



Kodiak Island Borough School District

Health Education Curriculum

Kindergarten-5th Grade

KIBSD Health Curriculum

Philosophy Statement

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Health literate individuals are aware of their personal values, are critical thinkers, problem solvers, responsible and productive citizens, self-directed learners, and effective communicators.

KIBSD Health education is based on the National Health Education Standards and Alaska's Skills for a Healthy Life. The National Health Education Standards are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

National Health Educations Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

KIBSD would like to acknowledge the following staff and community members who worked diligently on the success of this curriculum document.

Marcus Dunbar, KHS
Erika Horn, KHS
Bernadette Rosano, KHS
Sheila Beardsley, KHS
John Anderson, KMS
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KIBSD Elementary Health Curriculum Scope and Sequence

	KIBSD Elementary Health Curriculum Scope and Sequence					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Nutrition and Physical Activity	<ul style="list-style-type: none"> Healthy snacks Benefits of drinking plenty of water Ways to be active Influence of family on food choices Trusted adults who can promote healthy living Advocate to family 	<ul style="list-style-type: none"> Benefits of being physically active Food/beverages that should be limited Influences of school personnel on food choices Trusted adults at school who can promote healthy living Advocate to peers 	<ul style="list-style-type: none"> Benefits of eating breakfast Trying new foods Choosing healthy foods/beverages Influence of media/technology on food choices Trusted adults in the community who can promote healthy living 	<ul style="list-style-type: none"> Food groups Benefits of eating plenty fruits/vegetables Stretching before exercise Influence of culture on food choices Food labels Decision-making 	<ul style="list-style-type: none"> Positives outcomes of healthy living Recommended amount of physical activity Ways to increase physical activity Influence of peers Decision-making 	<ul style="list-style-type: none"> Variety of foods Healthy beverages Limiting fat, sugar, sodium Eating in moderation Variety of physical activities Food advertising Decision-making
Alcohol, Tobacco, and Other Drug Use and Prevention	<ul style="list-style-type: none"> Household products Using medicines safely Trusted adults at home who can prevent tobacco use 	<ul style="list-style-type: none"> Risk with over the counter medicines Incorrect use of medicines Trusted adults at school who can prevent tobacco use 	<ul style="list-style-type: none"> Benefits of not using tobacco Dangers of tobacco Effects of tobacco use Secondhand smoke 	<ul style="list-style-type: none"> Effects of tobacco/alcohol on the body systems Influence of family and culture Ways to refuse tobacco, alcohol, and other drugs 	<ul style="list-style-type: none"> Benefits of not using tobacco Dangers of tobacco Effects of secondhand smoke Influence of peers Tobacco prevention information Ways to refuse tobacco, alcohol, and other drugs 	<ul style="list-style-type: none"> Medicine vs. Illicit drugs Tobacco addiction Influence of media Ways to refuse tobacco, alcohol, and other drugs Decision-making
Safety and Injury Prevention	<ul style="list-style-type: none"> Safe pedestrian behaviors Safety hazards at home and school Dial 911 Influence of family Asking for help Ways to prevent injury Safe/unsafe touches 	<ul style="list-style-type: none"> Fire safety Dial 911 Benefits of riding in the backseat Motor vehicle safety Influence of school rules Asking for help Safe/unsafe touches 	<ul style="list-style-type: none"> Safety hazards in the community Ways to prevent injury Trusted adults Refusal skills Decision-making Safe/unsafe touches 	<ul style="list-style-type: none"> Water safety Safety hazards at home, School, community Ways to prevent injury Refusal skills Asking for help Safe/unsafe touches 	<ul style="list-style-type: none"> Dangerous objects/weapons Dangerous behaviors Communication skills Peer resistance skills <p>Conflict/Violence:</p> <ul style="list-style-type: none"> Nonviolent ways to manage anger Bullying Influence of peers Safe/unsafe touches 	<ul style="list-style-type: none"> Safety and injury information Communication skills Healthy ways to manage conflict Asking for help <p>Conflict/Violence:</p> <ul style="list-style-type: none"> Interpersonal conflict Bullying Consequences of violence Decision-making Safe/unsafe touches
Mental and Emotional Health	<ul style="list-style-type: none"> Different types of feelings Ways to express and deal with needs, wants, feelings Healthy family relationships Effective listening skills 	<ul style="list-style-type: none"> Respecting personal space Bullying and teasing Healthy peer relationships Care and concern for others 	<ul style="list-style-type: none"> Relationship between feelings and behavior Bullying and teasing Talking with trusted adults about feelings Refusal skills 	<ul style="list-style-type: none"> Positive role models Pro-social behaviors How people are similar and different Value of talents and strengths Influence of family and culture Communication skills 	<ul style="list-style-type: none"> Ways to express and deal with emotions Healthy ways to show love, friendship, concern Sensitivity to feelings Respecting personal space Healthy family/peer relationships Influence of peers Peer resistance skills 	<ul style="list-style-type: none"> Loss and grief Reactions to stress Dealing with stress Personal stressors Depression, sadness, and hopelessness Influence of media Healthy ways to manage conflict Asking for help
Personal Health and Wellness	<ul style="list-style-type: none"> Personal hygiene Steps for brushing teeth Proper hand washing Trusted adults- home Advocate to family 	<ul style="list-style-type: none"> Importance of sleep and rest Vision/hearing safety Trusted adults- school School health helpers 	<ul style="list-style-type: none"> Ways to prevent the spread of germs Community health helpers Decision-making Advocate to peers 	<ul style="list-style-type: none"> Personal hygiene Vision safety Infectious diseases Ways to prevent the spread of germs Advocate accurate facts 	<ul style="list-style-type: none"> Personal hygiene Access accurate and reliable products/services Persuade others to make positive choices <p>Sexual Health</p> <ul style="list-style-type: none"> Male/female reproductive body parts Physical, social, and emotional changes of puberty Puberty development can vary greatly and still be normal Trusted resources (e.g., teachers, parents) 	

Health Education Curriculum Kindergarten

Topic #1 Nutrition and Physical Activity	
Essential Learning: Students will understand that healthy food choices and physical activity affect personal health.	
Skill Expectations	Suggested Resources/Activities
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify a variety of healthy snacks. Identify the benefits of drinking plenty of water. Explain ways to be active everyday. Describe how being physically active can help a person feel better. <p>Standard 2: Internal and External Influence*</p> <ul style="list-style-type: none"> Identify how family influences food choices and other eating practices and behaviors. <p>Standard 3: Accessing Information *</p> <ul style="list-style-type: none"> Identify trusted adults at home who can promote healthy eating and physical activity. <p>Standard 8: Advocacy*</p> <ul style="list-style-type: none"> Make requests to others (e.g. family members) to promote healthy eating and physical activity. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Bring in pictures of healthy and unhealthy snacks and have students sort and make a class poster. Cut out magazine pictures of healthy snacks. Kindergarten Emergent Reader Library: <ul style="list-style-type: none"> Good Food; Author: DeMar Rigger Growing Vegetable Soup; Author: Lois Ehlert Busy Body Book; Author: Lizzy Rockwell Eating the Alphabet; Author: Lois Ehlert <p>*Standards 2, 3, 8 aligned with- Kindergarten Social Studies Essential Learning 1: Recognize that families are unique and special. Individuals within families have specific roles.</p>
Topic #2 Alcohol, Tobacco, and Other Drugs	
Essential Learnings: Students will understand how alcohol, tobacco and other drugs affect personal health.	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify how household products are harmful if intentionally inhaled or absorbed. Describe how to use medicines safely. <p>Standard 3: Accessing Information</p> <ul style="list-style-type: none"> Identify trusted adults at home who can prevent tobacco use. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Red Ribbon Week
Topic #3 Safety and Injury Prevention	
Essential Learning: students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Describe pedestrian hazards and safe pedestrian behaviors. Identify safety hazards in the home and school. Demonstrate the ability to dial 9-1-1 (and/or other emergency numbers) and explain when it is appropriate to do so. <p>Standard 2: Internal and External Influence</p> <ul style="list-style-type: none"> Identify how family influences safety and injury prevention practices and behaviors. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate how to ask trusted adults for help in unsafe situations. <p>Standard 7: Self-Management</p> <ul style="list-style-type: none"> Identify practices that promote safety and reduce or prevent injuries. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Puppet show demonstrating the correct and incorrect way of doing things (e.g., crossing streets). Role play safe pedestrian behaviors. Make a class safety book. Have students draw or cut out pictures from magazines that show safe and unsafe activities. Tour the school to notice exits, fire extinguishers, and alarms. Practice fire drill procedures from different places in the school. Discuss the importance of a safe fire drill. Demonstrate the proper use of playground equipment. Handout: Fitting Your Bike Helmet

<p>Violence Prevention**</p> <p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. • Explain why inappropriate touches should be reported to a trusted adult. • Explain that a child is not at fault if someone touches him or her in an inappropriate way. • Explain why everyone has the right to tell others not to touch his or her body. 	<p>**Addressed by KIBSD Counseling Program and The Great Body Shop materials.</p>
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Topic #4 Mental and Emotional Health

Essential Learning: Students will demonstrate an understanding of the skills and behaviors necessary for getting along with others.

<p>Standard 1: Core Concepts*</p> <ul style="list-style-type: none"> • Identify and describe different types of feelings. • Identify appropriate ways to express and deal with feelings. • Identify the benefits of healthy family relationships. <p>Standard 4: Interpersonal Communication*</p> <ul style="list-style-type: none"> • Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. • Demonstrate effective listening skills including paying attention, and verbal and nonverbal feedback. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • KIBSD Counseling Program <ul style="list-style-type: none"> ○ Kelso’s Wheel ○ Bucket Fillers • Kindergarten Emergent Reader Library <ul style="list-style-type: none"> ○ We Are All Alike, We Are All Different; Author: Cheltenham Elementary School Kindergarteners ○ Wemberly Worried; Author: Kevin Henkes ○ A Splendid Friend, Indeed; Author: Suzanne Bloom <p>*Standard 1, 4 aligned with- Kindergarten Social Studies Essential Learning 3: Practice appropriate social interactions and skills and take responsibility for good citizenship within a family.</p>
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Topic #5 Personal Health and Wellness

Essential Learnings: -Students will demonstrate basic self care and health maintenance skills.
-Students will describe ways to prevent communicable diseases.

<p>Standard 1: Core Concepts*</p> <ul style="list-style-type: none"> • Identify the benefits of personal hygiene and health care practices such as washing hair and bathing regularly. • Identify the proper steps for daily brushing and flossing teeth. • State the steps for proper hand washing to prevent the spread of germs. <p>Standard 2: Interpersonal Communication</p> <p>Standard 3: Accessing Information</p> <ul style="list-style-type: none"> • Identify trusted adults who can help influence and promote personal health and wellness. <p>Standard 8: Advocacy</p> <ul style="list-style-type: none"> • Make requests to others (e.g. family members) to promote positive health and wellness-related practices. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Class discussion on the different personal cleanliness habits. What are they? How do they protect us? • Students cut out pictures from magazines illustrating good cleanliness habits. • Role play daily routines emphasizing personal cleanliness habits. • You Tube video: How Germs Spread Explaining the Science for Kids • Kindergarten Emergent Reader Library <ul style="list-style-type: none"> ○ A Look at Teeth; Author: Allan Fowler <p>*Standard 1 aligned with- Kindergarten Informational Writing Unit of Study: Part 2, Lessons 7-15 (How-to Writing) -Steps for brushing teeth, Steps for proper hand washing</p>
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Health Education Curriculum

First Grade

Topic #1 Nutrition and Physical Activity	
Essential Learning: Students will understand that healthy food choices and physical activity affect personal health.	
Skill Expectations	Suggested Resources/Activities
Standard 1: Core Concepts <ul style="list-style-type: none"> • Describe the benefits of being physically active. • Describe the foods and beverages that should be limited. • Describe how to keep food safe from harmful germs. Standard 2: Internal and External Influence* <ul style="list-style-type: none"> • Identify how school personnel influences food choices and other eating practices and behaviors. Standard 3: Accessing Information* <ul style="list-style-type: none"> • Identify trusted adults in school (e.g., foodservice director) who can promote healthy eating and physical activity. Standard 8: Advocacy <ul style="list-style-type: none"> • Demonstrate how to encourage peers to be physically active and make healthy food choices. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Make a collage of school health helpers. • Classroom visit: School Nurse or Food Service Director. • First Grade Emergent Reader Library <ul style="list-style-type: none"> ○ Exercise; Author: Sharon Gordon <p>*Standard 2-3 aligned with- First Grade Social Studies Essential Learning 1: Describe how individuals in classrooms and school communities have specific roles.</p>
Topic #2 Alcohol, Tobacco, and Other Drugs	
Essential Learning: Students will understand how alcohol, tobacco and other drugs affect personal health.	
Standard 1: Core Concepts <ul style="list-style-type: none"> • Describe the potential risks associated with use of over-the-counter medicines. • Explain the harmful effects of medicines when used incorrectly. Standard 3: Accessing Information <ul style="list-style-type: none"> • Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Red Ribbon Week • Classroom visit: School Nurse or Counselor
Topic #3 Safety and Injury Prevention	
Essential Learning: Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).	
Standard 1: Core Concepts <ul style="list-style-type: none"> • Identify safety rules for being around fire. • Demonstrate the ability to dial 9-1-1 (and/or other emergency numbers) and explain when it is appropriate to do so. • State the benefits of riding in the backseat when a passenger in a motor vehicle. • Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. Standard 2: Internal and External Influence <ul style="list-style-type: none"> • Identify relevant influences of school rules on safety and injury prevention practices and behaviors. Standard 4: Interpersonal Communication <ul style="list-style-type: none"> • Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. Standard 7: Self-Management <ul style="list-style-type: none"> • Demonstrate safety and injury prevention practices. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Classroom Visit: Police Officer, Firefighter • Visit/Tour Fire Station • Fire Prevention Week • Draw a floor plan of their home and label emergency exits with arrows along escape routes. • Demonstrate proper use of playground equipment. • First Grade Emergent Reader Library <ul style="list-style-type: none"> ○ A Day with Firefighters; Author: Jan Kottke ○ Firefighters A-Z; Author: Chris L. DeMarest

<p>Violence Prevention: **</p> <p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. Explain why inappropriate touches should be reported to a trusted adult. Explain that a child is not at fault if someone touches him or her in an inappropriate way. Explain why everyone has the right to tell others not to touch his or her body. 	<p>**Addressed by KIBSD Counseling Program and The Great Body Shop Materials.</p>
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Topic #4 Mental and Emotional Health
 Essential Learning: Students will demonstrate an understanding of the skills and behaviors necessary for getting along with others.

<p>Standard 1: Core Concepts*</p> <ul style="list-style-type: none"> Explain the importance of respecting personal space and boundaries of others. Explain why it is wrong to tease or bully others. Identify the benefits of healthy peer relationships. <p>Standard 4: Interpersonal Communication*</p> <ul style="list-style-type: none"> Describe how to effectively communicate care and concern for others. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) KIBSD Counseling Program <ul style="list-style-type: none"> Kelso’s Wheel Bucket Fillers 8 Keys of Excellence First Grade Emergent Reader Library <ul style="list-style-type: none"> We are Alike, We are Different; Author: Janice Behrens <p>*Standard 1, 4 aligned with- First Grade Social Studies Essential Learning 3: Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within a school community.</p>
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Topic #5 Personal Health and Wellness
 Essential Learning: Students will demonstrate basic self care and health maintenance skills.

<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Explain why sleep and rest are important for proper growth and good health. Identify ways to protect vision and hearing. Explain how hearing can be damaged by loud noise. <p>Standard 2: Internal and External Influence*</p> <ul style="list-style-type: none"> Identify trusted adults and professionals in school who can help influence and promote personal health and wellness practices and decisions. (e.g., school nurse, classroom teacher). <p>Standard 3: Accessing Information*</p> <ul style="list-style-type: none"> Explain how to locate school health helpers. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) <p>*Standard 2-3 aligned with- First Grade Social Studies Essential Learning 1: Describe how individuals in classrooms and school communities have specific roles.</p>
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Health Education Curriculum

Second Grade

Topic #1 Nutrition and Physical Activity	
Essential Learning: Students will understand that healthy food choices and physical activity affect personal health.	
Skill Expectations	Suggested Resources/Activities
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Describe the benefits of eating breakfast everyday. Explain the importance of trying new foods. Explain the importance of choosing healthy foods and beverages. <p>Standard 2: Internal and External Influences</p> <ul style="list-style-type: none"> Identify relevant influences of media and technology on food choices and other eating practices and behaviors. <p>Standard 3: Accessing Information*</p> <ul style="list-style-type: none"> Identify trusted adults in the community (e.g., registered dietician, healthcare provider) who can help promote healthy eating. <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> Identify how family, peers, or media influence a healthy eating-related decision. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Classroom Visit: Registered dietician, healthcare provider, nurse Create a class book of healthy food choices. Design a menu of healthy breakfast options. Second Grade Emergent Reader Library <ul style="list-style-type: none"> Good Enough to Eat; Author: Lizzy Rockwell Vegetables, Vegetables; Author: Fay Robinson <p>*Standard 3 aligned with- Second Grade Social Studies Essential Learning 1: Recognize that individuals in neighborhood communities have specific roles.</p>
Topic #2 Alcohol, Tobacco, and Other Drugs	
Essential Learning: Students will understand how alcohol, tobacco and other drugs affect personal health.	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Describe the benefits of not using tobacco. Describe the dangers of experimenting with tobacco. Identify the short- and long-term physical effects of being exposed to tobacco smoke. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate effective strategies to avoid secondhand smoke. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Red Ribbon Week Role play effective strategies to avoid secondhand smoke.
Topic #3 Safety and Injury Prevention	
Essential Learning: Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify safety hazards in the community. Describe how injuries can be prevented. Identify people who can help when someone is injured or ill. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate effective refusal skills to avoid or reduce injury. <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> Identify situations which need a decision related to safety and injury prevention. Identify how family, peers, or media influence a decision related to safety and injury prevention. <p>Violence Prevention: **</p> <p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. Explain why inappropriate touches should be reported to a trusted adult. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Class discussion of people who can help if someone is injured or ill. Role play effective refusal skills for avoiding unsafe situations. <p>**Addressed by The Great Body Shop Materials</p>

<ul style="list-style-type: none"> • Explain that a child is not at fault if someone touches him or her in an inappropriate way. • Explain why everyone has the right to tell others not to touch his or her body. 	
<p>Topic #4 Mental and Emotional Health Essential Learning: Students will demonstrate an understanding of the skills and behaviors necessary for getting along with others.</p>	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Describe the relationship between feelings and behavior. • Explain why it is wrong to tease or bully others. • Explain the importance of talking with parents and other trusted adults about feelings. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • KIBSD Counseling Program <ul style="list-style-type: none"> ○ Kelso’s Wheel ○ Bucket Fillers ○ 8 Keys of Excellence
<p>Topic #5 Personal Health and Wellness Essential Learnings: -Students will demonstrate basic self care and health maintenance skills. -Students will describe ways to prevent communicable diseases.</p>	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Identify ways to prevent the spread of germs that cause common infectious diseases. (e.g., hand washing, covering a cough or sneeze) <p>Standard 3: Accessing Information*</p> <ul style="list-style-type: none"> • Identify and explain how community health helpers promote personal health and wellness. (e.g., healthcare provider, paramedic) <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> • Identify situations which need a decision related to health and wellness. (e.g., washing hands before eating, dress appropriately for the weather, wearing sun protection, etc.) • Describe when help is needed or when it is not needed to make a personal health or wellness related decision. <p>Standard 8: Advocacy</p> <ul style="list-style-type: none"> • Encourage peers to make positive personal health and wellness-related choices. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Classroom visit: healthcare provider, paramedic, firefighter, nurse • Make mobiles using pictures and drawings illustrating clothes for specific types of weather, relating why you dress certain ways for certain weather. • You Tube video: How Germs Spread Explaining the Science for Kids • Second Grade Emergent Reader Library <ul style="list-style-type: none"> ○ Germs, Germs, Germs; Author: Bobbi Katz ○ Germs Make Me Sick; Author: Melvin Berger <p>*Standard 3 aligned with- Second Grade Social Studies Essential Learning 1: Recognize that individuals in neighborhood communities have specific roles :</p>

Health Education Curriculum

Third Grade

Topic #1 Nutrition and Physical Activity	
Essential Learning: Students will understand that healthy food choices and physical activity affect personal health.	
Skill Expectations	Suggested Resources/Activities
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Classify foods according to the food groups. Describe the food groups, including recommended portions to eat from each group. Describe the benefits of eating plenty of fruits and vegetables. Describe physical activity practices and behaviors that reduce or prevent health risks (e.g., stretching before exercise). <p>Standard 2: Internal and External Influences</p> <ul style="list-style-type: none"> Identify and describe the influence of culture on food choices and other eating practices and behaviors. <p>Standard 3: Accessing Information</p> <ul style="list-style-type: none"> Interpret information provided on food labels. <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> Identify situations which need a decision related to healthy eating (e.g., when a peer offers a soft drink). 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Traditional Food Guide Activity Book http://www.choosemyplate.gov/ http://www.nourishinteractive.com/ (Food Labels) Divide class into groups and give each group three paper plates. Students plan meals for a day (breakfast, lunch, and dinner). Analyze meals to check if they provide the minimum daily requirements for each food group. Create a class cookbook with healthy recipes.
Topic #2 Alcohol, Tobacco, and Other Drugs	
Essential Learnings: Students will understand how alcohol, tobacco and other drugs affect personal health.	
<p>Standard 1: Core Concepts*</p> <ul style="list-style-type: none"> Identify short- and long-term effects of using tobacco and alcohol on the body systems. <p>Standard 2: Internal and External Influences</p> <ul style="list-style-type: none"> Explain how family and culture can influence choices and behaviors about using alcohol and tobacco. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, and other drug use. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) Red Ribbon Week <p>*Standard 1 aligned with- Third Grade Science Life Science- Explore the structure and function of the circulatory, respiratory, digestive and nervous systems.</p>
Topic #3 Safety and Injury Prevention	
Essential Learning: Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify ways to avoid risk injuries around water. (e.g., wearing a life jacket) Identify and avoid safety hazards at home, school, and community. Explain how injuries can be prevented. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate effective verbal and non-verbal communication skills to promote safety and avoid or reduce injury. Demonstrate how to effectively ask for help to avoid or reduce personal injury. <p>Standard 7: Self Management</p> <ul style="list-style-type: none"> Apply strategies to avoid or reduce personal injury. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) USCG Auxiliary: Kid's Don't Float- Lifejacket Demo Role play effective strategies for promoting safety and avoiding or reducing injury. (e.g., earthquake, power outage, tsunami, lock down)

<p>Violence Prevention: **</p> <p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. Explain why inappropriate touches should be reported to a trusted adult. Explain that a child is not at fault if someone touches him or her in an inappropriate way. Explain why everyone has the right to tell others not to touch his or her body. Explain the importance of telling and adult if someone is in danger of hurting themselves or others. 	<p>**Addressed by The Great Body Shop Materials</p>
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Topic #4 Mental and Emotional Health

Essential Learning: Students will demonstrate an understanding of the skills and behaviors necessary for getting along with others.

<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Describe the characteristics of positive role models. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). Describe how people are similar and different. Describe the value of others’ talents and strengths. <p>Standard 2: Internal and External Influence</p> <ul style="list-style-type: none"> Describe how family and culture influence mental and emotional health practices and behaviors. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> Demonstrate effective verbal and non-verbal communication skills. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) KIBSD Counseling Program <ul style="list-style-type: none"> Kelso’s Wheel Bucket Fillers 8 Keys of Excellence
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Topic #5 Personal Health and Wellness

Essential Learnings: -Students will demonstrate basic self care and health maintenance skills.
-Students will describe ways to prevent communicable diseases.

<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> Describe how vision can be damaged. Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair, and bathing regularly. Describe ways that many infectious diseases are transmitted. Describe ways to prevent the spread of germs that cause infectious diseases. (e.g., hand washing, covering a cough or sneeze) <p>Standard 7: Self Management</p> <ul style="list-style-type: none"> Demonstrate positive personal health and wellness-related practices and behaviors. <p>Standard 8: Advocacy</p> <ul style="list-style-type: none"> Give factual information to improve the personal health and wellness of others. 	<ul style="list-style-type: none"> The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) http://kidshealth.org/en/kids/germs.html You Tube video: How Germs Spread Explaining the Science for Kids Germ Investigation: http://www.hometrainingtools.com/a/germs
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Health Education Curriculum

Fourth Grade

Topic #1 Nutrition and Physical Activity	
Essential Learning: Students will understand that healthy food choices and physical activity affect personal health.	
Skill Expectations	Suggested Resources/Activities
Standard 1: Core Concepts <ul style="list-style-type: none"> • Describe the positive outcomes of healthy eating and physical activity. • Describe the recommended amount of physical activity for children. • Identify ways to increase physical activity. Standard 2: Internal and External Influences <ul style="list-style-type: none"> • Describe how peers influence eating practices and choices. Standard 5: Decision Making <ul style="list-style-type: none"> • Decide when help is needed or not needed to make a decision related to healthy eating behaviors. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Traditional Food Guide Activity Book • http://www.choosemyplate.gov/ • Create a class cookbook with healthy recipes. • Keep a physical fitness log and graph the number of physical activity minutes as a class.
Topic #2 Alcohol, Tobacco, and Other Drugs	
Essential Learnings: Students will understand how alcohol, tobacco and other drugs affect personal health.	
Standard 1: Core Concepts <ul style="list-style-type: none"> • Describe the benefits of abstaining from or discontinuing tobacco use. • Explain the dangers of experimenting with tobacco. • Explain the short- and long-term effects of being exposed to others' tobacco use. Standard 2: Internal and External Influence <ul style="list-style-type: none"> • Explain how peers can influence decisions about using tobacco, alcohol, and other drugs. Standard 3: <ul style="list-style-type: none"> • Describe characteristics of accurate tobacco-use prevention information. • Demonstrate how to locate sources of accurate tobacco-use prevention information. Standard 4: Interpersonal Communication <ul style="list-style-type: none"> • Demonstrate verbal and nonverbal ways to refuse tobacco, alcohol, and other drugs. • Demonstrate how to persuade others (e.g. peers) to be tobacco-free. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Red Ribbon Week • www.tobaccofreekids.org • http://kidshealth.org/en/parents/smoking.html
Topic #3 Safety and Injury Prevention	
Essential Learning: Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).	
Standard 1: Core Concepts <ul style="list-style-type: none"> • Identify safety hazards, including those related to fire, dangerous objects and weapons. • List examples of dangerous behaviors that might lead to injuries. Standard 3: Accessing Information <ul style="list-style-type: none"> • Describe how to access emergency services. Standard 4: Interpersonal Communication <ul style="list-style-type: none"> • Demonstrate effective verbal and non-verbal communication skills to promote safety and avoid or reduce injury. • Demonstrate effective peer resistance skills to avoid or reduce injury. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Role play effective strategies to promote safety and avoid or reduce injury. (e.g., fire, earthquake, tsunami, and life threatening situations)

Topic #4 Mental and Emotional Health

Essential Learning: Students will demonstrate an understanding of the skills and behaviors necessary for getting along with others.

Standard 1: Core Concepts

- Explain what it means to be mentally and emotionally healthy.
- Describe appropriate ways to express and deal with emotions.
- Describe healthy ways to express affection, love, friendship, and concern.
- Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- Explain the importance of respecting the personal space and boundaries of others.
- Describe the benefits of healthy family and peer relationships.

Standard 2: Internal and External Influence

- Explain how peers influence mental and emotional practices and behaviors.

Standard 4: Interpersonal Communication

- Explain how to be empathetic, compassionate, and supportive towards others.
- Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.

- **The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print)**

- KIBSD Counseling Program
 - Kelso's Wheel
 - Bucket Fillers
 - 8 Keys of Excellence

Topic #5 Personal Health and Wellness

Essential Learning: -Students will demonstrate basic self care and health maintenance skills.

Standard 1: Core Concepts

- Describe the benefits of personal health care practices such as teeth brushing and flossing, washing hair and bathing regularly.

Standard 3: Accessing Information

- Describe how to access accurate and reliable personal health and wellness products and services.

Standard 8: Advocacy

- Demonstrate how to persuade others (e.g. peers) to make positive personal health and wellness related choices.

- **The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print)**

- Classroom visit: Healthcare provider, school nurse, dental hygienist
- www.kidshealth.org

Topic #6 Conflict and Violence Prevention

Essential Learning: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid conflict and violence.

Standard 1: Core Concepts

- Identify nonviolent ways to manage anger.
- Explain that anger is a normal emotion.
- Describe the difference between bullying and teasing.
- Describe pro-social behaviors that help prevent violence.
- Describe what to do if oneself or someone else is being bullied.
- Explain the difference between tattling and reporting aggression, bullying, or violence.

Standard 2: Internal and External Influences

- Explain how peers can influence violence prevention practices and behaviors.

Standard 4: Interpersonal Communication

- **The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print)**

- KIBSD Counseling Program
 - Kelso's Wheel
 - 8 Keys of Excellence
 - Peer Mediation
 - Zones of Regulation

<ul style="list-style-type: none"> • Demonstrate effective verbal and non-verbal communication skills to prevent violence. <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> • Identify situations which need a decision to prevent violence. <p>Violence Prevention: **</p> <p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. • Explain why inappropriate touches should be reported to a trusted adult. • Explain that a child is not at fault if someone touches him or her in an inappropriate way. • Explain why everyone has the right to tell others not to touch his or her body. • Explain the importance of telling and adult if someone is in danger of hurting themselves or others. 	<p>** Addressed by The Great Body Shop Materials</p>
<p>Topic #7 Sexual Health</p> <p>Essential Learning: Students will demonstrate an understanding of puberty as a phase of human growth and development, and the differences of onset and rates of growth.</p>	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Describe basic male and female reproductive body parts and their functions. • Describe the physical, social, and emotional changes that occur during puberty. • Explain how puberty and development can vary greatly and still be normal. • Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty. • Demonstrate how to persuade others that it is wrong to tease or bully others based on differences in gender expression or other personal characteristics. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Information Guides: http://pgschoolprograms.com/educators.php • 4th/5th grade Parent Letter- Send home 2 weeks prior to teaching Sexual Health.

Health Education Curriculum

Fifth Grade

Topic #1 Nutrition and Physical Activity	
Essential Learning: Students will understand that healthy food choices and physical activity affect personal health.	
Skill Expectations	Suggested Resources/Activities
Standard 1: Core Concepts <ul style="list-style-type: none"> • Explain the importance of eating a variety of food from all the food groups. • Identify nutritious and non-nutritious beverages. • Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. • Explain the concept of eating in moderation. • Describe the importance of choosing a variety of ways to be physically active. Standard 2: Internal and External Influences <ul style="list-style-type: none"> • Describe how food advertising impacts eating practices and choices. Standard 5: Decision Making <ul style="list-style-type: none"> • Explain how family, culture, peers or media influence a decision related to healthy eating behaviors and choices. • Identify options and their potential outcomes when making a decision related to healthy and safe eating behaviors. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • http://www.choosemyplate.gov/ • Keep a physical fitness log and graph the number of physical activity minutes as a class.
Topic #2 Alcohol, Tobacco, and Other Drugs	
Essential Learning: Students will understand how alcohol, tobacco and other drugs affect personal health.	
Standard 1: Core Concepts <ul style="list-style-type: none"> • Explain the difference between medicines and illicit drugs. • Explain that tobacco use is an addiction that can be treated. Standard 2: Internal and External Influences <ul style="list-style-type: none"> • Explain how the media (e.g., tobacco advertising) and technology affect tobacco-use practices and choices. Standard 3: Accessing Information <ul style="list-style-type: none"> • Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, and other drugs. Standard 5: Decision Making <ul style="list-style-type: none"> • Identify options and their potential outcomes when making a decision related to tobacco, alcohol, and other drug use. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Drug Abuse Resistance Education (D.A.R.E) Program: Taught by the Kodiak Law Enforcement Agencies • Red Ribbon Week • KIBSD Counseling Program <ul style="list-style-type: none"> ○ Kelso’s Choices
Topic #3 Safety and Injury Prevention	
Essential Learning: Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).	
Standard 3: Accessing Information <ul style="list-style-type: none"> • Demonstrate how to locate sources of accurate safety and injury prevention information. Standard 4: Interpersonal Communication <ul style="list-style-type: none"> • Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury. • Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury. • Demonstrate how to effectively ask for help to avoid or reduce personal injury. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • www.kidshealth.org

<p>Standard 8: Advocacy</p> <ul style="list-style-type: none"> • Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury. 	
<p>Topic #4 Mental and Emotional Health</p> <p>Essential Learning: Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.</p>	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Identify feelings and emotions associated with loss and grief. • List physical and emotional reactions to stress. • Identify positive and negative ways of dealing with stress and anxiety. • Identify personal stressors at home, in school, and with friends. • Identify feelings of depression, sadness, and hopelessness for which someone should seek help. <p>Standard 2: Internal and External Influences</p> <ul style="list-style-type: none"> • Explain how the media influences mental and emotional health practices and behaviors. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Demonstrate healthy ways to manage or resolve conflict. • Demonstrate how to effectively ask for help to improve personal mental and emotional health. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • http://kidshealth.org/en/kids/feeling/
<p>Topic #5 Personal Health and Wellness</p> <p>Essential Learning: Students will demonstrate basic self care and health maintenance skills.</p>	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Describe the benefits of personal health care practices such as teeth brushing and flossing, washing hair and bathing regularly. • Describe values that promote healthy behaviors. <p>Standard 3: Accessing Information</p> <ul style="list-style-type: none"> • Describe how to access accurate and reliable personal health and wellness products and services. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Classroom visit: Healthcare provider, school nurse, dental hygienist • www.kidshealth.org
<p>Topic #6 Conflict and Violence Prevention</p> <p>Essential Learning: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid conflict and violence.</p>	
<p>Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Describe the benefits of using non-violent means to solve interpersonal conflict. • Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). • Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. • Describe what to do if oneself or someone else is being bullied. • Recognize techniques that are used to coerce or pressure someone to use violence. <p>Standard 2: Internal and External Influence</p> <p>Standard 5: Decision Making</p> <ul style="list-style-type: none"> • Explain how the media and technology can influence violence prevention practices and choices. <p>Standard 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Demonstrate healthy ways to manage or resolve conflict to prevent violence. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • KIBSD Counseling Program <ul style="list-style-type: none"> ○ Kelso’s Wheel ○ 8 Keys of Excellence ○ Peer Mediation ○ Zones of Regulation

<p>Violence Prevention: Standard 1: Core Concepts</p> <ul style="list-style-type: none"> • Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. • Explain why inappropriate touches should be reported to a trusted adult. • Explain that a child is not at fault if someone touches him or her in an inappropriate way. • Explain why everyone has the right to tell others not to touch his or her body. • Explain the importance of telling an adult if someone is in danger of hurting themselves or others. 	<p>**Addressed by The Great Body Shop Materials</p>
<p>Topic #7 Sexual Health</p> <p>Essential Learning: Students will demonstrate an understanding of puberty as a phase of human growth and development, and the differences of onset and rates of growth.</p>	
<ul style="list-style-type: none"> • Describe basic male and female reproductive body parts and their functions. • Describe the physical, social, and emotional changes that occur during puberty. • Explain how puberty and development can vary greatly and still be normal. • Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty. • Demonstrate how to persuade others that it is wrong to tease or bully others based on differences in gender expression or other personal characteristics. 	<ul style="list-style-type: none"> • The Great Body Shop: Teacher Guides and Monthly Student Subscription (Digital/Print) • Information Guides: http://pgschoolprograms.com/educators.php • 4th/5th grade Parent Letter- Send home 2 weeks prior to teaching Sexual Health.

Additional Elementary Health Resources

	Title	Topic	Grade Level
Julia Cook Books (1 set of books per Elementary School)	Average Joe	Lying	3-8
	A Bad Case of Tattle Tongue	Tattling	K-3
	Bully B.E.A.N.S	Bullying	K-8
	Cliques Just Don't Make Cents!	Cliques	2 & up
	Decibella	Voice Level	K-6
	Don't Be Afraid to Drop	Accepting and Dealing with Change	K & up
	Hygiene... You Stink!	Good Hygiene	K-6
	I Am a Booger... Treat me with Respect!	Health & Hygiene	PK-3
	I Can't Believe You Just Said That!	Using Your Social Filter	K-6
	I Just Don't Like the Sound of NO!	Accepting "NO" for an answer	K-6
	Lying up a Storm	Lying	2 & up
	Making Friends in an ART!	Being a Friend & Getting Along with Others	K & up
	Melvin the Magnificent Molar	Oral Hygiene	2-8
	My Mouth is a Volcano!	Interrupting	K-3
	Peer Pressure Gauge	Peer Pressure	K-6
	Ricky Sticky Fingers	Stealing	K-6
	Smarter Than the SCOOPERS	Kidnap Prevention	K-6
	Soda Pop Head	Anger	K-8
	Teamwork Isn't My Thing	Teamwork and Sharing	K-6
	That Rule Doesn't Apply to Me!	Understanding & Following Rules	PK-3
What Shoes Will You Wear?	Career Education	K-6	
Wilma Jean the Worry Machine	Anxiety	K-6	

National Health Standards and Alaska Health Education Standards Alignment

Kindergarten		
Essential Learning:	National Health Standards	Alaska Health Education Standards (Skills for a Healthy Life)
<p>Topic #1 Nutrition and Physical Activity Students will understand that healthy food choices and physical activity affect personal health.</p>	HE1.2.3, HE1.2.4, HE2.2.1, HE/PA3.2.1, HE/PA8.2.1, PA1.2.2, PA1.2.4	A: 1, 2, 5, 6 B: 4, 5, 6 D: 1, 6
<p>Topic #2 Alcohol, Tobacco, and Other Drugs Students will understand how alcohol, tobacco, and other drugs affect personal health.</p>	AOD1.2.1, AOD1.2.6, T3.2.1	A: 1, 2, 5 B: 1, 2, 6 D: 1
<p>Topic #3 Safety and Injury Prevention Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).</p>	S1.2.7, S1.2.8, S2.2.1, S4.2.4, S7.2.1 Erin’s Law (HB44): V1.2.4, V1.2.5, V1.2.6, V1.2.7 (AS14.30.355)	A: 1, 2, 4, 5 B: 1, 2, 6 C: 4 D: 1, 2
<p>Topic #4 Mental and Emotional Health Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.</p>	MEH1.2.2, MEH1.2.7, MEH4.2.1, MEH4.2.2	A: 1, 5 B: 2, 4, 6 C: 2, 4, 5 D: 1, 2, 6
<p>Topic #5 Personal Health and Wellness -Students will demonstrate basic self care and health maintenance skills. -Students will describe ways to prevent communicable diseases.</p>	PHW1.2.1, PHW1.2.2, PHW1.2.3, PHW1.2.4, PHW2.2.1, PHW3.2.1, PHW8.2.1	A: 1, 2, 3, 5, 6 B: 2, 4, 5, 6 D: 2, 6

1 st Grade		
Essential Learning:	National Health Standards	Alaska Health Education Standards (Skills for a Healthy Life)
<p>Topic #1 Nutrition and Physical Activity Students will understand that healthy food choices and physical activity affect personal health.</p>	PA1.2.5, HE1.2.5, HE1.2.7, HE2.2.2, HE3.2.2, HE/PA8.2.2	A: 1, 2 B: 4, 5, 6 D: 1, 6
<p>Topic #2 Alcohol, Tobacco, and Other Drugs Students will understand how alcohol, tobacco, and other drugs affect personal health.</p>	AOD1.2.2, AOD1.2.3, T3.2.2	A: 1, 2 B: 1, 2, 5, 6 D: 1, 2
<p>Topic #3 Safety and Injury Prevention Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).</p>	S1.2.1, S1.2.2, S1.2.6, S2.2.2, S4.2.4, S7.2.2 Erin’s Law (HB44): V1.2.4, V1.2.5, V1.2.6, V1.2.7 (AS14.30.355)	A: 1, 2, 3, 4 B: 1, 2, 5, 6 C: 4 D: 1, 2
<p>Topic #4 Mental and Emotional Health Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.</p>	MEH1.2.5, MEH1.2.6, MEH1.2.8, MEH4.2.5	A: 1 B: 2, 4, 6 C: 2, 4, 5 D: 1, 2, 6
<p>Topic #5 Personal Health and Wellness Students will demonstrate basic self care and health maintenance skills.</p>	PHW1.2.5, PHW 1.2.6, PHW1.2.7, PHW1.2.8, PHW2.2.2, PHW3.2.2, PHW3.2.4	A: 1, 2, 6 B: 1, 2, 4, 5, 6 D: 1, 2, 6

2 nd Grade		
Essential Learning:	National Health Standards	Alaska Health Education Standards (Skills for a Healthy Life)
Topic #1 Nutrition and Physical Activity Students will understand that healthy food choices and physical activity affect personal health	HE1.2.1, HE1.2.2, HE1.2.6, HE2.2.3, HE3.2.3, HE5.2.2	A: 1, 2, 6 B: 1, 4, 5, 6 D: 1, 2, 4, 6
Topic #2 Alcohol, Tobacco, and Other Drugs -Students will understand how alcohol, tobacco, and other drugs affect personal health.	T1.2.3, T1.2.4, T1.2.6, T4.2.1	A: 1, 2, 3 B: 2, 6 D: 2, 6
Topic #3 Safety and Injury Prevention Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level.)	S1.2.5, S1.2.10, S1.2.11, S4.2.3, S5.2.1, S5.2.2 Erin's Law (HB44): V1.2.4, V1.2.5, V1.2.6, V1.2.7 (AS14.30.355)	A: 1, 2, 3, 4 B: 1, 2, 4, 6 C: 4 D: 1, 2
Topic #4 Mental and Emotional Health Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.	MEH1.2.1, MEH1.2.3, MEH1.2.6, MEH4.2.3	A: 1 B: 2, 4, 6 C: 1, 2, 4, 5 D: 1, 2, 6
Topic #5 Personal Health and Wellness -Students will demonstrate basic self care and health maintenance skills. -Students will describe ways to prevent communicable diseases.	PHW1.2.12, PHW3.2.3, PHW3.2.5, PHW3.2.6, PHW5.2.1, PHW8.2.1, PHW8.2.2	A: 1, 2, 3, 6 B: 1, 2, 4, 5, 6 D: 1, 2, 6

3 rd Grade		
Essential Learning:	National Health Standards	Alaska Health Education Standards (Skills for a Healthy Life)
Topic #1 Nutrition and Physical Activity Students will understand that healthy food choices and physical activity affect personal health	HE1.5.1, HE1.5.2, HE1.5.3, HE2.5.1, HE2.5.4, HE3.5.1, HE3.5.2, HE3.5.3, HE3.5.4, HE5.5.1, PA1.5.7, PA7.5.1,	A: 1, 2, 3, 6 B: 1, 3, 4, 5, 6 D: 1, 2, 4, 6
Topic #2 Alcohol, Tobacco, and Other Drugs -Students will understand how alcohol, tobacco, and other drugs affect personal health.	AOD1.5.6, T1.5.1, T2.5.1, T2.5.4, T4.5.1, T4.5.3, T4.5.4	A: 1, 2, 3 B: 2, 3, 4, 6 D: 2, 3, 6
Topic #3 Safety and Injury Prevention Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level.)	S1.5.2, S1.5.6, S1.5.12, S1.5.13, S1.5.15, S4.5.1, S4.5.4, S7.5.1, V1.5.21 Erin's Law (HB44): V1.5.17, V1.5.18, V1.5.19, V1.5.20 (AS14.30.355)	A: 1, 2, 3, 4 B: 1, 2, 4, 6 C: 4 D: 2, 6
Topic #4 Mental and Emotional Health Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.	MEH1.5.4, MEH1.5.14, MEH1.5.19, MEH1.5.20, MEH2.5.1, MEH2.5.4, MEH4.5.1	A: 1, 5 B: 2, 3, 4, 6 C: 1, 2, 3, 4, 5, 6 D: 2, 6
Topic #5 Personal Health and Wellness -Students will demonstrate basic self care and health maintenance skills. -Students will describe ways to prevent communicable diseases.	PHW1.5.1, PHW1.5.5, PHW1.5.9, PHW1.5.10, PHW7.5.2, PHW8.5.1	A: 1, 2, 3, 5, 6 B: 2, 4, 5, 6 D: 2, 3, 4, 6

4 th Grade		
Essential Learning:	National Health Standards	Alaska Health Education Standards (Skills for a Healthy Life)
<p>Topic #1 Nutrition and Physical Activity Students will understand that healthy food choices and physical activity affect personal health</p>	HE1.5.15, HE2.5.7, HE5.5.2, PA1.5.1, PA1.5.2, PA1.5.5	A: 1, 2, 6 B: 1, 4, 6 D: 1, 2, 4, 6
<p>Topic #2 Alcohol, Tobacco, and Other Drugs -Students will understand how alcohol, tobacco, and other drugs affect personal health. -Students will describe ways to prevent communicable diseases.</p>	T1.5.2, T1.5.3, T1.5.5, T2.5.2, T3.5.1, T3.5.2, T4.5.1, T4.5.3, T4.5.4, T8.5.3	A: 1, 2, 3 B: 2, 4, 5, 6 D: 2, 4, 6
<p>Topic #3 Safety and Injury Prevention Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level).</p>	S1.5.3, S1.5.5, S1.5.9, S3.5.1, S4.5.1, S4.5.2	A: 1, 2, 3 B: 2, 4, 5, 6 C: 2 D: 2, 4, 6
<p>Topic #4 Mental and Emotional Health Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.</p>	MEH1.5.2, MEH1.5.5, MEH1.5.6, MEH1.5.10, MEH1.5.12, MEH1.5.22, MEH1.5.23, MEH2.5.2, MEH2.5.7, MEH4.5.2, MEH4.5.3	A: 1, 3, 5 B: 2, 4, 6 C: 1, 2, 3, 4, 5 D: 2, 4, 6
<p>Topic #5 Personal Health and Wellness Students will demonstrate basic self care and health maintenance skills.</p>	PHW1.5.1, PHW3.5.1, PHW3.5.2, PHW3.5.3, PHW3.5.4, PHW8.5.3	A: 1, 2, 6 B: 2, 4, 5, 6 D: 2, 3, 4
<p>Topic #6 Conflict and Violence Prevention Students will demonstrate that ability to use interpersonal communication skills to enhance health and avoid conflict and violence.</p>	V1.5.1, V1.5.3, V1.5.5, V1.5.8, V1.5.10, V1.5.16, V2.5.2, V4.5.1, V5.5.1 Erin’s Law (HB44): V1.5.17, V1.5.18, V1.5.19, 1.5.20 (AS.14.30.355)	A: 1, 4 B: 1, 2, 4, 6 C: 1, 2, 3, 4, 5 D: 1, 2, 6
<p>Topic #7 Sexual Health Students will demonstrate an understanding of puberty as a phase of human growth and development, and the differences of onset and rates of growth.</p>	SH1.5.9, SH1.5.10, SH1.5.11, SH4.5.3	A: 1, 2, 7, 8 B: 5, 6

5 th Grade		
Essential Learning:	National Health Standards	Alaska Health Education Standards (Skills for a Healthy Life)
<p>Topic #1 Nutrition and Physical Activity Students will understand that healthy food choices and physical activity affect personal health</p>	HE1.5.4, HE1.5.5, HE1.5.11, HE1.5.14, HE2.5.6, HE5.5.3, HE5.5.4, PA1.5.4	A: 1, 2, 6 B: 1, 2, 4, 5, 6 D: 1, 2, 4, 6
<p>Topic #2 Alcohol, Tobacco, and Other Drugs -Students will understand how alcohol, tobacco, and other drugs affect personal health.</p>	AOD1.5.8, T1.5.7, T2.5.6, T4.5.1, T4.5.3, T4.5.4, T5.5.4	A: 1, 2, 3 B: 1, 2, 4 D: 1, 2, 4, 6
<p>Topic #3 Safety and Injury Prevention Students will identify safe and unsafe situations and behaviors (as pertaining to personal safety education at this level.)</p>	S3.5.4, S4.5.1, S4.5.3, S4.5.4, S8.5.3	A: 1, 2, 3 B: 1, 2, 4, 6 C: 1, 2 D: 1, 2, 6
<p>Topic #4 Mental and Emotional Health Students will demonstrate understanding of the skills and behaviors necessary for getting along with others.</p>	MEH1.5.8, MEH1.5.9, MEH1.5.11, MEH1.5.16, MEH1.5.18, MEH2.5.6, MEH4.5.4, MEH4.5.5	A: 1, 2, 3 B: 2, 4, 5, 6 C: 1, 2, 5 D: 2, 6

<p>Topic #5 Personal Health and Wellness Students will demonstrate basic self care and health maintenance skills.</p>	<p>PHW1.5.1, PHW1.5.2, PHW3.5.1, PHW3.5.2, PHW3.5.3, PHW3.5.4</p>	<p>A: 1, 2, 6 B: 5 D: 2, 3, 4</p>
<p>Topic #6 Conflict and Violence Prevention Students will demonstrate that ability to use interpersonal communication skills to enhance health and avoid conflict and violence.</p>	<p>V1.5.2, V1.5.7, V1.5.9, V1.5.10, V1.5.11, V2.5.6, V4.5.4, V5.5.3, Erin’s Law (HB44): V1.5.17, V1.5.18, V1.5.19, 1.5.20 (AS.14.30.355)</p>	<p>A: 1, 4 B: 2, 4, 5, 6 C: 1, 2, 4, 5 D: 1, 2, 3, 6</p>
<p>Topic #7 Sexual Health Students will demonstrate an understanding of puberty as a phase of human growth and development, and the differences of onset and rates of growth.</p>	<p>SH1.5.9, SH1.5.10, SH1.5.11, SH1.5.12, SH4.5.3, SH8.5.1</p>	<p>A: 1, 2, 7, 8 B: 5, 6</p>

4th/5th Grade Sexual Health Letter to Parents/Guardians

Date _____

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

This letter is to inform you that we will be studying the following sexual health topics. As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

4th/5th Grade- Sexual Health

Essential Learning: Students will demonstrate an understanding of puberty as a phase of human growth and development, and the differences of onset and rates of growth.

- Describe basic male and female reproductive body parts and their functions.
- Describe the physical, social, and emotional changes that occur during puberty.
- Explain how puberty and development can vary greatly and still be normal.
- Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.
- Demonstrate how to persuade others that it is wrong to tease or bully others based on differences in gender expression or other personal characteristics.

Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. _____ at _____ and my email address is _____.

Thank you,
