



Fairbanks North Star Borough School District

K-12 HEALTH CURRICULUM



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ACKNOWLEDGEMENTS

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ADDITIONAL RECOGNITION

We would also like to recognize the Board Curriculum Advisory Committee, the Fairbanks North Star Borough Board of Education and the many teachers, administrators, parents, and community members who have so willingly given of their time and expertise in the planning and revision process of this document.

PHILOSOPHY & MISSION STATEMENTS

Philosophy

Physical education is an essential and unique part of elementary and secondary school curriculum and is vital to every student's education and lifelong well-being. It is critical to have highly qualified physical education teachers delivering a standards-based curriculum that will assist students in adopting and maintaining healthy lifestyles. Physical education not only teaches the knowledge, skills, and confidence individuals need to be physically active and healthy, but also contributes to student success, academic achievement, and brain development. Physical education builds a foundation for balancing physical activity and healthy eating throughout a lifetime.

Mission Statement

The Fairbanks North Star Borough School District will provide all students with a physical education program that reflects the National Standards for Physical Education and Alaska Standards for Physical Education taught by highly qualified, certified physical educators. In a safe and respectful learning environment, students will develop the skills for selecting, performing, and evaluating recreational and wellness activities for a lifetime of involvement.

HEALTH CURRICULUM OVERVIEW

This health curriculum contains a broad range of topics. It is designed to be taught in a manner that best meets the needs of students, teachers, and the school community. Delivery may involve classroom teachers, counselors, nurses, and principals.

The secondary level offers stand-alone health courses in grades 7-9. In addition to these required courses, electives are offered at the high school level. Electives may vary depending on building needs.

An involved, coordinated effort at all levels will ensure topics are within the focus of the curriculum. All areas of the health curriculum will be taught with sensitivity. Special attention will be given to compliance with the FNSBSD's nondiscrimination policy.

EXPLANATION OF TERMS

Alaska Content & Performance Standards (GLEs) (Revised March, 2006)

Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience.

<https://education.alaska.gov/akstandards/standards/>

Alaska Cultural Standards

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

<https://education.alaska.gov/akstandards/#c3gtabs-cultural>

National Health Education Standards (NHES)

The NHES were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels (preK-12). The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families, and communities with concrete expectations for health education.

www.cdc.gov/healthyschools/sher/standards/index.htm

Benchmark

A point of reference against which individuals are compared and evaluated. In relation to the Alaska Performance Standards, a benchmark identifies a level of expected achievement and is measured at the end of the 3rd, 6th, and 8th grades (benchmark exam). The high school benchmark equivalent,

called the College & Career Readiness Assessment, is also required of students before they can receive a high school diploma.

Mastery Core Objectives

Statements that document specific, essential tasks students are expected to accomplish in a given grade level or course.

Ongoing Learner Goals

Objectives that are consistently reinforced. Mastery is not assigned to a specific grade level or course.

Readiness Standards

Expected indicators of student readiness for entering each grade level.

Guaranteed and Viable Curriculum (GVC)

A guaranteed and viable curriculum is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.