performance Task(s):

- Role-Play: Create a role-play demonstrating refusal skills in a drug-related peer pressure situation.
- Map: Develop a personal asset map highlighting strengths that support staying drug-free.
- Informations Campaign: Design an informational campaign about the effects of a specific drug on health.

### Other Evidence:

- Quiz: Identify drug types and their effects.
- Journal: Write a personal reflection on long-term goals and how staying drug-free supports them.
- Presentation: Collaboratively create a group presentation on community resources for drug-related help.



# 2025 ELEMENTARY HEALTH

## KPBSD CURRICULUM

This KPBSD Health Fifth Grade Curriculum introduces young learners to essential health and safety concepts, laying the groundwork for lifelong well-being. Through age-appropriate lessons and activities, students will explore fundamental safety rules, identify community helpers, and learn basic injury prevention strategies. The course aims to develop an understanding of personal health, promote positive health behaviors, and build early resilience skills. By focusing on practical safety measures and health awareness, students will begin to cultivate the knowledge and habits necessary for making informed decisions about their health and safety in various environments. Health lessons will take approximately 5 hours of instruction per quarter for a total of 20 hours of instructional time per school year.

**Unit Title: Community Safety**  
**Quarter 1**

**Grade Level: Fifth Grade**

### Essential Learning Outcomes for the Unit

Students will develop comprehensive safety skills, understand personal responsibility in maintaining safety, and learn to make informed decisions to prevent injuries and promote well-being.

### Content Standards:

- 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.
- 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.
- 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 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.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

### Understanding (s)/goals

Students will understand:

- The importance of personal responsibility in maintaining safety.
- How to identify and respond to potentially unsafe situations.
- The role of decision-making skills in preventing injuries.
- The impact of individual actions on personal and community safety.

### Essential Question(s):

- How can we take responsibility for our safety?
- What strategies can we use to identify and respond to unsafe situations?
- How do our decisions affect our safety and the safety of others?
- What resources are available to help us stay safe in various environments?

**Student objectives (outcomes):**

Students will be able to:

- Identify potential safety hazards in various environments.
- Demonstrate appropriate safety procedures for different situations.
- Apply decision-making skills to avoid or manage unsafe scenarios.
- Explain the importance of personal responsibility in maintaining safety.
- Describe how to access help in emergencies.

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                      |
| risk assessment, emergency procedures, injury prevention, safety resources, hazard prevention, first aid, personal responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                      |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>● Plan: Create a safety plan for a specific environment (home, school, community place).</li> <li>● Presentation: Create a presentation on injury prevention strategies for a chosen activity or sport.</li> <li>● Role-Play: Perform scenarios demonstrating proper responses to potentially unsafe situations.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Quiz: Identify safety concepts and appropriate procedures.</li> <li>● Journal: Write a reflection on a personal experience with safety decision-making.</li> <li>● Discussion: Participate in a group discussion on the impact of individual actions on community safety.</li> </ul> </td> </tr> </table> | <b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>● Plan: Create a safety plan for a specific environment (home, school, community place).</li> <li>● Presentation: Create a presentation on injury prevention strategies for a chosen activity or sport.</li> <li>● Role-Play: Perform scenarios demonstrating proper responses to potentially unsafe situations.</li> </ul> | <b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Quiz: Identify safety concepts and appropriate procedures.</li> <li>● Journal: Write a reflection on a personal experience with safety decision-making.</li> <li>● Discussion: Participate in a group discussion on the impact of individual actions on community safety.</li> </ul> |
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**Quarter 1**

**Essential Learning Outcomes for the Unit**  
 It is important to know tools and strategies to avoid and counteract negative, rude, and disrespectful online behavior.

- Alaska Digital Citizenship Standards**
- 3-5.DC.2** Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.
  - 3-5.GC.2** Students use collaborative technologies to connect with others, including peers, experts, and community members, to explore different points of view on various topics.
  - 3-5.GC.3** Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
  - 3-5.GC.4** Students work with others using collaborative technologies to explore local and global issues.

**Understanding (s)/goals**  
 Students will understand:

- Online spaces can host a variety of behaviors (negative and positive).
- The differences between being mean, bullying, and cyberbullying.

**Essential Question(s):**

- What is cyberbullying, and what can you do to stop it?

**Student objectives (outcomes):**  
 Students will be able to:

- Identify ways for dealing with cyberbullying and ways they can be an upstander for those being bullied.
- Empathize with targets of cyberbullying.
- Recognize similarities and differences between in-person bullying, cyberbullying, and being mean.

**Vocabulary**

bully, bullying, bystander, cyberbullying, empathy, target, upstander

**Assessment Evidence**

**Performance Task(s):**

- Role Play: Act out a scenario about cyberbullying and demonstrate tools to navigate the situation successfully.
- Identify: List at least three ways to respond to bullying/cyberbullying when it occurs.

**Other Evidence:**

- Quiz: Differentiate between being mean, joking, cyberbullying, and bullying.

**Quarter 1 & 3**

**Essential Learning Outcomes for the Unit**

Students will develop a comprehensive understanding of emotions, their effects on the body and behavior, and strategies for managing emotions effectively to promote personal and social well-being.

**Content Standards:**

- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- 4.5.4 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.
- 7.5.1 Examine practices and behaviors that support the 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.
- 8.5.4 Demonstrate how to advocate for health and well-being.

**Understanding (s)/goals**

Students will understand:

- The importance of personal safety and recognizing inappropriate situations.

**Essential Question(s):**

- How can we identify and cope with challenging emotional situations?
- How can we recognize and respond to situations that may compromise our safety?

**Student objectives (outcomes):**

Students will be able to:

- Recognize events that trigger various emotions and identify support systems.
- Explain how to recognize and avoid risky situations involving personal safety.

**Vocabulary**

adrenaline, puberty, emotions, stress, coping skills, grief, depression, anxiety

**Assessment Evidence**

**Performance Task(s):**

- Illustration: Create a “body map” depicting how different emotions affect various parts of the body.
- Toolkit: Design a personal “emotional tool kit” with strategies for coping with different challenging situations.

**Other Evidence:**

- Quiz: Identify emotions and their effects on health.
- Journal: Write a reflection on personal experiences with managing emotions.
- Discussion: Participate in a group discussion on building and utilizing support systems.

**Quarter 2**

**Essential Learning Outcomes for the Unit**

Students will develop a comprehensive understanding of the central nervous system, its functions, and how to protect and maintain brain health.

**Content Standards:**

- 1.5.1 Explain how to build upon strengths and assets to support health and well-being.
- 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.
- 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- 4.5.5 Demonstrate refusal skills to use in a variety of situations.
- 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.

**Understanding (s)/goals**

Students will understand:

- The structure and functions of the brain and central nervous system.
- How the brain receives and processes information from the nervous system.
- The effects of drugs on the brain and central nervous system.
- Causes and effects of brain injuries and disorders.

**Essential Question(s):**

- How does the brain work, and what are its different functions?
- How do the parts of the central nervous system work together?
- How do drugs affect the brain and nervous system?
- What are the causes and effects of brain injuries and disorders?

**Student objectives (outcomes):**

Students will be able to:

- Describe the structure and different functions of the brain.
- Explain how the central nervous system works and processes information.
- Identify the effects of drugs on the brain.
- List causes and effects of head injuries and brain disorders.
- Demonstrate refusal skills to protect against risks to brain health.

**Vocabulary**

brain, central nervous system, neuron hemispheres, brain stem, thalamus, cerebellum, cerebrum, reflex action, spinal cord, cortex, kinesthetic, interpersonal, intrapersonal

**Assessment Evidence**

**Performance Task(s):**

- Model: Create a model of the brain, labeling its parts and explaining their functions.
- Presentation: Develop a presentation on the effects of a specific drug on the brain and nervous system.
- Role-play: Create or perform scenarios demonstrating refusal skills to avoid risks to brain health.

**Other Evidence:**

- Quiz: Identify brain structure and central nervous system functions.
- Journal: Write a reflection on personal strategies to protect brain health.
- Discussion: Participate in group discussions on the impact of brain disorders and developing empathy.

**Quarter 2**

**Essential Learning Outcomes for the Unit**  
 Students will develop a comprehensive understanding of nutrition, healthy eating habits, and how to fuel their bodies effectively for optimal health and performance.

- Content Standards:**
- 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.
  - 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.
  - 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
  - 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.
  - 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.
  - 7.5.2 Demonstrate practices and behaviors that support the 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.

**Understanding (s)/goals**  
 Students will understand:

- The importance of balanced nutrition for overall health and well-being.
- How different nutrients fuel the body and support various bodily functions.
- The relationship between food choices and energy levels.
- Strategies for making informed decisions about food and nutrition.

**Essential Question(s):**

- How does the food we eat affect our bodies and energy levels?
- What constitutes a balanced diet, and why is it important?
- How can we make informed decisions about our food choices?
- How does proper nutrition support our overall health and daily activities?

- Student objectives (outcomes):**  
 Students will be able to:
- Identify the main food groups and their roles in supporting bodily functions.
  - Explain how different nutrients provide energy and support growth.
  - Analyze food labels to make informed nutritional choices.
  - Develop a balanced meal plan that meets their nutritional needs.
  - Demonstrate decision-making skills when selecting foods for optimal health.

**Vocabulary**

nutrients, balanced diet, food groups, calories, metabolism, hydration, portion size, macronutrients, micronutrients, energy balance

**Assessment Evidence**

**Performance Task(s):**

- Plan: Create a weekly meal plan that incorporates all food groups and meets nutritional guidelines.

**Other Evidence:**

- Quiz: Identify nutrients and their functions
- Reflection: Write a journal entry on personal eating habits and goals for improvement.

|                                                                                                                                                                                                                                                 |                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● Design: Design an infographic explaining how different nutrients fuel the body.</li><li>● Analyze: Conduct a food label analysis project, comparing the nutritional content of various foods.</li></ul> | <ul style="list-style-type: none"><li>● Discussion: Participate in a group discussion about making healthy food choices.</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

# Unit Title: The Respiratory System

Grade Level: Fifth Grade

## Quarter 2

### Essential Learning Outcomes for the Unit

Students will develop a comprehensive understanding of the respiratory system and how each organ in the system and the importance of keeping all the organs healthy.

### Content Standards:

- 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.
- 7.5.2 Demonstrate practices and behaviors that support the health and well-being of self and others.
- 8.5.2 Explain how collaboration and communication support advocacy.

### Understanding (s)/goals

Students will understand:

- The structure and function of the respiratory system.
- The impact of smoking and pollution on lung health.
- The importance of maintaining healthy lungs through proper breathing techniques and avoiding harmful substances.
- The role of community health in preventing respiratory diseases.

### Essential Question(s):

- How does the respiratory system work?
- What are the effects of smoking on the lungs?
- How does pollution impact respiratory health?
- What can we do to maintain healthy lungs?

### Student objectives (outcomes):

Students will be able to:

- Identify the major organs of the respiratory system and describe their functions.
- Explain the effects of smoking on lung health.
- Describe the impact of pollution on the respiratory system.
- Demonstrate proper breathing techniques for maximum health benefits.
- Identify symptoms of lung diseases and methods to prevent their spread.

### Vocabulary

Chronic, influenza, RSV, Covid-19, respiratory system, wheezing, communicable, tuberculosis, bronchitis, virus, pneumonia, constrict

### Assessment Evidence

#### Performance Task(s):

- Model: Create a model of the respiratory system, labeling its parts and explaining their functions.
- PSA: Develop a public service announcement on the dangers of smoking to lung health.
- Experiment: Design an experiment demonstrating the effects of pollution on the respiratory system.

#### Other Evidence:

- Quiz: Identify the respiratory system structure and function.
- Journal: Write a reflection on personal strategies to maintain lung health.
- Discussion: Participate in a group discussion on community efforts to reduce air pollution.

**Quarter 3**

**Essential Learning Outcomes for the Unit**  
 Students will develop a comprehensive understanding of emotions, their effects on the body and behavior, and strategies for managing emotions effectively to promote personal and social well-being.

- Content Standards:**
- 1.5.2 Describe health-promoting behaviors for the dimensions of wellness.
  - 1.5.6 Examine how the environment affects personal and community health.
  - 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
  - 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
  - 4.5.4 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.
  - 7.5.1 Examine practices and behaviors that support the 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.
  - 8.5.4 Demonstrate how to advocate for health and well-being.

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| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>● The connection between emotions and physical responses in the body.</li> <li>● Responsible and irresponsible methods for handling strong emotions.</li> <li>● Events trigger various emotions such as grief, depression, anxiety, guilt, and fear.</li> <li>● The importance of personal safety and recognizing inappropriate situations.</li> </ul> | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do emotions affect our bodies and overall health?</li> <li>● What are responsible ways to handle strong emotions?</li> <li>● How can we identify and cope with challenging emotional situations?</li> <li>● How can we recognize and respond to situations that may compromise our safety?</li> </ul> |
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- Student objectives (outcomes):**  
 Students will be able to:
- Describe human emotions and their effects on the body.
  - Demonstrate appropriate ways to express emotions through communication skills.
  - Identify responsible methods for handling strong emotions.
  - Recognize events that trigger various emotions and identify support systems.
  - Explain how to recognize and avoid risky situations involving personal safety.

**Vocabulary**

adrenaline, puberty, emotions, stress, coping skills, grief, depression, anxiety

**Assessment Evidence**

|                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Model: Complete a graphic organizer that predicts the consequences of choices.</li> <li>● Illustration: Create a “body map” depicting how different emotions affect various parts of the body.</li> <li>● Toolkit: Design a personal “emotional tool kit” with strategies for coping with different challenging situations.</li> </ul> | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quiz: Identify emotions and their effects on health.</li> <li>● Journal: Write a reflection on personal experiences with managing emotions.</li> <li>● Discussion: Participate in a group discussion on building and utilizing support systems.</li> </ul> |
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**Quarter 3**

**Essential Learning Outcomes for the Unit**

It is important to avoid internet traps that expose us to catchy headlines and outrageous images that could potentially trick us into going to a place online that might not be safe or accurate.

**Alaska Digital Literacy Standards**

- 3-5.DC.2 Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.
- 3-5.DC.2 Students use collaborative technologies to connect with others, including peers, experts, and community members, to explore different points of view on various topics.
- 3-5.DC.3 Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
- 3-5.DC.4 Students work with others using collaborative technologies to explore local and global issues.

**Understanding (s)/goals**

Students will understand:

- The internet is full of misinformation and misleading headlines that can be unsafe, frustrating, and harmful.

**Essential Question(s):**

- What is clickbait, and how can you avoid it?

**Student objectives (outcomes):**

Students will be able to:

- Define “the curiosity gap.”
- Explain how clickbait uses the curiosity gap to attract your attention.
- Use strategies to avoid clickbait.

**Vocabulary**

clickbait, fishing, advertising, headline, curiosity gap

**Assessment Evidence**

**Performance Task(s):**

- Analyze: Given a set of images, decide if the image is “clickbait” and provide a rationale.
- Demonstrate: Given a scenario, use strategies to respond to clickbait appropriately.

**Other Evidence:**

- List: Recite the rules on ways to identify and avoid “clickbait.”

**Quarter 3**

**Essential Learning Outcomes for the Unit**

**Content Standards:**

- 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.
- 1.5.7 Explain when and why it is important to seek health care.
- 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- 7.5.1 Examine practices and behaviors that support the 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.

**Understanding (s)/goals**

Students will understand:

- The role of hormones in stimulating body functions during puberty.
- The biological differences between males and females.
- The importance of good hygiene practices during puberty.
- The concept of maturity and its relation to health and safety values.

**Essential Question(s):**

- How do hormones affect our bodies during puberty?
- What are the main physical and emotional changes during puberty?
- Why is good hygiene important during adolescence?
- How can we demonstrate maturity in our health-related decisions?

**Student objectives (outcomes):**

Students will be able to:

- Explain the endocrine system and the role of hormones in body functions.
- Identify the biological differences between males and females during puberty.
- Practice appropriate hygiene routines for enhanced appearance and self-esteem.
- Demonstrate appropriate life skills for various situations, including refusal and assertiveness skills.
- Evaluate peer pressure to determine if it is positive or negative.

**Vocabulary**

endocrine system, hormones, puberty, adolescence, hygiene, maturity, self-esteem, sexual harassment, assertiveness, peer pressure

**Assessment Evidence**

**Performance Task(s):**

- Diagram: Create a diagram of the endocrine system, explaining the function of major glands.
- Plan: Design a personal hygiene plan addressing changes during puberty.
- Role-play: Perform or write scenarios demonstrating appropriate responses to peer pressure.

**Other Evidence:**

- Quiz: Identify biological changes during puberty.
- Journal: Write a personal reflection on values and responsibilities to growing up.
- Discussion: Participate in a group discussion on respectful communication and avoiding sexual harassment.

**Quarter 4**

**Essential Learning Outcomes for the Unit**  
 Students will develop a comprehensive understanding of drug use, misuse, and abuse, their effects on the body and family, and strategies for making healthy choices and resisting peer pressure.

- Content Standards:**
- 1.5.1 Explain how to build upon strengths and assets to support health and well-being.
  - 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.
  - 3.5.2 Locate home, school, and community resources to support health and well-being.

**Understanding (s)/goals**  
 Students will understand:

- The differences between drug use, misuse, and abuse.
- Short-term and long-term effects of various drug categories on the body.
- How drug abuse affects families and communities.
- The influence of advertising on drug use.
- Healthy alternatives to drug use for problem-solving.

**Essential Question(s):**

- What are the differences between drug use, misuse, and abuse?
- How do drugs affect our bodies and families?
- How does advertising influence attitudes toward drug use?
- What are healthy alternatives to using drugs for solving problems?

- Student objectives (outcomes):**  
 Students will be able to:
- Define and differentiate between drug use, misuse, and abuse.
  - Identify the short-term and long-term effects of different drug categories on the body.
  - Describe how drug abuse by one family member affects the whole family.
  - Analyze advertising techniques that promote drug use.
  - Demonstrate refusal skills and healthy alternatives to drug use.

**Vocabulary**

drug use, drug misuse, drug abuse, addiction, peer pressure, refusal skills, short-term effects, long-term effects, advertising techniques, coping strategies

**Assessment Evidence**

**Performance Task(s):**

- Infographic: Illustrate the effects of a specific drug category on the body.
- Role-play: Write or perform a scenario demonstrating effective refusal skills in drug-related situations.
- Media Campaign: Create a campaign promoting healthy alternatives to drug use for problem-solving.

**Other Evidence:**

- Quiz: Identify drug terminology and effects.
- Journal: Write a reflection on personal strategies for resisting peer pressure.
- Discussion: Participate in a group discussion on the impact of drug abuse on families and communities.

**Quarter 4**

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| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students will develop a comprehensive understanding of the circulatory system, blood components, immune system function, and bloodborne diseases while cultivating empathy and healthy behaviors to support overall well-being.</p>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Content Standards:</b><br/>                 4.5.5 Demonstrate refusal skills to use in a variety of situations.<br/>                 4.5.7 Demonstrate effective ways to communicate with kindness and compassion.<br/>                 7.5.1 Examine practices and behaviors that support the health and well-being of self and others.</p>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>• The structure and function of the circulatory system.</li> <li>• The components of blood and their roles in the body.</li> <li>• How the immune system protects against disease.</li> <li>• The impact of HIV on the immune system and its transmission.</li> <li>• The importance of compassion and empathy towards those with illnesses.</li> </ul>                                                     | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the circulatory system work, and why is it important for our health?</li> <li>• What are the components of blood, and how do they support our body's functions?</li> <li>• How does the immune system protect us from diseases?</li> <li>• What is HIV, and how does it affect the immune system?</li> <li>• How can we show compassion and support for people with illnesses?</li> </ul> |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the function of the circulatory system and its components.</li> <li>• Identify the components of blood and explain their roles.</li> <li>• Explain how the immune system works to protect the body.</li> <li>• Analyze how HIV affects the immune system and how it can and cannot be transmitted.</li> <li>• Demonstrate empathy and compassion towards those with illnesses.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>circulatory system, blood components, immune system. blood vessels, ventricles (left and right), deoxygenated blood, pulse, veins, arteries, capillaries, diffusion, valves, plasma, platelets</p>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Model: Create a model of the circulatory system, explaining the function of each component.</li> <li>• Presentation: Develop a presentation on the immune system and how it protects against disease.</li> <li>• PSA: Create a PSA to educate peers on disease transmission and prevention.</li> </ul>                                                                                                                                                      | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quiz: Identify the circulatory system and all its components and functions.</li> <li>• Reflection: Write a journal entry on the importance of showing compassion to those with illnesses.</li> <li>• Discussion: Participate in a group discussion on local community support for patients with various diseases.</li> </ul>                                                                              |

# Middle School Courses

Grades 6-8



# 2025 MS HEALTH

KPBSD CURRICULUM

## 2025 Middle School Health Curriculum

### 6th Grade Course

The 9-week health course utilizes a skills-based approach, aligning with Alaska Skills for a Healthy Life and the 2024 SHAPE America National Health Education Standards. This course provides an overview of the following topics: social and consumer health; mental and emotional health; nutrition; preventable diseases; human sexuality; and drugs, alcohol, and tobacco. The primary goals of this course are to deepen student's lives and well-being and to provide foundational knowledge applicable to each student's success in setting healthy living goals. This course is required for middle school students in grade six and again in grade seven or eight. All middle school students are required to complete E-Rate and Safe Children's Act lessons each year and a separate list of required lessons will be scheduled and taught for students not taking a health course in a given school year

Unit 1: Foundations for Health and Wellness (2 weeks)

Unit 2: Personal Health and Wellness (1 week)

Unit 3: Safety (2 weeks)

Unit 4: Mental and Emotional Health (1 week)

Unit 5: Tobacco, Alcohol, and Other Drugs (2 weeks)

Unit 6: Social Health (1 week)

## Unit 1: Foundations for Health & Wellness

Grade level: Sixth Grade

Length of Unit: 2 weeks

### Essential Learning Outcomes for the Unit

#### Students will be able to:

1. Describe the parts of health and wellness and how the parts of health are interrelated.
2. Explain how healthcare and access to health care affects a person's health.

#### Content Standard(s):

- 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.
- 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.8.5 Analyze connections between health literacy and health outcomes.
- 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- 1.8.7 Explain how health care promotes personal health.
- 3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.
- 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting.
- 7.8.2 Analyze 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.

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| <p><b>Understanding (s)/goals</b><br/>Students will understand:</p> <ul style="list-style-type: none"> <li>● Health is multidimensional, encompassing physical, emotional, social, and mental aspects.</li> <li>● Daily habits and choices significantly impact long-term health and well-being.</li> <li>● External factors such as family, culture, media, and technology influence personal health decisions.</li> <li>● Effective communication and decision-making skills contribute to healthier relationships and personal wellness.</li> <li>● Accessing credible health information is essential for making informed decisions.</li> </ul>                                                                                 | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What does it mean to be healthy?</li> <li>● How do my daily choices impact my overall well-being?</li> <li>● What factors influence my health and wellness?</li> <li>● How can I set and achieve personal health goals?</li> <li>● How do relationships and communication skills contribute to overall wellness?</li> <li>● Where can I find reliable health information?</li> </ul>                                          |
| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Define and explain the components of health and wellness.</li> <li>● Analyze personal habits and their effects on health.</li> <li>● Identify influences on health behaviors, including social, cultural, and media factors.</li> <li>● Develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) health goals.</li> <li>● Demonstrate effective communication and decision-making skills in health-related scenarios.</li> <li>● Differentiate between reliable and unreliable health sources.</li> <li>● Advocate for positive health choices within their community and peer groups.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>WHO (World Health Organization), well-being, healthcare, mental, physical and emotional health</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Health &amp; Wellness Reflection Journal: Students track and reflect on their daily health habits for one week.</li> <li>● Health Influences Collage: Students create a visual representation of influences on their health, such as family, media, and culture.</li> <li>● SMART Goal-Setting Activity: Students set a personal health goal and develop an action plan to achieve it.</li> <li>● Role-Playing Scenarios: Students practice effective communication and decision-making in peer discussions.</li> <li>● Evaluating Health Information: Students research a health topic and analyze the credibility of different sources.</li> </ul>    | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quizzes &amp; Tests: Assessing knowledge of health concepts, goal-setting, and decision-making strategies.</li> <li>● Class Discussions: Exploring real-life health scenarios and peer experiences.</li> <li>● Exit Tickets: Reflecting on daily lessons and setting short-term wellness goals.</li> <li>● Peer &amp; Self-Assessments: Evaluating communication and decision-making skills in health-related situations.</li> </ul> |

## Unit 2: Personal Health & Wellness

Grade level: Sixth Grade

Length of Unit: 1 week

### Essential Learning Outcomes for the Unit

Students will be able to:

1. Demonstrate and identify ways to care for their skin, hair, and nails.

### Content Standard(s):

- 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.
- 1.8.4 Analyze practices that support health and well-being, including how to manage health conditions.
- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 3.8.5 Use strategies to manage misinformation and disinformation.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 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.
- 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting.
- 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.
- 7.8.2 Analyze practices and behaviors that support personal and community health and well-being.

### Understanding (s)/goals

Students will understand:

- Personal health and wellness involve maintaining physical, emotional, and mental well-being.
- Daily habits such as sleep, hygiene, and self-care significantly impact long-term health.
- Setting and achieving health goals is an essential part of maintaining wellness.
- Accessing reliable health information is critical for making informed health choices.

### Essential Question(s):

- What daily habits contribute to overall personal health and wellness?
- How does personal hygiene affect health and well-being?
- Why is sleep important for physical and mental health?
- How can I set and maintain realistic health goals?
- Where can I find reliable information to support my personal health decisions?

### Student objectives (outcomes):

Students will be able to:

- Identify and explain key aspects of personal hygiene, including oral health, skincare, and cleanliness.
- Describe the role of sleep in supporting physical and mental health.
- Analyze how daily habits affect overall well-being.
- Create a personal health goal using the SMART goal framework.
- Evaluate sources of health information for reliability and credibility.

### Vocabulary

deodorant, antiperspirant, dandruff, eczema, acne, dermatologist, periodontist, gingivitis, plaque, cavities, astigmatism, tinnitus, farsightedness, nearsightedness

### Assessment Evidence

#### Performance Task(s):

- Daily Health Habits Log: Students track and analyze their personal health habits over a week.
- Personal Hygiene PSA (Public Service Announcement): Students create a short video, poster, or digital presentation promoting good hygiene practices.

#### Other Evidence:

- Quizzes & Exit Tickets: Assessing knowledge of hygiene, sleep, and self-care.
- Class Discussions: Exploring real-life scenarios related to health and wellness.
- Peer & Self-Assessments: Evaluating the effectiveness of goal-setting and personal wellness strategies.

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| <ul style="list-style-type: none"><li>● SMART Health Goal Activity: Students set a specific personal health goal and develop an action plan to achieve it.</li><li>● Sleep Journal &amp; Reflection: Students track their sleep patterns and reflect on how sleep impacts their mood, energy, and focus.</li></ul> |  |
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## Unit 3: Safety

Grade level: Sixth Grade

Length of Unit: 2 weeks

### Essential Learning Outcomes for the Unit

#### Students will be able to:

1. Explain how to prevent illness or injury in their home, school, and community and have knowledge of ways to provide treatment for various common injuries.
2. Develop and create plans for possible emergencies.
3. Identify ways to remain safe in a variety of places and environments, including avoiding, preventing, and reducing pollution.

#### Content Standard(s):

- 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.
- 1.8.7 Explain how health care promotes personal health.
- 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.
- 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.
- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.
- 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.
- 5.8.6 Evaluate the results of a health-related decision on self and others.
- 6.8.1 Assess personal health and well-being to identify focus areas for goal setting.
- 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.
- 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.
- 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- 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.

#### Understanding(s)/goals

Students will understand:

- Personal safety is influenced by knowledge, awareness, and decision-making.
- Identifying risks and using prevention strategies can reduce injury and harm.
- Understanding emergency response procedures can improve safety outcomes.
- Digital safety is an essential component of overall well-being.

#### Essential Question(s):

- What are common safety hazards at home, school, and in the community?
- How can I assess and minimize risks in different situations?
- What strategies can I use to protect myself and others from harm?
- Why is it important to have a plan for emergencies?
- How can I stay safe while using the internet and social media?
- What are ways I can avoid, reduce, or prevent pollution?

**Student objectives (outcomes):**

Students will be able to:

- Identify common safety risks in their daily environments.
- Describe injury prevention strategies for different settings (e.g., home, school, outdoors, online).
- Demonstrate proper responses to emergency situations, including basic first aid.
- Develop a personal safety plan, including online and digital safety measures.
- Analyze how choices and behaviors impact personal and community safety.

| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p style="text-align: center;">precaution, hazard, poisonous, weapon, flammable, fire triangle, digital footprint, identity theft, internet predators, hackers, anaphylaxis, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), pollution, Air Quality Index (AQI), biodegradable, fossil fuels, sustainability, green products, recycling</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Hazard Identification Activity: Students assess safety risks in a simulated environment (classroom, home, or community).</li> <li>● Emergency Response Role-Play: Students demonstrate appropriate responses to various emergency scenarios.</li> <li>● Personal Safety Plan Project: Students create a safety plan that includes home, school, and online safety strategies.</li> <li>● Cyber Safety PSA (Public Service Announcement): Students design a poster, video, or presentation on responsible internet use.</li> </ul> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quizzes &amp; Exit Tickets: Assessing knowledge of safety hazards, prevention strategies, and emergency responses.</li> <li>● Class Discussions &amp; Reflections: Sharing personal experiences and strategies for staying safe.</li> <li>● Peer &amp; Self-Assessments: Evaluating emergency response techniques and safety planning effectiveness.</li> </ul> </td> </tr> </table> | <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Hazard Identification Activity: Students assess safety risks in a simulated environment (classroom, home, or community).</li> <li>● Emergency Response Role-Play: Students demonstrate appropriate responses to various emergency scenarios.</li> <li>● Personal Safety Plan Project: Students create a safety plan that includes home, school, and online safety strategies.</li> <li>● Cyber Safety PSA (Public Service Announcement): Students design a poster, video, or presentation on responsible internet use.</li> </ul> | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quizzes &amp; Exit Tickets: Assessing knowledge of safety hazards, prevention strategies, and emergency responses.</li> <li>● Class Discussions &amp; Reflections: Sharing personal experiences and strategies for staying safe.</li> <li>● Peer &amp; Self-Assessments: Evaluating emergency response techniques and safety planning effectiveness.</li> </ul> |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Hazard Identification Activity: Students assess safety risks in a simulated environment (classroom, home, or community).</li> <li>● Emergency Response Role-Play: Students demonstrate appropriate responses to various emergency scenarios.</li> <li>● Personal Safety Plan Project: Students create a safety plan that includes home, school, and online safety strategies.</li> <li>● Cyber Safety PSA (Public Service Announcement): Students design a poster, video, or presentation on responsible internet use.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quizzes &amp; Exit Tickets: Assessing knowledge of safety hazards, prevention strategies, and emergency responses.</li> <li>● Class Discussions &amp; Reflections: Sharing personal experiences and strategies for staying safe.</li> <li>● Peer &amp; Self-Assessments: Evaluating emergency response techniques and safety planning effectiveness.</li> </ul>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Unit 4: Mental & Emotional Health

Grade level: Sixth Grade

Length of Unit: 1 week

### Essential Learning Outcomes for the Unit

Students will be able to:

1. Summarize the meaning of mental and emotional health.
2. Identify and practice strategies to maintain healthy mental and emotional health.

### Content Standard(s):

- 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.
- 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.
- 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.7 Use collaboration skills in a variety of situations.
- 4.8.10 Demonstrate ways to communicate empathy and compassion.
- 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- 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.
- 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.

### Understanding(s)/goals

Students will understand:

- Mental and emotional health is crucial for overall health and well-being.
- Emotions can influence behavior, relationships, and decision-making.
- Managing stress and emotions is a key factor in maintaining mental health.
- Explain and describe different types and causes of mental illnesses.
- Mental health resources are available and should be accessed when needed.

### Essential Question(s):

- How do emotions impact our mental and emotional health?
- What are strategies for managing stress and difficult emotions?
- How can we recognize signs of poor mental health in ourselves and others?
- What resources can we use to improve and maintain mental health?
- How do personal behaviors and habits affect our mental well-being?
- What are the different causes and types of mental illnesses?

### Student objectives (outcomes):

Students will be able to:

- Identify the connection between emotions and mental health.
- Apply strategies to manage stress, anxiety, and other emotions.
- Recognize signs of poor mental health and know when to seek help.
- Access reliable mental health resources and information.
- Make informed decisions that support positive mental and emotional health.

### Vocabulary

mental distress, values, beliefs, attitudes, self-image, self-esteem, self-talk, personality traits, emotional intelligence, optimism, mind-set, self-compassion, emotional awareness, empathy, stress, distress, trauma, toxic stress, fight-flight-freeze response, resilience, bipolar disorder, anxiety disorder, panic attack, major depressive disorder, attention-deficit hyperactivity disorder (ADHD)

### Assessment Evidence

#### Performance Task(s):

- Emotion Management Plan: Students create a plan for managing emotions and stress, identifying specific strategies and resources.
- Mental Health Resource Guide: Students research and compile a list of mental health resources available locally and nationally.
- Reflection Journal: Students reflect on personal experiences with stress and emotions, discussing strategies that helped them cope.
- Role-Play Scenario: Students role-play a situation where they manage emotions or help someone access mental health resources.

#### Other Evidence:

- Quizzes & Exit Tickets: Assessing knowledge of mental health concepts, emotions, and stress management techniques.
- Class Discussions: Reflecting on the importance of mental health and discussing real-world scenarios.
- Peer & Self-Assessments: Evaluating strategies for managing stress and improving mental health.

## Unit 5: Tobacco, Alcohol, & Other Drugs

Grade level: Sixth Grade

Length of Unit: 2 weeks

### Essential Learning Outcomes for the Unit

#### Students will be able to:

1. Define the stages of substance disorder.
2. Summarize factors that cause young people to engage in risky behaviors and consequences of misuse and abuse.

#### Content Standard(s):

- 1.8.1 Analyze the interrelationships between various influences on health and well-being.
- 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.
- 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.5 Use refusal skills and strategies in a variety of situations.
- 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.
- 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.

#### Understanding (s)/goals

Students will understand:

- Students will understand the health risks related to tobacco, alcohol, and other drugs.
- They will learn the importance of making informed choices to protect their health.
- Misuse of medication can cause tolerance, dependence, and many other health effects, including overdose.

#### Essential Question(s):

- What are the short and long-term health risks, effects and consequences associated with tobacco, alcohol, and other drug use?
- How can I resist peer pressure to use harmful substances?
- What are some of the effects of substance use on physical, emotional, and social well-being?

#### Student objectives (outcomes):

Students will be able to:

- Describe the harmful effects of tobacco, alcohol, and other drugs.
- Explain strategies for resisting substance use and making healthy choices.
- Identify resources and support systems for those struggling with substance use.

#### Vocabulary

substance use disorder, dependence, addiction, withdrawal, peer pressure, drug, medication, over the counter (OTC), side effects, overdose, nicotine, toxic, vaping, e-liquid, dopamine, carcinogens, secondhand smoke, secondhand aerosol, inhibition, chronic

**Assessment Evidence**

**Performance Task(s):**

- Scenario-Based Activity: Students will role-play scenarios where they refuse offers to use tobacco, alcohol, or other drugs.
- Research Project: Investigating the health effects of one specific substance (e.g., tobacco) and presenting findings.

**Other Evidence:**

- Quizzes: Assessing knowledge of the risks and effects of tobacco, alcohol, and other drugs.
- Group Discussions: Discussions on peer pressure, substance use, and personal choices.
- Reflection Journals: Students reflect on personal experiences and how they handle substance-related situations.

## Unit 6: Social Health

Grade level: Sixth Grade

Length of Unit: 1 week

### Essential Learning Outcomes for the Unit

Students will be able to:

1. Understand how healthy and unhealthy relationships affect our physical, social, and emotional health and well-being.
2. Good communication skills are essential if one is to have healthy relationships with family, peers, and community members.

### Content Standard(s):

- 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.
- 4.8.5 Use refusal skills and strategies in a variety of situations.
- 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict.
- 4.8.7 Use collaboration skills in a variety of situations.
- 4.8.8 Use negotiation skills in a variety of situations.
- 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.
- 5.8.1 Explain how the use of a decision-making process affects health and well-being.
- 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- 5.8.6 Evaluate the results of a health-related decision on self and others.
- 6.8.4 Develop a plan that addresses support and barriers to attaining a health-related goal.
- 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.

### Understanding(s)/goals

Students will understand:

- Students will understand the role of communication, empathy, and respect in building positive relationships.
- They will learn how to handle conflict and develop healthy friendships and family relationships.

### Essential Question(s):

- What are the qualities of a healthy relationship, and what skills do we need to build and maintain them?
- How do communication skills affect relationships?
- What role does empathy play in social health?
- How can conflict be managed in a healthy way?

### Student objectives (outcomes):

Students will be able to:

- Explain the characteristics of healthy and unhealthy relationships.
- Demonstrate active listening and effective communication skills.
- Describe conflict resolution strategies to manage disagreements.

### Vocabulary

communication, peer mediation, verbal/non-verbal communication, feedback, interpersonal skills, relationships, immediate family, extended family, tradition, socialize, clique, peer pressure

**Assessment Evidence**

|                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"><li>● Role-Playing Activity: Students practice conflict resolution strategies in peer interactions.</li><li>● Peer Interviews: Students conduct interviews to explore the impact of communication styles on relationships.</li></ul> | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"><li>● Quizzes: Assess understanding of social health concepts.</li><li>● Class Discussions: Reflect on real-life scenarios and relationship-building strategies.</li><li>● Personal Reflection: Write about a time they used (or could have used) effective communication or conflict resolution skills.</li></ul> |
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***\*Required Safe Children’s Act Lessons will be the school administrator’s responsibility to schedule and record when these lessons will be taught by assigned staff, on a site-by-site basis***

***\*\*Notification of health course content is required a minimum of two weeks prior to being taught***

***\*\*\*A parent/guardian may opt of any part of the health curriculum by completing the electronic opt out form in PowerSchool***

# 7th/8th Grade Course

## Course Description:

The 9-week health course utilizes a skills-based approach, aligning with Alaska Skills for a Healthy Life and the 2024 SHAPE America National Health Education Standards. This course provides an overview of the following topics: social and consumer health; mental and emotional health; nutrition; preventable diseases; human sexuality; and drugs, alcohol, and tobacco. The primary goals of this course are to deepen student's lives and well-being and to provide foundational knowledge applicable to each student's success in setting healthy living goals. This course is required for middle school students in grade six and again in grade seven or eight. All middle school students are required to complete E-Rate and Safe Children's Act lessons each year and a separate list of required lessons will be scheduled and taught for students not taking a health course in a given school year.

Unit 1: Personal Health and Wellness (1 week)

Unit 2: Food, Nutrition, and Physical Activity (2 weeks)

Unit 3: Mental and Emotional Health (2 week)

Unit 4: Tobacco, Alcohol, and Other Drugs (1 week)

Unit 5: Development, The Human Life Cycle, and Relationships (2 weeks)

Unit 6: Violence - Bullying and Cyberbullying (1 week)

## Unit 1: Personal Health and Wellness

Grade level: 7/8

### Length of Unit: 1 week

#### Essential Learning Outcomes for the Unit

##### Students will be able to:

1. Identify ways how sleep enhances learning, supports growth and development, increases productivity, helps fight infections, and promotes emotional well-being.
2. Prioritize and identify adjustments to their sleep habits, recognizing and leveraging the many benefits of quality sleep for their cognitive, physical, and emotional well-being, thereby enhancing their overall health, academic performance, and quality of life throughout adolescence and beyond.

#### Content Standard(s):

- 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.
- 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.
- 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.
- 6.8.1 Assess personal health and well-being to identify focus areas for goal setting.
- 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- 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.
- 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.

#### Understanding(s)/goals

Students will understand:

- Sleeping is important to our health and well-being.

#### Essential Question(s):

- How does sleep affect our physical and mental health?
- What are the key differences between infectious and non-infectious diseases?

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| <ul style="list-style-type: none"> <li>● The difference between infectious and non-infectious diseases and their impact on personal health.</li> <li>● Basic self-care and health maintenance skills to prevent infectious and non-infectious diseases.</li> </ul>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● What are ways we can protect ourselves from infectious and non-infectious diseases?</li> </ul>                                                                                                                                                                                                                                                |
| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the benefits of getting enough sleep and creating a healthy sleep routine.</li> <li>● Identify common infectious diseases and describe methods of transmission and prevention.</li> <li>● Recognize risk factors for infectious and noninfectious diseases and explain preventive measures.</li> <li>● Demonstrate basic hygiene practices to maintain personal health and wellness.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>sleep deprivation, sleep deficit, circadian rhythms, sleep-wake cycle, melatonin, blue light, infectious disease, pathogens, influenza, mononucleosis, pinkeye, Covid-19, respiratory etiquette, non-infectious disease, tumor, cancer, stroke, arthritis, epilepsy, heart attack</p>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Personal Schedule: Create a personalized sleep schedule and track its implementation for one week.</li> <li>● Presentation: Develop an informational poster on a specific infectious disease, including transmission, symptoms, and prevention methods.</li> <li>● Design a Plan: Design a weekly meal and exercise plan to reduce the risk of noninfectious diseases.</li> </ul>                                                               | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quizzes: on sleep cycles, infectious disease transmission, and risk factors for noninfectious diseases.</li> <li>● Role-play scenarios: demonstrate proper hygiene practices and disease prevention techniques.</li> <li>● Written reflections: on personal health habits and areas for improvement.</li> </ul> |

## Unit 2: Food, Nutrition, and Physical Activity

Grade level: 7/8

Length of Unit: 2 weeks

### Essential Learning Outcomes for the Unit

Students will be able to:

1. Make informed healthy food choices and physical activity schedules that positively affect their personal health.
2. Identify personal goals related to achieving a healthy lifestyle.
3. Develop and maintain personalized, health-enhancing behaviors by making informed nutritional choices and engaging in regular physical activity, continuously adapting their lifestyle habits to support their evolving health goals throughout adolescence and beyond.

### Content Standard(s):

- 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 2.8.1 Analyze the interrelationships between various influences on health.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.7 Use collaboration skills in a variety of situations.
- 6.8.1 Assess personal health and well-being to identify focus areas for goal setting.
- 6.8.2 Develop a goal to adopt, maintain, or improve personal health practice.
- 6.8.3 Develop a goal and explain how it supports health and well-being.
- 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- 7.8.1 Explain the importance of assuming responsibility for personal health 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.
- 8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.

### Understanding (s)/goals

Students will understand:

- The short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility.
- The importance of consuming adequate amounts of vitamins and minerals.
- The relationship between nutrition, physical activity, and overall health.

### Essential Question(s):

- How do food choices and physical activity impact our health?
- What strategies can we use to develop and maintain healthy eating and exercise habits?
- How can we set and achieve personal health and fitness goals?

### Student objectives (outcomes):

Students will be able to:

- Explain the benefits of physical activity and proper nutrition.
- Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.
- Analyze the validity of health information related to nutrition and physical activity.
- Apply at least one health behavior theory to a real-world health program.

**Vocabulary**

carbohydrate (simple/complex), protein, dietary fiber, nutrients, saturated/unsaturated fats, trans fats, vitamins, mineral, cholesterol, malnutrition, undernutrition, overnutrition, foodborne illness, fat diets, exercise, endorphins, aerobic, anaerobic, endurance, resistance, skill-related fitness, agility, body composition, agility, balance, pulse, intensity, FITT, heart rate

**Assessment Evidence**

**Performance Task(s):**

- Personalize Plan: Create a personalized nutrition and physical activity plan.
- Demonstrate Techniques: Demonstrate proper techniques for various physical activities.
- Evaluate and Critique: Analyze and evaluate food labels for nutritional content.

**Other Evidence:**

- Quizzes: on nutritional concepts and physical activity benefits.
- Reflective journals: on personal health habits and goals.
- Group presentations on the impact of nutrition and physical activity on overall health.
- Note Taking: reading and notetaking logs.

## Unit 3: Mental and Emotional Health

Grade level: 7/8

Length of Unit: 2 weeks

### Essential Learning Outcomes for the Unit

Students will be able to:

1. Understand mental and emotional health concepts, including stress management, mental illnesses, body image, eating disorders, and suicide prevention.
2. Use appropriate decision-making skills to enhance mental and emotional health.
3. Analyze the interrelationship between physical, mental, emotional, social, and spiritual health.
4. Independently apply comprehensive mental and emotional health knowledge and skills to navigate life challenges, make informed decisions, and promote overall well-being for themselves and others throughout their lives.

### Content Standard(s):

- 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can impact personal health.
- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from the media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.
- 3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 3.8.5 Use strategies to manage misinformation and disinformation.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.7 Use collaboration skills in a variety of situations.
- 6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate.
- 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.
- 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- 8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.
- 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.

### Understanding (s)/goals

Students will understand:

- The importance of managing stress and its impact on overall health.
- The signs, symptoms, and treatments for common mental illnesses.
- The relationship between body image, disordered eating, and eating disorders.
- The warning signs of suicide and strategies for prevention.

### Essential Question(s):

- How does stress affect our mental and physical health, and what are effective ways to manage it?
- What are the common mental illnesses, and how can we recognize and seek help for them?
- How does body image influence our mental health and eating behaviors?
- What are the risk factors for suicide, and how can we prevent it?

### Student objectives (outcomes):

Students will be able to:

- Identify and apply healthy stress management techniques.
- Recognize signs and symptoms of common mental illnesses and know how to seek help.
- Analyze the factors that influence body image and identify strategies for promoting a positive self-image.
- Distinguish between disordered eating behaviors and eating disorders and know how to seek help.
- Identify warning signs of suicide and demonstrate appropriate intervention strategies.

### Vocabulary

Stress, stressor, eustress, distress, toxic stress, flight-fight-freeze, resilience, self-care, panic attack, bipolar disorder, schizophrenia spectrum disorder, anxiety disorder, mental illness, Attention-Deficit Hyperactivity Disorder (ADHD), Obsessive-Compulsive Disorder (OCD), major depressive disorder, bipolar disorder, seasonal affective disorder (SAD), therapy, stigma, body stigma, disordered eating, body compassion, body positivity, purging, eating disorder, suicide, suicidal ideation, suicide attempt

### Assessment Evidence

#### Performance Task(s):

- Create a personal Plan: stress management plan incorporating various techniques learned in class.
- Public Service Announcement: Develop a public service announcement about recognizing and seeking help for mental illnesses.
- Campaign: Design a body-positive social media campaign promoting healthy self-image.
- Role-play scenarios: demonstrating appropriate responses to potential suicide risk situations.

#### Other Evidence:

- Quizzes: on mental health terminology and concepts.
- Reflective journaling: on personal experiences with stress and coping strategies.
- Group presentations: on different types of eating disorders and their health impacts.
- Participation in Class discussions: on mental health stigma and ways to combat it.

## Unit 4: Tobacco, Alcohol, and Other Drugs

Grade level: 7/8

Length of Unit: 1 week

### Essential Learning Outcomes for the Unit

#### Students will be able to:

1. Independently make informed, health-promoting decisions regarding substance use by critically evaluating the risks associated with tobacco, alcohol, and other drugs, recognizing the various influences on their choices, and consistently applying effective decision-making skills to navigate peer pressure and societal influences throughout their lives.

#### Content Standard(s):

- 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.
- 1.8.5 Analyze connections between health literacy and health outcomes.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 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.
- 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.
- 4.8.5 Use refusal skills and strategies in a variety of situations.
- 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.
- 5.8.5 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.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.5 Use refusal skills and strategies in a variety of situations.
- 5.8.6 Evaluate the results of a health-related decision on 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.
- 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.

#### Understanding (s)/goals

Students will understand:

- The short-term and long-term health effects of tobacco, alcohol, and other drug use.
- The factors that influence decisions about substance use.
- Strategies for preventing and treating substance use, misuse, and abuse.

#### Essential Question(s):

- How do tobacco, alcohol, and other drugs affect personal and community health?
- What factors influence a person's decision to use or not use substances?
- How can individuals prevent substance use disorders and seek help if needed?

#### Student objectives (outcomes):

Students will be able to:

- Describe the health risks associated with tobacco, alcohol, and other drug use.
- Analyze the influence of various factors on substance use decisions.
- Demonstrate refusal skills and strategies to avoid substance use.
- Identify resources for preventing and treating substance use disorders.

### Vocabulary

tobacco, alcohol, drugs, nicotine, addiction, tolerance, withdrawal, abuse, misuse, overdose, stimulants, depressants, hallucinogens, narcotics, inhalants, prescription medications, Over the counter (OTC) medications, vaping, sedative, carcinogens, dopamine, substance use, peer pressure, refusal skills prevention

### Assessment Evidence

#### Performance Task(s):

- Public Service Announcement: Create a public service announcement about the dangers of tobacco or alcohol use.
- Role-play Activities: scenarios demonstrating refusal skills in peer pressure situations.
- Resource Guides: Develop a resource guide for local substance abuse prevention and treatment services.

#### Other Evidence:

- Quizzes: on the health effects of various substances.
- Written reflections: on personal strategies to avoid substance use.
- Group presentations: on factors influencing substance use decisions.
- Participation: in class discussions on substance abuse prevention strategies.

## Unit 5: Development, The Human Life Cycle, and Relationships

Grade level: 7/8

Length of Unit: 2 weeks

**Note:** According to KPBSD Board Policy 6020 Parent Involvement, and Alaska State Statutes 14.03.016 A and 14.30.361, Unit 5 requires the right for parents/guardians to be notified at least two weeks before any activity, class, or program is provided to their student that includes content involving human reproduction or sexual matters.

### Essential Learning Outcomes for the Unit

#### Students will be able to:

1. Independently navigate their personal growth and cultivate healthy relationships throughout their lives by applying an appropriate understanding of human development and consistently demonstrating effective interpersonal skills, adapting these competencies to various life stages and social contexts.

#### Content Standard(s):

- 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
- 1.8.5 Analyze connections between health literacy and health outcomes.
- 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- 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.
- 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.
- 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.
- 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.
- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.
- 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.
- 4.8.5 Use refusal skills and strategies in a variety of situations.
- 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.
- 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.

#### Understanding (s)/goals

Students will understand:

- The physical, emotional, social, and intellectual aspects of human development.
- The qualities that contribute to healthy relationships with family, peers, and community.
- The importance of effective communication and conflict resolution in relationships.

#### Essential Question(s):

- How do individuals grow and develop across the lifespan?
- What are the characteristics of healthy relationships?
- How can one build and maintain positive relationships with family, peers, and community members?

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| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe the stages of human growth and development across the lifespan.</li> <li>● Identify the qualities of healthy relationships.</li> <li>● Demonstrate effective communication skills in various relationship contexts.</li> <li>● Apply strategies for resolving conflicts in relationships.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>support systems, interpersonal skills, developmental milestones, social skills, emotional intelligence, intimacy, trust, consent, respect, peer relationships, identify, empathy, family dynamics, support systems, healthy boundaries, reproductive system, ovulation, fertilization, embryo, fetus</p>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Timeline: Create a timeline illustrating key milestones in human development.</li> <li>● Role Play Activity: Role-play scenarios demonstrating effective communication in different relationships.</li> <li>● Develop a plan for maintaining healthy relationships with family and peers.</li> </ul>                                                  | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Quizzes: human development stages and relationship concepts.</li> <li>● Written reflections: on personal relationship goals.</li> <li>● Group presentations: on strategies for building positive relationships.</li> <li>● Participation: in class discussions on family dynamics and peer relationships.</li> </ul> |

***\*Required Safe Children’s Act Lessons will be the school administrator’s responsibility to schedule and record when these lessons will be taught by assigned staff, on a site-by-site basis.***

## Unit 6: Violence – Bullying and Cyberbullying

Grade level: 7/8

Length of Unit: 1 week

### Essential Learning Outcomes for the Unit

#### Students will be able to:

1. Actively contribute to creating and maintaining safe, respectful environments both online and offline by critically recognizing bullying behaviors, empathetically understanding the perspectives of all involved parties, and consistently applying effective strategies to prevent, address, and mitigate the impacts of bullying and cyberbullying throughout their lives.

#### Content Standard(s):

- 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 4.8.1 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.

#### Understanding (s)/goals

Students will understand:

- The different forms of bullying and cyberbullying and their effects on individuals and school climate.
- The importance of creating a safe and supportive school environment.
- The role of bystanders in preventing and addressing bullying.

#### Essential Question(s):

- What constitutes bullying and cyberbullying, and how do they affect individuals and communities?
- How can students contribute to creating a bully-free school environment?
- What strategies can be used to prevent and respond to bullying and cyberbullying?

#### Student objectives (outcomes):

Students will be able to:

- Identify different types of bullying and cyberbullying behaviors.
- Analyze the impact of bullying on individuals, relationships, and school climate.
- Demonstrate effective strategies for responding to and reporting bullying incidents.
- Develop skills to be an active bystander in bullying situations.

#### Vocabulary

peer abuse, bullying, bystander, harassment, stalking, hazing, bystander effect, upstander, cyberbullying, social media, digital footprint, digital citizenship, intimidation

#### Assessment Evidence

##### Performance Task(s):

- Digital Media Campaign: Create a digital media campaign to raise awareness about cyberbullying prevention.
- Role-play Activities: scenarios demonstrating appropriate bystander interventions in bullying situations.
- Action Plan: Develop a personal action plan for promoting a positive school climate.

##### Other Evidence:

- Quizzes: on types of bullying and prevention strategies.
- Written reflections: on personal experiences or observations related to bullying.
- Group presentations: on the impact of bullying on school climate.
- Participation: in class discussions on bystander responsibilities.

***\*Required Safe Children's Act Lessons will be the school administrator's responsibility to schedule and record when these lessons will be taught by assigned staff, on a site-by-site basis***

***\*\*Notification of health course content is required a minimum of two weeks prior to being taught***

***\*\*\*A parent/guardian may opt of any part of the health curriculum by completing the electronic opt out form in PowerSchool***

# 2025 Middle School Digital Citizenship Curriculum



## MIDDLE SCHOOL DIGITAL CITIZENSHIP

KPBSD CURRICULUM  
2025

The 9-week course utilizes a skills-based approach, aligning with Alaska Skills for a Healthy Life and the 2024 SHAPE America National Health Education Standards. This course provides an overview of the following topics: social and consumer health; mental and emotional health; nutrition; preventable diseases; human sexuality; and drugs, alcohol, and tobacco. The primary goal of this course is to deepen our understanding of how these health topics apply to *our* lives and well-being and to provide foundational knowledge applicable to each student's success in setting healthy living goals. This course is required for middle school students in grade six and again in grade seven or eighth grade.

### Unit Title: Balance in our Digital Lives

Grade Level: 6-8

#### Week 1

##### Essential Learning Outcomes for the Unit

Students go beyond screen time to explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives.

##### Alaska Digital Literacy Standards

- 6-12.EL.1 Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
- 6-12.EL.3 Students actively seek performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.
- 6-12.EL.4 Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
- 6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
- 6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.
- 6-12.DC.3 Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.
- 6-12.KC.2 Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance.
- 6-12.ID.4 Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.
- 6-12.CT.2 Students find or organize data and use technology to analyze and represent it to solve problems and make decisions.
- 6-12.CT.3 Students break problems into component parts, identify key pieces and use that information to problem solve.
- 6-12.CC.1 Students select appropriate platforms and tools to create, share and communicate their work effectively.
- 6-12.CC.4 Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.
- 6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.

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| <p><b>Understanding (s)/goals</b><br/>Students will understand:</p> <ul style="list-style-type: none"> <li>• The importance of balancing online and offline time.</li> <li>• The ways digital media can lead to addiction and how to learn strategies to develop a healthy balance.</li> </ul>                                                                                                                                       | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is your strategy for finding media balance?</li> <li>• How does digital media try to hook you, and what can you do about it?</li> </ul>                                                |
| <p><b>Student objectives (outcomes):</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze their emotional reactions to digital media activities and use this reflection to define personal "media balance."</li> <li>• Reflect on their media use, develop personalized plans for a healthy media balance, and focus on agency and quality time rather than "addiction" or screen time.</li> </ul> |                                                                                                                                                                                                                                                                           |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           |
| <p>Media balance, guideline, inventory, addictive design, feedback loop, habit, humane design, addiction</p>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                           |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Journal: Track and reflect on media usage.</li> <li>• Infographic: Create a poster of healthy digital social habits.</li> </ul>                                                                                                                                                                                                                          | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Discussion: Participate in classroom discussion about how to balance online and offline usage.</li> <li>• Identify: Label examples of humane design features of apps and digital media.</li> </ul> |

**Week 2-3**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |
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| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Students learn how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                        |
| <p><b>Alaska Digital Literacy Standards</b><br/>                 AK: 6-12.DC.1, 2, 4; ID.1, 2, 4</p> <ul style="list-style-type: none"> <li>6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.</li> <li>6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.</li> <li>6-12.DC.4 Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work.</li> <li>6-12.ID.1 Students engage in a design process and employ it to generate ideas, create innovative products or solve authentic problems.</li> <li>6-12.ID.2 Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks.</li> <li>6-12.ID.4 Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.</li> </ul> |                                                                                                                                                                                                                                                                        |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>● Each person has data privacy rights.</li> <li>● There are strategies and precautions they can choose to take to keep their personal information safe online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do companies collect and use data about you?</li> <li>● How can you protect your privacy when you're online?</li> </ul>                                                              |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why information about them and their behaviors is valuable to companies.</li> <li>● Analyze how certain types of data are used by companies.</li> <li>● Learn three strategies to limit individual data collection by companies.</li> <li>● Reflect on the concept of privacy, including what they feel comfortable sharing and with which people.</li> <li>● Analyze different ways that advertisers collect information about users to send them targeted ads.</li> <li>● Identify strategies for protecting their privacy, including opting out of specific features and analyzing app or website privacy policies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                        |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                        |
| <p>Consumer, data, targeted advertising, cookies, privacy, privacy settings, privacy policy, terms of service, opt-out</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                        |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Presentation: Design a presentation about an imaginary product and an advertisement for the product.</li> <li>● Campaign: Create a PSA that shares privacy rights and procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Analyze: Reflect on scenarios and discuss what strategies could be used to navigate responses.</li> <li>● Quiz: Complete a quiz about the impact of consumer data on product design.</li> </ul> |

**Week 3**

**Essential Learning Outcomes for the Unit**

Students will evaluate the long-term impact of their digital footprint on social media platforms, analyze how shared content affects their online reputation and future opportunities, and develop strategies to responsibly manage their online presence.

**Alaska Digital Literacy Standards**

- 6-12.EL.4 Students can navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
- 6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
- 6-12.KC.2 Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.
- 6-12.KC.4 Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.
- 6-12.ID.2 Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks.
- 6-12.ID.4 Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.
- 6-12.GC.2 Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspectives.
- 6-12.GC.3 Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.
- 6-12.GC.4 Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues.

**Understanding (s)/goals**

Students will understand:

- The concept of a digital footprint and the potential future consequences of online actions.

**Essential Question(s):**

- How might your digital footprint share your future?
- How does using social media affect your digital footprint?

**Student objectives (outcomes):**

Students will be able to:

- Define the term "digital footprint" and explain how it can affect their online privacy.
- Analyze how different parts of their digital footprint can lead others to conclude- both positive and negative- about who they are.
- Use a routine to examine a dilemma about digital footprints.
- Identify reasons for using social media and the challenges that often come along with it.
- Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' when they're using social media.
- Identify ways to make the most of social media while still caring for the digital footprints of others.

**Vocabulary**

Digital footprint, invisible audience, persistent, oversharing

**Assessment Evidence**

**Performance Task(s):**

- Analyze: Review digital footprints and discern negative and positive impacts.
- Create an online post to demonstrate ways media companies can share misinformation.

**Other Evidence:**

- Discussion: Participate in a discussion about digital media and how to determine if the information is accurate or false.
- Quiz: Identify key ideas and strategies to analyze digital media and footprints.

**Week 4-5**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Maintaining a positive digital footprint and protecting their well-being depends on a person’s skills to independently navigate social media platforms and balance the benefits of connection and self-expression with the challenges of distractions and social pressures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |
| <p><b>Alaska Digital Literacy Standards:</b></p> <ul style="list-style-type: none"> <li>6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.</li> <li>6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.</li> <li>6-12.DC.3 Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.</li> <li>6-12.KC.2 Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.</li> </ul> |                                                                                                                                                                                                               |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>● There are positive and negative effects social media can have on relationships and communications.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How does social media affect our relationships?</li> <li>● What are the risks and potential consequences of sexting?</li> </ul> |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the role of social media and its risks.</li> <li>● Recognize “red flag feelings” when using social media and use tools and routines to navigate those feelings.</li> <li>● Compare the risks and benefits of self-disclosure in relationships.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                               |
| <p>red flagging, red flag feeling, social media, oversharing, self-disclosure, sexting</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                               |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Journal: Complete a personal reflection activity sharing how social media affects how they feel when they are with/without their phones or devices for a long time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Discussion: Participate in a whole group discussion about the pros and cons of social media.</li> </ul>                                |

**Week 5-6**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 Maintaining healthy online relationships requires students to independently navigate digital spaces, critically evaluate content, and effectively respond to negative interactions like hate speech and cyberbullying.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| <p><b>Alaska Digital Literacy Standards:</b></p> <ul style="list-style-type: none"> <li>6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.</li> <li>6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.</li> <li>6-12.DC.4 Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work.</li> </ul> |                                                                                                                                                                                                                   |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>● There are different perspectives when a cyberbullying incident occurs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How can you respond when cyberbullying occurs?</li> <li>● How should you respond to online hate speech?</li> </ul>                  |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify ways to be an upstander or ally to someone being bullied.</li> <li>● Problem-solving potential challenges to responding to cyberbullying.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                   |
| <p>Cyberbullying, empathy, upstander, ally, cyberbullying, anonymous, hate speech</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                   |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                   |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Analyze: Consider a cyberbullying scenario and problem-solve appropriate responses and perspectives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Discussion: Participate in a whole group discussion about how to appropriately respond to cyberbullying and online hate speech.</li> </ul> |

**Essential Learning Outcomes for the Unit**

Critically evaluating and responsibly creating digital content while understanding copyright principles and analyzing breaking news for accuracy and completeness are essential skills for navigating today's fast-paced media environment.

**Content Standards:**

- 6-12.EL.4 Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
- 6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
- 6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.
- 6-12.DC.3 Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.
- 6-12.KC.3 Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.
- 6-12.KC.4 Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.
- 6-12.ID.4 Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.
- 6-12.CC.1 Students select appropriate platforms and tools to create, share and communicate their work effectively.
- 6-12.CC.2 Students create original works or responsibly repurpose other digital resources into new creative works.
- 6-12.GC.2 Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspectives.

**Understanding (s)/goals**

Students will understand:

- The consequences of reacting right away to breaking news alerts.
- The reasons why news outlets want to be first to report a story.

**Essential Question(s):**

- How should you react to breaking news?

**Student objectives (outcomes):**

Students will be able to:

- Define copyright, public domain, fair use, and breaking news.
- Identify the purpose of the Four Factors and Fair Use.
- Analyze breaking news alerts to identify clues of false or incomplete information.

**Vocabulary**

bias, 24/7 news cycle, breaking news

**Assessment Evidence**

**Performance Task(s):**

- Analyze: Given a set of news sources, determine what is happening and if the information is accurate or inaccurate.
- Poster: Create a visual that lists the criteria for determining if a source is accurate and reliable.

**Other Evidence:**

- Quiz: Determine and critique sources for reliability.

**Week 8**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Essential Learning Outcomes for the Unit</b><br/>                 To be ethical and legal participants in our online communities, we need to be familiar with the basic concepts of copyright and fair use.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           |
| <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>6-12.EL.4 Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.</li> <li>6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.</li> <li>6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.</li> <li>6-12.DC.3 Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.</li> <li>6-12.KC.3 Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.</li> <li>6-12.KC.4 Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.</li> <li>6-12.ID.4 Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.</li> <li>6-12.CC.1 Students select appropriate platforms and tools to create, share and communicate their work effectively.</li> <li>6-12.CC.2 Students create original works or responsibly repurpose other digital resources into new creative works.</li> <li>6-12.GC.2 Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspectives.</li> </ul> |                                                                                                                                                                                                                                                                                                                           |
| <p><b>Understanding (s)/goals</b><br/>                 Students will understand:</p> <ul style="list-style-type: none"> <li>● How to interact with creative work in ways that are ethical and legal.</li> <li>● The basic rules around creative work are an essential element of being a successful and engaged digital citizen.</li> <li>● In our role as online consumers, we should try to get content from lawful sources and avoid the unlawful ones.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● When is it okay to reuse or share some or all of someone else’s work?</li> <li>● How should we expect others to treat our work?</li> </ul>                                                                                                  |
| <p><b>Student objectives (outcomes):</b><br/>                 Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify ethical strategies for sharing online content with others.</li> <li>● Use responsible methods for creating new content with others’ work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                           |
| <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                           |
| <p>fair use, copyright, consumer, copyright infringement, licensing agreement, media, public domain, devalue, creative commons, permission</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                           |
| <p><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                           |
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Journal: Complete a media log.</li> <li>● Review: Conduct a copyright review of a list of digital works and identify if it is illegal or legal.</li> <li>● Role Play: With a partner, perform a negotiation between an artist and a person wanting to buy the rights to use the creative work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Discussion: Participate in a discussion about what to do when using a legal source or service but can’t find what you are looking for.</li> <li>● Collage: Create a self-portrait using images from magazines and other online sources.</li> </ul> |

**Unit Title: Artificial Intelligence****Grade Level: MS****Week 9**

|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Learning Outcomes for the Unit</b>                                                                                                                                                                                                                               |                                                                                                                                                                                               |
| Artificial intelligence is often trained on data we share online. Help students become more critical and responsible users of this technology by gaining a deeper understanding of how AI uses data to learn and create.                                                      |                                                                                                                                                                                               |
| <b>Content Standards:</b>                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| 6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.                                                                                                                       |                                                                                                                                                                                               |
| 6-12.DC.3 Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements. |                                                                                                                                                                                               |
| 6-12.KC.3 Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.                                                                                                                     |                                                                                                                                                                                               |
| 6-12.KC.4 Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.                                                                                                                                                |                                                                                                                                                                                               |
| 6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.                                                                                                                       |                                                                                                                                                                                               |
| 6-12.CC.1 Students select appropriate platforms and tools to create, share and communicate their work effectively.                                                                                                                                                            |                                                                                                                                                                                               |
| 6-12.CC.2 Students create original works or responsibly repurpose other digital resources into new creative works.                                                                                                                                                            |                                                                                                                                                                                               |
| <b>Understanding (s)/goals</b><br>Students will understand:                                                                                                                                                                                                                   | <b>Essential Question(s):</b>                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• The purpose of AI and how to use it appropriately.</li> <li>• Artificial intelligence is trained on real-world data, and if the data contains bias, then AI can end up being biased too.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• What is artificial intelligence, and what are its benefits and potential drawbacks?</li> <li>• What is AI bias, and what are the impacts?</li> </ul> |
| <b>Student objectives (outcomes):</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                               |
| Students will be able to:                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Describe what artificial intelligence is in simple terms.</li> <li>• Analyze the potential benefits and drawbacks of traditional vs AI-powered online search.</li> </ul>                                                             |                                                                                                                                                                                               |
| <b>Vocabulary</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Artificial intelligence, chat, search engines, answer engines, bias, chatbots, algorithm, data, input, output                                                                                                                                                                 |                                                                                                                                                                                               |
| <b>Assessment Evidence</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                               |
| <b>Performance Task(s):</b>                                                                                                                                                                                                                                                   | <b>Other Evidence:</b>                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Journal: Students will keep a journal of the types of data that might be generated by their actions online.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Discussion: Participate in a discussion about real world issues regarding the ethical and nonethical use of technology.</li> </ul>                   |

**Resources:**

Common Sense Media

[Copyright and Creativity](#)[AI Lessons](#)

# High School Health Course

## Semester



## 2025 Health 0.5 Credit Course

### Course Description:

The semester course utilizes a skills-based approach, aligning with Alaska Skills for a Healthy Life and the 2024 SHAPE America National Health Education Standards. This course provides an overview of the following topics: social and consumer health; mental and emotional health; nutrition; preventable diseases; human sexuality; and drugs, alcohol, and tobacco. The primary goal of this course is to deepen our understanding of how these health topics apply to *our* lives and well-being and to provide foundational knowledge applicable to each student's success in setting healthy living goals. This course is required for high school graduation and the committee recommends students enroll during their 9<sup>th</sup> or 10<sup>th</sup> grade year in high school.

### Unit 1: Mental & Emotional Health

### Unit 2: Physical Health

### Unit 3: Social Health

### Unit 4: Sexual Health and Healthy Relationships\*\*\*

### Digital Citizenship Lesson Topics:

- Media Balance and Well-Being\*
- Privacy and Security\*
- Digital Footprint and Identity\*
- Relationships and Communication\*
- Cyberbullying, Digital Drama, and Hate Speech\*
- New and Media Literacy\*

### Safe Children's Act Topics: (1 week)

- Defining Healthy and Unhealthy Relationships\*\*
- Building Healthy Relationships\*\*
- Warning Signs of Abuse\*\*
- Help and Support\*\*

*\* Required E-Rate lessons will be the school administrator's responsibility to schedule and record the dates taught by designated staff.*

*\*\*Required Safe Children's Act Lessons will be the school administrator's responsibility to schedule and record the dates taught by designated staff.*

*\*\*\*Notification of health course content is required a minimum of two weeks prior to being taught.*

## Unit 1: Mental & Emotional Health

Grade level: 9/10

Length of Unit: 4 weeks

### Unit 1: Mental & Emotional Health

#### Content Standard(s):

- 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.
- 2.12.4 Formulate strategies to manage influence that impact health and well-being.
- 2.12.5 Use resources to manage influences that impact health and well-being.
- 3.12.4 Use valid and reliable sources of health information, products, services, and other resources.
- 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.
- 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.12.10 Communicate with empathy and compassion.
- 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
- 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- 5.12.6 Develop a plan of action to implement a health-related decision.
- 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.
- 6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.
- 6.12.3 Develop a goal and analyze how it supports health and well-being.
- 6.12.4 Implement a plan that addresses support and barriers to attaining a health-related goal.
- 6.12.5 Monitor progress and adjust the goal or plan as appropriate.
- 6.12.6 Evaluate the goal-setting process and outcomes on health and well-being.
- 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.
- 8.12.2 Advocate health issues either collaboratively or individually to promote health and well-being.

#### Understanding (s)/goals

Students will understand:

- Mental health is essential to overall well-being and is influenced by biological, psychological, and social factors.
- Emotional intelligence, resilience, and coping strategies impact mental wellness.
- Stress, anxiety, and depression have signs, symptoms, and available coping mechanisms.
- The role of relationships, communication skills, and self-awareness in maintaining mental health.
- Community resources and support systems play a critical role in mental health care.

#### Essential Question(s):

- What is the relationship between mental health and overall well-being?
- How do emotions and thought patterns influence behavior and decision-making?
- What are healthy ways to manage stress and anxiety?
- How can effective communication improve mental health and relationships?
- What factors contribute to mental illness, and what resources are available for support?
- How can individuals advocate for their own and others' mental wellness?

**Student objectives (outcomes):**

Students will be able to:

- Define and differentiate between mental health, mental illness, and emotional wellness.
- Identify risk and protective factors influencing mental health.
- Recognize common stressors and employ healthy stress-management techniques.
- Develop self-awareness of their emotions and apply emotional regulation strategies.
- Practice effective communication techniques for resolving conflicts and improving relationships.
- Identify community and online resources for mental health support.
- Create a personal mental wellness plan incorporating self-care and coping strategies.
- Advocate for mental health awareness and reduce stigma within their community.

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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| emotional health, health, illness, mental health, optimal health, physical health, social health, well-being, wellness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>● Personal Reflection Journal: Students document stressors and coping strategies used over two weeks, analyzing their effectiveness.</li> <li>● Mental Health PSA Project: Students create a short video, poster, or social media campaign promoting mental wellness and reducing stigma.</li> <li>● Role-Playing Scenarios: Students practice healthy communication and conflict resolution strategies in peer discussions.</li> <li>● Self-Care Plan Development: Students design and present a personalized self-care and stress management plan.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Quizzes &amp; Tests: Covering definitions, concepts, and strategies related to mental health.</li> <li>● Class Discussions: Analyzing case studies related to mental health challenges and solutions.</li> <li>● Exit Tickets: Quick reflections on daily lessons and their application to students' lives.</li> <li>● Peer and Self-Assessments: Evaluating communication skills and stress-management techniques.</li> </ul> </td> </tr> </table> | <b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>● Personal Reflection Journal: Students document stressors and coping strategies used over two weeks, analyzing their effectiveness.</li> <li>● Mental Health PSA Project: Students create a short video, poster, or social media campaign promoting mental wellness and reducing stigma.</li> <li>● Role-Playing Scenarios: Students practice healthy communication and conflict resolution strategies in peer discussions.</li> <li>● Self-Care Plan Development: Students design and present a personalized self-care and stress management plan.</li> </ul> | <b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Quizzes &amp; Tests: Covering definitions, concepts, and strategies related to mental health.</li> <li>● Class Discussions: Analyzing case studies related to mental health challenges and solutions.</li> <li>● Exit Tickets: Quick reflections on daily lessons and their application to students' lives.</li> <li>● Peer and Self-Assessments: Evaluating communication skills and stress-management techniques.</li> </ul> |
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**Unit 2: Physical Health**  
**Length of Unit: 9 weeks**

**Grade level: 9/10**

**Unit 2 Physical Health**

**Content Standard(s):**

- 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.
- 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.12.5 Apply refusal skills and strategies in a variety of situations.
- 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.
- 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
- 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
- 5.12.6 Develop a plan of action to implement a health-related decision.
- 5.12.8 Evaluate the effectiveness of health-related decisions.
- 6.12.3 Develop a goal and analyze how it supports health and well-being.
- 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors.
- 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being.
- 8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.

**Understanding (s)/goals**

Students will understand:

- The necessity and physical, social, and mental benefits of exercise at all ages.
- The role hygiene plays in healthy living and preventing the spread of disease.
- The importance and sources of each of the six classes of nutrients.
- At every stage of life, quality nutrition is essential for a healthy life.
- Drugs affect the brain and ways the disease of addiction is avoidable.
- The negative effects alcohol has on the individual, the family, and society.
- The psychological and physical damage drugs of abuse do to teens.
- Actions taken that lower the risk for developing a lifestyle disease later in life.

**Essential Question(s):**

- What areas of personal health do physical activity influence?
- Why are there nutrients we want to eat more of and eat less of as Americans?
- How do social, cultural, and media influence food choices in America?
- What are the negative effects and dangers associated with psychoactive drug use for teens?
- What reasons cause a person to try drugs of abuse?
- How is alcohol affecting Alaskan students, communities, and infants?
- What are controllable and uncontrollable risk factors for lifestyle diseases?

**Student objectives (outcomes):**

Students will be able to:

- Identify local community resources available to support and build up physical health-related issues.
- State the importance of being fit and the benefits of physical fitness for all ages.
- Describe how diet comprehensively influences all aspects of a person's health.
- Evaluate and utilize nutritional facts labels to improve dietary choices.
- Analyze the functions and food sources of carbohydrates, proteins, and fats.
- Evaluate high-risk factors relating to healthy living, relevant to life in Alaska.
- Explain the short-term and long-term effects that alcohol has on the organs and body.
- Identify the addictive drug and other health hazards found in the use of tobacco.
- Analyze and understand the evidence surrounding the harmful health effects of vaping and e-cigarettes.
- Associate hazards associated with drugs of abuse to children, adults, and unborn children.
- Delineate why drug use and abuse is particularly dangerous for teens.
- State what addiction is and expound upon methods of avoidance, treatment, and recovery.
- Explain what causes infectious diseases and methods used to prevent their spread.
- Describe how heredity is involved in genetic diseases.

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| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| carbohydrates, fats minerals, nutrients, nutrition, protein, vitamins, drug allergy, drug sensitivity, medication, over the counter medications, prescription medications, side effects, addiction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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carbohydrates, fats minerals, nutrients, nutrition, protein, vitamins, drug allergy, drug sensitivity, medication, over the counter medications, prescription medications, side effects, addiction

**Performance Task(s):**

- Personal Health & Fitness Plan: Students track their physical activity and nutrition for one week and set goals for improvement.
- Nutrition Label Analysis: Students compare food labels and create a balanced meal plan based on dietary guidelines.
- Physical Activity Demonstration: Students design and present a workout or stretching routine that incorporates cardiovascular, strength, and flexibility exercises.
- Substance Use PSA Project: Students develop a public service announcement addressing the dangers of alcohol, tobacco, or drug use.
- Sleep & Stress Management Plan: Students create a strategy to improve their sleep habits and manage stress effectively.

**Other Evidence:**

- Quizzes & Tests: Covering physical fitness, nutrition, and body systems.
- Class Discussions: Evaluating the influence of media, culture, and peer pressure on physical health choices.
- Exit Tickets: Reflecting on daily lessons and how they apply to personal wellness.
- Peer & Self-Assessments: Evaluating personal health choices and goal-setting strategies.

**Unit 3: Social Health**  
**Length of Unit: 2 weeks**

**Grade level: 9/10**

**Unit 3 Social Health**

**Content Standard(s):**

- 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
- 3.12.5 Apply strategies to manage misinformation and disinformation.
- 4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.
- 4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.
- 4.12.7 Demonstrate collaboration skills in a variety of situations.
- 4.12.8 Demonstrate negotiation skills in a variety of situations.
- 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.
- 5.12.7 Evaluate the impact of support and barriers that affect decision-making at individual, interpersonal, community, societal, and environmental levels.
- 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.
- 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.
- 8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.

**Understanding (s)/goals**

Students will understand:

- Understand the importance of social health for overall well-being.
- Recognize how social relationships impact mental and emotional health.
- Understand the influence of culture, family, and peer relationships on social health.
- Identify and practice effective communication strategies for healthy relationships.
- Understand the importance of empathy and respect in building and maintaining relationships.
- Recognize the role of technology in modern social interactions and its effects on relationships.
- Understand strategies for resolving conflicts and maintaining healthy, positive social interactions.

**Essential Question(s):**

- How do relationships impact overall health and well-being?
- In what ways can we build and maintain healthy social relationships?
- What role does communication play in fostering positive social connections?
- How do social and cultural factors influence the way we form relationships?
- What are the strategies for handling conflicts in social interactions?
- How can technology help or harm our relationships?
- Why is empathy and respect important in maintaining healthy social relationships?

**Student objectives (outcomes):**

Students will be able to:

- Define social health and explain its significance in overall wellness.
- Identify the characteristics of healthy and unhealthy relationships.
- Analyze the role of social media and technology in forming and maintaining relationships.
- Apply effective communication techniques to resolve conflicts and improve social health.
- Demonstrate skills in active listening, empathy, and respect during social interactions.
- Evaluate the role of family, culture, and peers in shaping social behaviors.
- Develop strategies for enhancing personal relationships and setting goals for social health.
- Create an action plan to improve their social health and strengthen existing relationships.

### Vocabulary

boundaries, honesty, relationships, respect, trust, bullying, cyberbullying, harassment, safe zones, stalking, upstander, violence behavior,

#### Performance Task(s):

- Role-Playing Exercises: Students will participate in role-playing scenarios that demonstrate healthy vs. unhealthy communication, conflict resolution, and the practice of empathy. They will receive feedback from peers and the teacher.
- Group Project on Social Media Impact: In groups, students will research and present the positive and negative impacts of social media on relationships, including strategies for healthy online communication.
- Personal Reflection Essay: Students will write a reflection on their current social relationships, identifying areas they can improve. They will develop goals for enhancing their social health based on the course content.
- Conflict Resolution Plan: Students will create a plan to handle a hypothetical conflict between friends or peers, demonstrating the application of communication and empathy skills.

#### Other Evidence:

- Quizzes/Tests: A short quiz on social health concepts, including definitions, communication strategies, and social health resources.
- Exit Ticket: At the end of each class, students will write down one thing they learned about social health and one question they still have.
- Self-Assessment: Students will complete a self-assessment on their social health at the beginning and end of the unit, noting their growth and areas they still want to work on.
- Peer Feedback: Students will give feedback to their peers on their communication and conflict-resolution skills during role-playing and group activities.

# Unit 4: Sexual Health and Healthy Relationships

Grade level: 9/10

Length of Unit: 4 weeks

\*\*\*Notification of Unit 4 health course content is required a minimum of two weeks prior to being taught.

## Unit 4 Sexual Health & Healthy Relationships

### Content Standard(s):

- 1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.
- 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.
- 3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.
- 3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- 4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.
- 4.12.5 Apply refusal skills and strategies in a variety of situations.
- 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
- 7.12.3 Adapt practices and behaviors to support 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.

### Understanding (s)/goals

Students will understand:

- The physical and emotional changes associated with puberty and adolescence.
- The importance of healthy relationships and how to establish and maintain them.
- A range of healthy sexual behaviors and the potential consequences of sexual activity.
- The components of sexual and reproductive health including anatomy, contraception, and disease prevention.
- The impact of societal and cultural influences on sexual health decisions.
- How to access reliable information and resources related to sexual health.

### Essential Question(s):

- How do physical, emotional, and social changes during adolescence impact identity and relationships?
- What are the characteristics of healthy relationships, and how can they be developed and maintained?
- What are the various aspects of sexuality, and how do personal values and beliefs influence sexual decision-making?
- How can individuals make informed decisions about sexual activity and reproductive health?
- Where can individuals access accurate and reliable information and resources related to sexual health?
- How do societal and cultural norms affect perceptions and behaviors related to sexuality?

### Student objectives (outcomes):

Students will be able to:

- Describe the physical and emotional changes associated with puberty and adolescence.
- Analyze the characteristics of healthy relationships, including communication, consent, and respect.
- Evaluate the potential consequences of various sexual behaviors.
- Explain the anatomy and physiology of the male and female reproductive systems.
- Describe methods of contraception and their effectiveness.
- Identify common sexually transmitted infections (STIs) and their prevention.
- Demonstrate skills in communicating effectively about sexual health and relationships.
- Analyze the influence of media, peers, and family on sexual health decisions.
- Locate and evaluate credible sources of information related to sexual health.
- Advocate for their own sexual health and the health of others.

### Vocabulary

asymptomatic, chlamydia, genital herpes, gonorrhea, hepatitis, human papillomavirus, pelvic inflammatory disease, sexual history, sexual transmitted infections, syphilis, trichomoniasis, male reproductive system, female reproductive system

#### Performance Task(s):

- Relationship Analysis Project: Students analyze examples of relationships in media or literature, identifying healthy and unhealthy characteristics and suggesting ways to improve communication and conflict resolution.
- Sexual Health Resource Evaluation: Students research and evaluate online resources related to sexual health, determining their credibility and accuracy.
- Scenario-Based Decision Making: Students analyze scenarios involving sexual situations and make informed decisions based on their knowledge of sexual health and healthy relationships. They justify their decisions.
- Public Service Announcement (PSA) Creation: Students create a PSA addressing a specific sexual health topic, targeting a chosen audience.

#### Other Evidence:

- Class Discussions: Participation in discussions about sexual health topics, demonstrating understanding and respect for diverse viewpoints.
- Quizzes/Tests: Assessments covering key concepts related to puberty, relationships, sexuality, and reproductive health.
- Journal Entries/Reflections: Reflecting on personal values, beliefs, and attitudes related to sexual health. (Use with caution and ensure student privacy.)
- Presentations: Presenting research findings or information on specific sexual health topics.

## Appendix



## ALASKA HEALTHY LIFE STANDARDS

**Standard A** - A student should be able to acquire a core knowledge related to well-being.

**Standard B** - A student should be able to demonstrate responsibility for the student's well-being.

**Standard C** - A student should understand how well being is affected by relationships with others.

**Standard D** - A student should be able to contribute to the well-being of families and community.

# 2024 National SHAPE Health Standards

| 2007 National Health Education Standards                                                                                          | 2024 SHAPE America National Health Education Standards                                             |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <i>Students will ...</i>                                                                                                          | <i>Students will be able to ...</i>                                                                |
| Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.                             | Standard 1: Use functional health information to support health and well-being.                    |
| Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.            | Standard 2: Analyze influences that affect health and well-being.                                  |
| Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.                        | Standard 3: Access valid and reliable resources to support health and well-being.                  |
| Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | Standard 4: Use interpersonal communication skills to support health and well-being.               |
| Standard 5: Demonstrate the ability to use decision-making skills to enhance health.                                              | Standard 5: Use a decision-making process to support personal and community health and well-being. |
| Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.                                                 | Standard 6: Use a goal-setting process to support health and well-being.                           |
| Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.                      | Standard 7: Demonstrate practices and behaviors to support health and well-being.                  |
| Standard 8: Demonstrate the ability to advocate for personal, family, and community health.                                       | Standard 8: Advocate to promote health and well-being for self and others.                         |

# Alaska and SHAPE Health Standards Crosswalk

| Alaska Skills for a Healthy Life                                                                                | SHAPE National Health Education Standards                                                                                        |                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p><b>Standard A</b> - A student should be able to acquire a core knowledge related to well-being.</p>          | <p><b>Standard 1</b> - A student will use functional health information to support health and well-being.</p>                    | <p><b>Standard 3</b> - A student will access valid and reliable resources to support health and well-being.</p>            |
| <p><b>Standard B</b> - A student should be able to demonstrate responsibility for the student's well-being.</p> | <p><b>Standard 2</b> - A student will analyze influences that affect health and well-being.</p>                                  | <p><b>Standard 7</b> A student will demonstrate practices and behaviors to support health and well-being.</p>              |
| <p><b>Standard C</b> - A student should understand how well being is affected by relationships with others.</p> | <p><b>Standard 4</b> - A student will use interpersonal communication skills to support health and well-being.</p>               | <p><b>Standard 6</b> - A student will use a goal-setting process to support health and well-being of self- and others.</p> |
| <p><b>Standard D</b> - A student should be able to contribute to the well-being of families and community.</p>  | <p><b>Standard 5</b> - A student will use a decision-making process to support personal and community health and well-being.</p> | <p><b>Standard 8</b> - A student will advocate to promote health and well-being for self and others.</p>                   |

*The Society for Health and Physical Educators*

# Alaska Digital Literacy Standards

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Empowered Learning:</b> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>                              | <p><b>Computations Thinker:</b> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>               |
| <p><b>Digital Citizenship:</b> Students recognize the responsibilities and opportunities for contributing to their digital communities.</p>                                                                                        | <p><b>Creative Communicator:</b> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> |
| <p><b>Knowledge Construction:</b> Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> | <p><b>Global Collaboration:</b> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>              |
| <p><b>Innovative Design:</b> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>                                                   |                                                                                                                                                                                                                         |

# The Alaska Safe Children’s Act

The Alaska Safe Children’s Act (informally known as Erin’s and Bree’s Law) is made up of two separate pieces of legislation and went into effect on June 30, 2017.

- AS 14.30.355 (Erin’s Law)
- AS 14.30.356 (Bree’s Law)

| <b>Erin’s Law K-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Bree’s Law 7-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>AS 14.30.355 Sexual Abuse &amp; Sexual Assault Awareness &amp; Prevention</b> – The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.</p> <p>The policy, training, and notices adopted under this section must include:</p> <ul style="list-style-type: none"> <li>● Age-appropriate information</li> <li>● Warning signs of sexual abuse of a child</li> <li>● Referral and resources information</li> <li>● Methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children</li> <li>● Actions that a child may take to prevent and report sexual assault;</li> <li>● A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.</li> </ul> | <p><b>AS 14.30.356 Teen dating violence and abuse awareness and prevention program; training and notices</b> - The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12.</p> <p>The training, notices, and instructions adopted under this section must include:</p> <ul style="list-style-type: none"> <li>● Age-appropriate information</li> <li>● Warning signs of dating violence and abusive behavior</li> <li>● Characteristics of healthy relationships</li> <li>● Measures to prevent and stop dating violence and abuse</li> <li>● Community resources available to victims of dating violence and abuse;</li> <li>● A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.</li> </ul> |

## Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

### What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.

- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company's (USAC) Schools and Libraries Division (SLD) at [sl.universalservice.org](http://sl.universalservice.org). SLD

also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

### **Filing a complaint**

You have multiple options for filing a complaint with the FCC:

- File a complaint online at <https://consumercomplaints.fcc.gov>
- By phone: 1-888-CALL-FCC (1-888-225-5322); TTY: 1-888-TELL-FCC (1-888-835-5322); ASL: 1-844-432-2275
- By mail (please include your name, address, contact information and as much detail about your complaint as possible):

Federal Communications Commission  
Consumer and Governmental Affairs Bureau  
Consumer Inquiries and Complaints Division  
45 L Street NE  
Washington, DC 20554

### **Alternate formats**

To request this article in an alternate format - braille, large print, Word or text document or audio - write or call us at the address or phone number at the bottom of the page, or send an email to [fcc504@fcc.gov](mailto:fcc504@fcc.gov).

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