



## Philosophy Statement

The Juneau School District believes that health and wellness education is essential to the physical, cognitive, and social and emotional development of the individual. Students who are health literate and adopt healthy lifestyles are more successful in school, family, and community.

It is important that the teaching of health education be coordinated, and integrated throughout the elementary school program. Active communication and partnership among classroom teachers, counselors, physical education teachers, nurses, families, and community agencies is crucial. Health Education must be supported by ongoing staff development, and is an essential component of a coordinated school health program, which includes Nutrition Services, Health Services, Counseling, Psychological and Social Services, health promotions for staff, family, community involvement, and a safe and healthful school environment.

We believe that an effective healthy lifestyles education curriculum:

- encourages student interaction with family and community;
- presents health information that is accurate and current;
- employs a variety of teaching methods to involve participants and relate learning to real-life experiences;
- guides students toward self-directed, independent, and cooperative learning;
- incorporates materials, teaching methods, and outcomes that are appropriate to the age, experiences, background, and readiness of the students;
- establishes a positive school climate that promotes respect, responsibility, and connectedness within the school community.

## Communicating with Families

Parents must be notified no less than two (2) weeks prior to the teaching and presenting of sex education, human reproduction education and human sexuality education and provide for the objection to and withdrawal of a student from such activities, classes, or program. Communication and partnership with parents and families is important when teaching about all health topics. Teachers and counselors shall inform parents in advance when instruction on the following topics is planned:

- Sexual Education (*as required by Alaska Safe Child's Act*)

The specific objectives that require parent notification are indicated in the following manner: **PARENT NOTIFICATION REQUIRED – COMMUNICATING WITH FAMILIES (p. 2)**. Some parents will also want to be informed when outside agencies are scheduled to give presentations in the classroom. In addition, teachers should notify parents of their right to inspect instructional materials pursuant to Board Policy 6142.1.

Possible communication methods include:

- When a syllabus for the year is shared with parents, include an attachment to be sent back with requests for specific information or notification on any topics selected by parents.
- Post information in school or classroom newsletters, websites, e-mail lists, and/or calendars providing notice of the date and a description of the topic to be presented.

## **Overview and Cross-curricular Integration**

The goal of the Juneau School District’s Skills for a Healthy Life Curriculum is for students to become “health literate.” Health literacy is the capacity of an individual to obtain, interpret, and understand basic health and wellness information and services. This includes the competence to use such information and services in ways which are health-enhancing (Source: National Health Education Standards, 2016).

Research supports our need for a more comprehensive approach to health education. As an integral part of the Juneau community, we strive to provide our students with skills, knowledge and attitudes needed to become compassionate, responsible, and contributing members of our society in an ever-changing world. While this document was prepared with the intent of giving a broad picture of health and wellness education that students will receive, there is not enough teaching time in the day or school year to address health as a separate subject in the elementary schools. It is essential that health, including social emotional learning, be integrated into all subject areas to the greatest extent possible. Additionally, elementary school counselors deliver explicit social emotional learning lessons in collaboration with all school staff to ensure students receive instruction in the area of social-emotional learning standards.

The Skills for a Healthy Life curriculum guide is designed to be inclusive of all classroom instruction that supports health development of our students. The Skills for a Healthy Life curriculum is supported by the counseling standards and competencies as well as the teacher curriculum guides in science, social studies, and physical education content areas. Other content areas such as language arts and math will provide opportunities for students to explore health content knowledge, as well. Careful planning and delivery of the curriculum will positively impact the healthy physical, social, and emotional development of Juneau School District students. Through a comprehensive and coordinated approach, our children have the potential to achieve health literacy.

## **Alignment with National Standards & Legislation**

The Juneau School District’s “Skills for a Healthy Life” curriculum aligns with the 2016 National Health Education Standards, the 2012 National Sexuality Education Standards, the Alaska Skills for a Healthy Life (Health Education Standards), the Alaska Cultural Standards, and nationally recognized Social-Emotional competencies, and the 2017 Alaska Safe Children’s Act. This document is arranged by general topic strands, which are further divided into subtopics, indicators, standards referenced, and sample activities, outcomes, and possible resources. The primary guiding document is the National Health Education Standards which 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. This current revision encompasses kindergarten through grade 5.

In each topic strand, there are grade level bands (K-2) (3-5), which are then sorted into subtopics, essential questions, or statements of competency. The topic strands vary slightly in their structure, in an effort to reflect alignment with source documents. For example, the Physical Health strand indicators and essential questions reflect the indicators from the National Health Education Standards for K-5 students and the Alaska Skills for a Healthy Life Standards, while the Social-Emotional Learning strand reflects best practices and research by CASEL (Collaborative for Academic Social Emotional Learning). Specific standards are not listed for some of the Social-Emotional subtopics, other than those places where it is directly relevant to either the National Health Education Standards, Alaska Skills for a Healthy Life, or the National Sexuality Standards.

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## Health: Middle School

Theme	Overview	Standards
General Health	This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Topics include accessing health information, self-care, interpersonal communication, decision-making, goal setting, and health advocacy.	National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
1 week – as an Introduction to the Course	Components of Health	<b>NHES-</b> 1.8.1, 1.8.2, 1.8.3, 1.8.4, 1.8.6, 1.8.7, 3.8.1, 3.8.4, 3.8.5  <b>ACSS-</b> A1, A6, B2, B3, C3, D5, D6	What are essential behaviors for personal health?	<ul style="list-style-type: none"> <li>• Identify the components of health: physical health, emotional and mental health, environmental health, spiritual health, social health</li> <li>• Describe how we balance the components of health</li> </ul>	<ul style="list-style-type: none"> <li>• Overview and definitions of each component of health</li> <li>• Group project to research and define one component of health</li> </ul>
1 Week	Decision-Making Process	<b>NHES-</b> 5.8.1, 5.8.3, 5.8.4, 5.8.5, 5.8.7  <b>ACSS-</b> A1, A3, A6, B1, B3, C3, D6, E4	How do we make informed and healthy decisions about our well-being (physical, emotional, psychological)?	<ul style="list-style-type: none"> <li>• Identify circumstances that can influence healthy decision making</li> <li>• Distinguish when individual or collaborative decision making is appropriate</li> <li>• Predict the potential impact of decisions on self and others</li> <li>• Differentiate between situations requiring peer support and situations requiring adult help</li> </ul>	<ul style="list-style-type: none"> <li>• IDEAL Decision Making Model (4th R resource)</li> <li>• Role Plays</li> <li>• Discussion of Scenarios</li> </ul>
1 Week	Personal Care/Hygiene	<b>NHES-</b> 7.8.1, 7.8.2  <b>ACSS-</b> B3, C3, D6	<p>What are the elements of personal hygiene?</p> <p>How do personal hygiene needs change with puberty?</p>	<ul style="list-style-type: none"> <li>• Explain the elements for proper personal hygiene (teeth, body odor, hair and skin, acne, laundry, gender specific hygiene)</li> </ul>	<ul style="list-style-type: none"> <li>• Proper care of teeth - Dentist visit</li> <li>• Skin care</li> <li>• Body odor</li> <li>• Amaze.org video resources</li> </ul>
1 Week	Bullying Prevention	<b>NHES-</b> 2.8.3, 2.8.6, 4.8.2, 4.8.4  <b>ACSS-</b> A1, A4, A6, B1, B2, B4, C3, E1, E8  <b>NSES-</b> PS.8.CC.1, PS.8.AI.1	<p>How is Bullying different than other types of conflict?</p> <p>How can I protect myself from participation in bullying, as either an aggressor, victim, or bystander?</p>	<ul style="list-style-type: none"> <li>• Apply concepts of personal online safety and cyber security, and demonstrate awareness of the concepts of cyber bullying, predator identification and school/community safety</li> <li>• Demonstrate ways to prevent and handle stereotyping, harassment, discrimination and prejudice</li> <li>• Demonstrate skills to identify and report bullying, or aggressive behavior, including skills for handling conflict including standing up for others who are victims of these behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://stopbullying.gov">stopbullying.gov</a></li> <li>• <a href="http://amaze.org/">http://amaze.org/</a> (short video resources)</li> <li>• Aggressor, Victim, Bystander (AVB) resources</li> <li>• Juneau School District policies regarding Anti-Bullying</li> </ul>

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Theme	Overview	Standards
Social Emotional Health	This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Topics include accessing health information, self-care, interpersonal communication, decision-making, goal setting, and health advocacy.	National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
2 Weeks	Self-Awareness	NHES- 6.8.1, 7.8.1 ACSS- A-E	Who am I?	<ul style="list-style-type: none"> <li>Practice skills and behaviors that increase self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment of personal likes, dislikes, beliefs, etc.</li> <li>Mindup.org</li> </ul>
	Setting Personal & Physical Boundaries	ACSS- A1, A5, A6, B1, B2, B3, C3, D1, D5, D6, E1 NSES- HR.8.CC.1, HR.8.CC.3, HR.8.IC.2, HR.8.GS.1	How do I set appropriate boundaries for my own comfort and safety?	<ul style="list-style-type: none"> <li>Express and respond to feelings (including affection) appropriately</li> <li>Set appropriate personal boundaries and respect the personal boundaries of others</li> <li>Describe different types of violence and how to protect yourself from harm</li> </ul>	<ul style="list-style-type: none"> <li>Aiding Women in Abuse and Rape Emergencies (AWARE)</li> <li>Alaska Safe Children's Act</li> <li>4<sup>th</sup> R Curriculum, <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></li> <li>Scholastic CHOICES Magazine</li> <li><a href="http://www.loveisrespect.org/">http://www.loveisrespect.org/</a></li> </ul>
2 Weeks	Suicide Prevention	NHES- 1.12.8, 2.12.6, 3.12.5 ACSS- A1, A5, A6, B3, C3, D5, D6, E1	What are the signs of suicide?  What are risk and protective factors of suicide?	<ul style="list-style-type: none"> <li>Identify warning signs and risk factors of suicide</li> <li>Identify appropriate actions for suicide prevention</li> <li>Describe the characteristics of a trusted adult</li> <li>Demonstrate how to seek help from a trusted adult when signs of suicide are observed</li> </ul>	<ul style="list-style-type: none"> <li>Juneau Youth Service (JYS) and Juneau Suicide Prevention Coalition (JSPC) resources and presentations</li> <li>Question Persuade Refer (QPR) resources</li> <li>Sources of Strength</li> <li>Signs of Suicide - including Acknowledge • Care • Tell (ACT) resources</li> </ul>
	Mental Health Conditions	NHES- 3.8.4, 4.8.4 ACSS- A1, A2, B2, B3, C2, C3, D5, D6, E1	What are common mental health conditions and their symptoms?	<ul style="list-style-type: none"> <li>Identify symptoms of mental health conditions such as depression, anxiety, bipolar disorder, seasonal affective disorders (SAD), anorexia, and other eating disorders</li> <li>Identify local treatment and support resources for mental health</li> </ul>	<ul style="list-style-type: none"> <li>National Alliance on Mental Illness (NAMI) resources and presentations</li> <li>Juneau Alliance on Mental Illness (JAMI)</li> <li>Bartlett Regional Hospital outpatient services</li> </ul>
2 Weeks	Human Sexuality	ACSS- A1, A6, B3, C3, E8 NSES- PD.8.AI.1, AP.8.CC.1, ID.8.CC.1, PR.8.CC.1, PR.8.CC.2, PR.8.CC.3, PR.8.CC.5,	How can I honor my body and my values while making decisions about my own sexuality?	<ul style="list-style-type: none"> <li>Explain the processes of puberty, conception, pregnancy, and birth, and methods of preventing pregnancies (including abstinence)</li> <li>Reproductive health</li> <li>Differentiate between gender identity, gender expression, and sexual orientation</li> <li>Describe the male and female reproductive systems including body parts and functions</li> <li>Define sexual intercourse and its relationship to human reproduction</li> <li>Define sexual abstinence as it relates to pregnancy prevention</li> <li>Explain the benefits, risks, and effectiveness rates of various contraception, including abstinence and condoms</li> <li>Define emergency contraception and its use</li> </ul>	<ul style="list-style-type: none"> <li>Amaze.org</li> <li>Wellcast video resources</li> <li>4th R Curriculum</li> <li>District approved community resources</li> </ul>

## Health: Middle School

Theme	Overview	Standards
Communication and Healthy Relationships	This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Topics include accessing health information, self-care, interpersonal communication, decision-making, goal setting, and health advocacy.	National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
1 Week Introduction	Healthy Relationships	<b>NHES-</b> 2.8.1, 2.8.2, 5.8.4, 7.8.1, 7.8.2  <b>ACSS-</b> A1, A5, A6, B1, B2, C2, C4, D1, D3, D4, D5, E1-8	How do we develop and maintain healthy interpersonal relationships?	<ul style="list-style-type: none"> <li>• Select and nurture relationships that promote health</li> <li>• Describe how peers and friends influence healthy and unhealthy behaviors</li> <li>• Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively</li> <li>• Compare and contrast characteristics of healthy and unhealthy relationships</li> <li>• Describe the potential impacts of power differences such as age, status, or position within relationships</li> <li>• Analyze the similarities and differences between friendships and romantic relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Amaze.org</li> <li>• Wellcast video resources</li> <li>• 4th R Curriculum</li> <li>• Juneau's Lead On! For Peace and Equality Digital Story - available on YouTube</li> <li>• District approved community resources</li> <li>• Alaska Network on Domestic Violence and Sexual Assault (ANDVSA) <a href="http://www.andvsa.org/">http://www.andvsa.org/</a></li> <li>• <a href="http://loveisrespect.org/">http://loveisrespect.org/</a></li> <li>• <a href="https://livethegreendot.com/">https://livethegreendot.com/</a></li> </ul>
1 Week	Conflict Resolution & Refusal Skills	<b>NHES-</b> 4.8.2, 4.8.3  <b>ACSS-</b> A1, A6, B1-3, C4, D5, E1, E7	How can I face conflict in a healthy way?	<ul style="list-style-type: none"> <li>• Demonstrate refusal and negotiation skills to avoid or reduce health risks</li> <li>• Demonstrate effective conflict management or resolution strategies</li> </ul>	<ul style="list-style-type: none"> <li>• 4th R Curriculum</li> <li>• Peer Mediation training resources</li> <li>• Role plays</li> <li>• Discussion of Scenarios</li> </ul>
1 Week	Media and Consumer Health	<b>NHES-</b> 2.8.5, 2.8.6, 3.8.1, 8.8.4  <b>ACSS-</b> B4	How can I recognize media techniques so I am not taken advantage of?	<ul style="list-style-type: none"> <li>• Describe strategies to use various forms of media safely, legally, and respectfully</li> <li>• Analyze how messages from media influence health behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the validity of health information, products, and services.</li> <li>• Compare and contrast advertising claims for validity</li> </ul>

## Health: Middle School

Theme	Overview	Standards
Wellness, Safety and Prevention	This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Topics include accessing health information, self-care, interpersonal communication, decision-making, goal setting, and health advocacy.	National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
1 Week	Nutrition	<b>NHES-</b> 6.8.2, 7.8.2 <b>ACSS-</b> C1, C2, D2, E2	How do we use nutritional knowledge to stay healthy?  How do we plan for lifelong nutrition? How do we use knowledge of our body systems to keep them healthy?	<ul style="list-style-type: none"> <li>Monitor one’s own diet and evaluate personal nutrition habits</li> <li>Establish personal nutrition goals, and devise strategies for meeting those goals</li> </ul>	<ul style="list-style-type: none"> <li>Bartlett Hospital Nutritionists</li> <li>USDA MyPlate <a href="https://www.cnpp.usda.gov/myplate">https://www.cnpp.usda.gov/myplate</a></li> <li>The Food Label and You: Game Show Review by the US Food and Drug Administration</li> <li>How to Read Nutrition Facts, Food Labels Made Easy by The Health Nerd (available on YouTube)</li> <li>Food label analysis activity</li> </ul>
2 Weeks	Drug & Alcohol Prevention	<b>NHES-</b> 1.8.1, 2.8.3, 5.8.1 <b>ACSS-</b> A1, A6, B3, C3, C4	How can I take information that I have learned and use it to make good decisions?	<ul style="list-style-type: none"> <li>Analyze how alcohol, tobacco (including chewing tobacco), and other drug use affect health including: Effects on body systems, brain development, probability of dependence and/or addiction, relationship to disease, legal, social, emotional, family, and community effects</li> <li>Predict immediate and long-term effects of using drugs, alcohol, and tobacco</li> <li>Compare and contrast legal and illegal drugs, including prescription and OTC drugs,</li> <li>Identify local community resources for support groups and drug treatment -- Analyze the impact of alcohol and other drugs on safer decision-making</li> </ul>	<ul style="list-style-type: none"> <li>4th R Curriculum</li> <li>National Council on Alcoholism and Drug Dependence (NCAAD)</li> <li>School Resource Officer (SRO-JPD)</li> <li>Lifeskills Training, <a href="http://www.lifeskillstraining.com/">http://www.lifeskillstraining.com/</a></li> <li>Lions Quest, <a href="https://www.lions-quest.org/">https://www.lions-quest.org/</a></li> <li>Positive Action, <a href="https://www.positiveaction.net/">https://www.positiveaction.net/</a></li> <li>Project Toward No Drug Abuse <a href="http://tnd.usc.edu/">http://tnd.usc.edu/</a></li> </ul>
1 Week	Prevention/ Control of Disease	<b>NHES-</b> 1.8.1, 1.8.7, 1.8.8, 2.8.9 <b>ACSS-</b> A1, A6, B3, C3, D6, E1, E7 <b>NSES-</b> SH.8.CC.1 & 2 <b>ACSS-</b> A1, A6, B3, C3, D6, E1, E7	How do I keep my body healthy and disease free?	<ul style="list-style-type: none"> <li>Effects on body systems, brain development, probability of dependence and/or addiction, relationship to disease, legal, social, emotional, family, and community effects - Define STIs including HIV and how they are and are not transmitted</li> </ul>	<ul style="list-style-type: none"> <li>Centers for Disease Control &amp; Prevention (CDC) <a href="https://www.cdc.gov">https://www.cdc.gov</a></li> <li>Public Health Center</li> <li>The Great Body Shop, <a href="http://www.thegreatbodyshop.net/">http://www.thegreatbodyshop.net/</a></li> </ul>



## Health: Grade 9

Theme	Overview	Standards
General Health	<p>This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Students will be assessed in their proficiency in health knowledge and skills. Topics include accessing health information, self-management, analyzing the influence of culture, media and technology, interpersonal communication, decision-making, goal setting and health advocacy. Each student is required to complete a community service project with a non-profit organization.</p> <p><b>Length:</b> one semester; <b>Credit:</b> one half (.5); <b>Prerequisite:</b> none</p>	<p>National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)</p>

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
1 Week	Components of Health	<p><b>NHES-</b> 1.12.1, 1.12.2, 1.12.3, 1.12.4</p> <p><b>ACSS-</b> C3</p>	How does a student's mental status impact their physical well-being?	<ul style="list-style-type: none"> <li>Describe the interrelationship of mental, emotional, social and physical health during adolescence</li> </ul>	<ul style="list-style-type: none"> <li>Prentice Hall Health Text 2010</li> <li>4<sup>th</sup> R Curriculum, <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></li> <li>Scholastic CHOICES Magazine</li> </ul>
1 Week	Decision Making	<p><b>NHES-</b> 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5</p> <p><b>ACSS-</b> D6</p>	How do your decisions impact short and long-term health?	<ul style="list-style-type: none"> <li>Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Prentice Hall Health Text 2010</li> <li>4<sup>th</sup> R Curriculum</li> <li>Scholastic CHOICES Magazine</li> </ul>
3 Weeks	Nutrition	<p><b>NHES-</b> 7.12.2, 7.12.3</p> <p><b>ACSS-</b> A1, A6, B2, B3, C1, C3, D2, D6, E1, E7</p>	What is the importance of the food pyramid in meal planning?	<ul style="list-style-type: none"> <li>Monitor one's diet and evaluate personal nutrition habits and learn how to read food labels</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic CHOICES magazine</li> <li>Teen Health Center/SEARHC nutritionist</li> <li><a href="https://www.choosemyplate.gov">https://www.choosemyplate.gov</a></li> <li>Prentice Hall Health Text 2010</li> <li>Fed Up video (available on Netflix)</li> </ul>

## Health: Grade 9

Theme	Overview	Standards
Social Emotional Health	<p>This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Students will be assessed in their proficiency in health knowledge and skills. Topics include accessing health information, self-management, analyzing the influence of culture, media and technology, interpersonal communication, decision-making, goal setting and health advocacy. Each student is required to complete a community service project with a non-profit organization.</p> <p><b>Length:</b> one semester; <b>Credit:</b> one half (.5); <b>Prerequisite:</b> none</p>	<p>National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)</p>

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
1 Week	Setting Personal & Physical Boundaries	<p>NHES- 4.12.3 ACSS- E1, E6</p>	How can we use internal and external resources for positive lifelong mental health?	<ul style="list-style-type: none"> <li>Set appropriate personal boundaries and respect the personal boundaries of others</li> </ul>	<ul style="list-style-type: none"> <li>Alaska Safe Children's Act</li> <li>Aiding Women in Abuse and Rape Emergencies (AWARE)</li> <li>Planned Parenthood</li> <li>Teen Council</li> <li>Alaska Compass, <a href="http://www.alaskamenchooserespect.org">http://www.alaskamenchooserespect.org</a></li> </ul>
1 Week	Depression	<p>NHES- 3.12.4, 4.12.4 ACSS- B3, C3</p>	What are the signs of mental illness in myself and others?	<ul style="list-style-type: none"> <li>Knowing the symptoms of mental health issues, including depression, seasonal affective disorders (SAD), addictive behavior, and compulsive behavior</li> <li>Explain ways of coping with depression, addictive behavior, and compulsive behavior</li> </ul>	<ul style="list-style-type: none"> <li>National Alliance on Mental Illness (NAMI)</li> <li>Prentice Hall Health Text 2010</li> <li>Signs of Suicide (SOS)</li> <li>Juneau Youth Services</li> </ul>
1 Week	Suicide Prevention	<p>NHES- 3.12.4, 4.12.4 ACSS- B3, C3, A2</p>	What are the signs of suicide?	<ul style="list-style-type: none"> <li>Identify appropriate actions for suicide prevention including risk and protective factors, identify characteristics of a trusted adult, and identify a trusted adult and available resources</li> </ul>	<ul style="list-style-type: none"> <li>National Alliance on Mental Illness (NAMI)</li> <li>Prentice Hall Health Text 2010</li> <li>Signs of Suicide (SOS)</li> <li>Sources of Strength (SOST)</li> </ul>
3 Weeks	Positive Mental Health	<p>NHES- 7.12.1, 7.12.2, 7.12.3 ACSS- B3, C3</p>	What strategies can I use to manage stress, anger, and frustration?	<ul style="list-style-type: none"> <li>Describe the interrelationship of mental, emotional, social and physical health during adolescence</li> <li>Identify common eating disorders, and know the signs of eating disorders</li> <li>Apply effective techniques for managing stress, conflict and solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Prentice Hall Health Text 2010</li> <li>Scholastic CHOICES magazine</li> <li>Accepting Every Body powerpoint</li> <li>Self-Esteem and Body Image article</li> <li>STRESSBUSTERS video</li> <li>MindUp.org</li> </ul>
2 Weeks	Human Sexuality	<p>ACSS- B1, B3, C3, E7 NSES- ID.12.CC.1, ID.12.CC.2, PR.12.CC.1, PR.12.INF.1, PR.12.AI.1, PR12.SM.1</p>	How can I honor my body and my values while making decisions about my own sexuality?	<ul style="list-style-type: none"> <li>Explain methods of preventing pregnancies (including abstinence)</li> <li>Differentiate between gender identity, gender expression, and sexual orientation</li> <li>Define sexual intercourse and its relationship to human reproduction</li> <li>Define sexual abstinence as it relates to pregnancy prevention</li> <li>Explain the benefits, risks, and effectiveness rates of various contraception, including abstinence and condoms</li> <li>Define emergency contraception and its use</li> </ul>	<ul style="list-style-type: none"> <li>Planned Parenthood</li> <li>4th R Curriculum</li> <li>Prentice Hall Text 2010</li> <li><a href="https://www.teenhealthandwellness.com">https://www.teenhealthandwellness.com</a></li> </ul>

## Health: Grade 9

Theme	Overview	Standards
Communication and Healthy Relationships	<p>This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Students will be assessed in their proficiency in health knowledge and skills. Topics include accessing health information, self-management, analyzing the influence of culture, media and technology, interpersonal communication, decision-making, goal setting and health advocacy. Each student is required to complete a community service project with a non-profit organization.</p> <p><b>Length:</b> one semester; <b>Credit:</b> one half (.5); <b>Prerequisite:</b> none</p>	<p>National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)</p>

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
2 Weeks	Healthy Relationships	<p><b>NHES-</b> 4.12.1, 4.12.2, 4.12.3, 4.12.4 <b>ACSS-</b> B3, C3, E7</p>	<p>How can we maintain healthy relationships throughout our lifespan?</p> <p>How can we recognize what we are feeling and communicate with others?</p>	<ul style="list-style-type: none"> <li>Analyze how relationships, including dating relationships, can promote health and well being</li> <li>Identify resources for help with unhealthy and unsafe relationships</li> <li>Recognize cross-cultural norms and styles of communication and choose appropriate ways to communicate in different settings</li> </ul>	<ul style="list-style-type: none"> <li>4th R Curriculum</li> <li>Aiding Women in Abuse and Rape Emergencies (AWARE)</li> <li>Sources of Strength (SOST)</li> <li>Prentice Hall Health Text 2010</li> <li>Juneau's Lead On! For Peace and Equality Digital Story (available on YouTube)</li> <li>Tea Consent (Clean) (available on YouTube)</li> <li>2 Minutes Will Change the Way You Think About Consent from Campus Clarity (available on YouTube)</li> </ul>
Ongoing	Bully Prevention	<p><b>NHES-</b> 2.12.3, 4.12.4, 4.12.3 <b>ACSS-</b> B1, B3, C4</p>	What is my role in preventing bullying?	<ul style="list-style-type: none"> <li>Apply concepts of cyber safety including privacy and the Internet, cyber relationships, intellectual property, malicious actions, and social issues</li> </ul>	<ul style="list-style-type: none"> <li>Prentice Hall Health Text 2010</li> <li>Sources of Strength (SOST)</li> <li>Scholastic CHOICES magazine</li> <li>NetSmartz, A program of the National Center for Missing and Exploited Children. <a href="https://www.netismartz.org/">https://www.netismartz.org/</a> (Juneau Police Department)</li> </ul>
3 Day introduction and readdressed with each unit	Conflict Resolution & Refusal Skills	<p><b>NHES-</b> 4.12.1, 4.12.2, 4.12.3, 4.12.4 <b>ACSS-</b> B1, B3, C4, D1</p>	How can I independently practice conflict management skills to internalize the methods?	<ul style="list-style-type: none"> <li>Practice conflict management/peer mediation skills</li> </ul>	<ul style="list-style-type: none"> <li>4th R Curriculum</li> <li>Prentice Hall Health Text 2010</li> <li>Scholastic CHOICES magazine</li> <li>Teaching Restorative Practices with Classroom Circles <a href="http://www.healthiersf.org/restorativepractices/">www.healthiersf.org/restorativepractices/</a></li> </ul>
2 Days	Media	<p><b>NHES-</b> 2.12.5, 2.12.7 <b>ACSS-</b> A6, A7</p>	What are some examples of how media has impacted healthy choices?	<ul style="list-style-type: none"> <li>Examine the impact of media on consumer and community health, including the topics of alcohol, tobacco, and other drugs; the impact on body image; and gender and ethnic stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Amaze.org</li> <li>4th R Curriculum</li> <li>Prentice Hall Health Text 2010</li> <li>Scholastic CHOICES magazine</li> </ul>
2 Days	Consumer Health	<p><b>NHES-</b> 3.12.1, 3.12.2, 3.12.5 <b>ACSS-</b> A7</p>	How can we tell if health information is valid?	<ul style="list-style-type: none"> <li>Evaluate the validity of health information, products and services</li> </ul>	<ul style="list-style-type: none"> <li>Prentice Hall Health Text 2010</li> <li>Scholastic CHOICES magazine</li> </ul>

## Health: Grade 9

Theme	Overview	Standards
Wellness, Safety and Prevention	<p>This course is aligned with state and national standards. Students will understand how dietary behaviors, physical activity, tobacco, alcohol and drug use, injury and sexual behaviors, communication and relationships, and social emotional health affect life. Students will be assessed in their proficiency in health knowledge and skills. Topics include accessing health information, self-management, analyzing the influence of culture, media and technology, interpersonal communication, decision-making, goal setting and health advocacy. Each student is required to complete a community service project with a non-profit organization.</p> <p><b>Length:</b> one semester; <b>Credit:</b> one half (.5); <b>Prerequisite:</b> none</p>	<p>National Health Education Standards (NHES) Alaska Cultural Standards- Students (ACSS) National Sexuality Education Standards (NSES)</p>

Suggested Pacing	Content	Standards	Essential Questions	Behavioral Outcomes Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities
3 Weeks	Injury Prevention	<p>NHES- 1.12.5 ACSS- B3, C3</p>	<p>How can we keep ourselves and others safe?  How can I help prevent violence?</p>	<ul style="list-style-type: none"> <li>• Propose ways to reduce or prevent injuries and health problems</li> <li>• Know the signs of child abuse and neglect and how to get help</li> <li>• Find appropriate alternatives to risky behavior</li> <li>• Know how to identify medical specialists and how to locate health clinics</li> <li>• Recognize your anger level and use de-escalation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Ted Talks</li> <li>• Prentice Hall Health Text 2010</li> <li>• 4th R Curriculum</li> <li>• Scholastic CHOICES magazine</li> </ul>
2 Weeks	Drug & Alcohol Prevention	<p>NHES- 1.12.1, 2.12.3, 5.12.3 ACSS- C1, C2, D2, E2</p>	<p>How have alcohol and drugs impacted the community in which you live?  How does using alcohol or drugs impact one's choices?</p>	<ul style="list-style-type: none"> <li>• Identify and select community resources for assistance with alcohol, tobacco, and other drug concerns and utilize local resources to share expertise on topics related to alcohol and other drugs, including: drinking and driving, date rape, suicide, and illness/disease</li> <li>• Analyze cultural and historical perspectives on alcohol and other drug use</li> <li>• Research how alcohol, tobacco, nicotine, and other drug use affect health including: effects on body systems, brain development, fetal development (FASD), probability of dependence and/or addiction, relationship to disease, legal, social emotional, financial, family and community effects</li> </ul>	<ul style="list-style-type: none"> <li>• School Resource Officer (SRO-JPD)</li> <li>• 4th R Curriculum, <a href="https://youthrelationships.org">https://youthrelationships.org</a></li> <li>• Scholastic CHOICES magazine</li> <li>• Prentice Hall Health Text 2010"</li> <li>• Reconnecting Youth/ Coping and Support Training (CAST), <a href="http://www.reconnectingyouth.com/">http://www.reconnectingyouth.com/</a></li> <li>• Project Toward No Drug Abuse <a href="http://tnd.usc.edu/">http://tnd.usc.edu/</a></li> </ul>
3 Days	Prevention/ Control of Disease	<p>NHES- 1.9 ACSS- A7, B3</p>	<p>How have sexually transmitted diseases impacted society?  How can you prevent yourself from contracting a sexually transmitted disease?  What is the relationship between using drugs and alcohol and sexually transmitted disease?</p>	<ul style="list-style-type: none"> <li>• Describe the impact of sexually transmitted infection (STI) and HIV and discuss ways to prevent and treat them, including abstinence</li> <li>• Identify community resources for prevention, control, and treatment of disease</li> </ul>	<ul style="list-style-type: none"> <li>• Teen Health Center</li> <li>• Prentice Hall Health Text 2010</li> <li>• 4th R Curriculum</li> <li>• Center for Disease Control, <a href="https://www.cdc.gov">https://www.cdc.gov</a></li> </ul>

## Guaranteed Health Content (Grades 6 -12) - To be delivered outside of the Health Class to all students annually

Alaska's Safe Children's Act consists of two different pieces of legislation - also known as Erin's Law and Bree's Law. These laws stipulate that school districts in Alaska must train employees and educate students on sexual abuse prevention (K-12), dating violence and abuse prevention (grades 7-12).

	Pertinent Regulations	Essential Questions	Behavioral Outcomes for Middle School Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities for Middle School	Behavioral Outcomes for High School Students will be able to apply knowledge and skills learned to:	Resources and Suggested Activities for High School
<b>Healthy Relationships</b>	Alaska's Safe Children's Act	<p>What are the components of a healthy relationship?</p> <p>What resources are available in Juneau?</p>	<ul style="list-style-type: none"> <li>Explain why individuals have the right to refuse any sexual contact or activity.</li> <li>Explain that rape and sexual assault are illegal and should be reported to a trusted adult.</li> <li>Describe characteristics of healthy relationships, including dating relationships.</li> <li>Explain why it is each individual's responsibility to verify that all sexual contact is consensual.</li> </ul>	<ul style="list-style-type: none"> <li>4th R (7th grade edition)</li> <li>Unit 1- Lesson 1, 2, 5; Unit 2- Lesson 2; Unit 3 Lesson 2, 3, 4, and 5</li> <li>AWARE</li> <li>Planned Parenthood</li> <li>Juneau Youth Services (JYS)</li> </ul>	<ul style="list-style-type: none"> <li>Explain why it is an individual's responsibility to verify that all sexual contact is consensual.</li> <li>Analyze how power and control differences and relationships (peer, dating, or family relationships) can contribute to aggression and violence</li> </ul>	<ul style="list-style-type: none"> <li>4th R (9th grade edition) - Unit 1 - Lesson 6; Unit 2 - Lesson 4; Unit 3 - Lesson 5 - 6</li> <li>Tea Consent (Clean) - available on YouTube</li> <li>Teen Dating Violence PSA (Teen/Long Version) - available on YouTube</li> <li>"The Signs" Teen Dating Violence PSA produced by Digital Bodega - available on YouTube</li> <li>AWARE</li> <li>Planned Parenthood</li> <li>Juneau Youth Services (JYS)</li> </ul>
<b>Internet Safety</b>	Children's Internet Protection Act (CIPA)	<p>How can I keep myself safe on the internet?</p> <p>How can I show respect for others on the internet?</p> <p>How can I protect my privacy on social media platforms I use?</p>	<ul style="list-style-type: none"> <li>Explain the negative consequences of sexually explicit pictures or messages sent electronically or by posting on social media.</li> <li>Demonstrate how to manage personal information in electronic communications and when using social media.</li> <li>Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act and model ways that are safe, legal and ethical.</li> </ul>	<ul style="list-style-type: none"> <li>4th R (7th grade edition) Unit 1- Lesson 2, 4, and 5. Unit 3- Lesson 3, 5, 6, and 7.</li> <li>NetSmartz, A program of the National Center for Missing and Exploited Children. <a href="https://www.netsmartz.org/">https://www.netsmartz.org/</a></li> <li>International Society for Technology Education (ISTE) <a href="http://www.iste.org">www.iste.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the negative consequences of sexually explicit pictures or messages sent electronically or by posting sexually explicit pictures on social media sites.</li> <li>Demonstrate responsible use of social media.</li> <li>Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act and model ways that are safe, legal and ethical.</li> </ul>	<ul style="list-style-type: none"> <li>4th R (9th grade edition) Unit 1 - Lesson 2 and 6. Unit 3 - Lesson 5</li> <li>NetSmartz, A program of the National Center for Missing and Exploited Children. <a href="https://www.netsmartz.org/">https://www.netsmartz.org/</a> (Juneau Police Department)</li> <li>Cyberbully Research Center. <a href="http://Cyberbullying.org/resources/educators">Cyberbullying.org/resources/educators</a></li> <li>International Society for Technology Education (ISTE) <a href="http://www.iste.org">www.iste.org</a></li> </ul>
<b>Suicide Prevention</b>	Alaska Safe Children's Act Task Force Recommendation	<p>What are the signs of suicide?</p> <p>What should I do if I recognize signs of suicide in myself or others?</p> <p>What resources are available in Juneau for suicide prevention?"</p>	<ul style="list-style-type: none"> <li>Identify signs and symptoms of depression and understand that depression is a treatable illness</li> <li>Identify risk and protective factors for suicide in self and others</li> <li>Recognize appropriate resources regarding suicide prevention.</li> </ul>	<ul style="list-style-type: none"> <li>Juneau Youth Services (JYS) /Juneau Suicide Prevention Coalition (JSPC)</li> <li>Acknowledge • Care • Tell (ACT) video</li> <li>Suicide Warning Signs from Rich Sorenson - available on YouTube</li> <li>14 Ways To Tell If Someone is Suicidal, Psych2Go - available on YouTube</li> </ul>	<ul style="list-style-type: none"> <li>Identify signs and symptoms of depression and understand that depression is a treatable illness</li> <li>Identify risk and protective factors for suicide in self and others</li> <li>Recognize appropriate resources regarding suicide prevention</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor presentation</li> <li>National Alliance on Mental Illness (NAMI) presentation</li> <li>Juneau Youth Services (JYS) / Juneau Suicide Prevention Coalition (JSPC) presentation</li> <li>Acknowledge • Care • Tell (ACT) video</li> <li>Sources of Strength (SOST) booster presentation for Signs of Suicide (SOS)</li> <li>Why Do People Commit Suicide? DNews, Seeker - available on YouTube</li> <li>14 Ways To Tell If Someone is Suicidal, Psych2Go - available on YouTube</li> </ul>

## Resources

Alaska Cultural Standards. (1998). Retrieved from <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>

Alaska Skills for a Healthy Life (Health Education Standards). Retrieved

from [https://education.alaska.gov/akstandards/standards/AKStandards\\_SkillsforaHealthyLife.pdf](https://education.alaska.gov/akstandards/standards/AKStandards_SkillsforaHealthyLife.pdf)

Collaborative for Academic, Social, and Emotional Learning. (2016). Retrieved from <http://www.casel.org/>

National Health Education Standards. American Cancer Association. (2007). Retrieved from <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

National Sexuality Education Standards. (2012). Retrieved from <http://futureofsexed.org/documents/josh-fose-standards-web.pdf>

## Sexual Education Notification Letter

Dear Parents & Guardians:

This e-mail is intended to keep you informed of the curriculum content of your student's Health class.

In accordance with the recently passed HB 156, the Juneau School District has approved that certain individuals who work for local agencies and organizations may supplement the teaching of sexual education lessons with JSD Health classes.

Examples of such agencies where these individuals work include the following:

- AWARE
- Juneau Police Department
- Juneau Public Health
- JSD Teen Health Center
- Planned Parenthood
- Tribal Child Support Division, Central Council Tlingit & Haida Indian Tribes of Alaska

Juneau School District does allow an opportunity for parents/guardians to have their student "opt out" of specific lessons. If you choose to have your student excluded from any portion of our sexual health unit, please contact me in advance and I will make arrangements for an alternative assignment.

Parents and guardians may arrange an opportunity to preview materials used to teach any of these topics.

Examples of lessons included in our sexuality unit include the following:

- Components of healthy and unhealthy relationships
- Alaska law and the legal age of consent, sexting laws, sexual partnerships
- Dating violence
- Sexual assault
- Parenting & child support
- Pregnancy prevention and teen parenting issues
- Sexually transmitted infections
- Sexuality influences within the media
- LGBT (Lesbian, Gay, Bisexual, Transgender) discussion
- Reproduction
- Media influences on sexuality and gender roles
- Building relationship intimacy
- Establishing and developing relationship boundaries

Please continue to ask what is being studied in your student's Health class. Your involvement is important and following up on specific PowerSchool assignments can help you start conversations with your child at home about these important topics.

If you have any specific questions regarding what we will be covering and/or not covering during these units, please feel free to contact me directly. My e-mail is (EMAIL) and my phone number is (PHONE NUMBER).

Thank you for this opportunity to discuss this important curriculum with you and your family.

The adopted Skills for a Healthy Life curriculum K-12 for the Juneau School District can be found at the following site: <http://drive.google.com/file/d/OB4Nzsb1hNtBNYnM4VWNfMktKQ0k/view>

The State of Alaska Skills for a Healthy Life standards can be found at the following site: <http://education.alaska.gov/akstandards/standards.pdf>

Sexual Education Notification Letter

Respectfully,

(NAME)

TMHS, Physical Education/Health

I have received notification of the JSD sexual education lessons.

x \_\_\_\_\_

Parent/guardian signature

Please return to (NAME) on Friday, January 13<sup>th</sup>, 2017

SAMPLE