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# Alaska 2 Health Education

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Alaska                                                    |
| Grade            | 2 (Elementary)                                            |
| Subject          | Health Education                                          |
| Course category  | Required / State or Local                                 |
| Standards family | Health Education                                          |
| Framework        | Alaska Content Standards: Skills for a Healthy Life       |
| Issuing agency   | Alaska Department of Education and Early Development      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Why People Avoid Tobacco

### Unit 3: Avoiding Harm · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why is avoiding tobacco a healthy choice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Standards          | <p><b>Why People Avoid Tobacco -&gt; A.2 Alaska Content Standards: Skills for a Healthy Life / A student should be able to acquire a core knowledge related to well-being</b> — understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.</p> <p><b>A.3 Alaska Content Standards: Skills for a Healthy Life / A student should be able to acquire a core knowledge related to well-being</b> — understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.</p> |
| Learning target    | "I can describe why avoiding tobacco is healthy."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### Measurable objectives

- Students will describe why avoiding tobacco is a healthy behavior.
- Students will state a reason to avoid tobacco.

### Success criteria (student-friendly)

- "I say what tobacco does to the body."
- "I explain why avoiding it is healthy."
- "I say it respectfully."

### Academic vocabulary

tobacco, avoid, lungs, harmful, choice

### Materials and technology

- Age-appropriate curated sources
- Body diagrams
- Chart paper
- Recording sheets
- Scenario cards

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual learners  | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

Observation: child describes why avoiding tobacco is healthy.

### Family communication

Ask your child why avoiding tobacco is a healthy choice.

## Day 41 — What Tobacco Is

Week 9, Day 1 · Unit 3 · Standards: A.2, A.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Factual introduction.                             |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: things that affect health. Teach: what tobacco is, plainly. Try: shared discussion. Apply: children explain. Reflect: no moralising about people.

### Check for understanding

Student states plainly what tobacco is.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — How It Affects the Body

Week 9, Day 2 · Unit 3 · Standards: A.2, A.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Health effects.                                   |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: what tobacco is. Teach: effects on breathing and the body. Try: shared reading. Apply: children describe. Reflect: age-appropriate detail only.

### Check for understanding

Student describes an effect of tobacco on the body.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Why Avoiding It Is Healthy

Week 9, Day 3 · Unit 3 · Standards: A.2, A.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | The standard's framing.                           |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: effects. Teach: avoiding protects health. Try: shared reasoning. Apply: children explain. Reflect: framing is avoidance, not judgement.

### Check for understanding

Student explains why avoiding tobacco is a healthy behaviour.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — People We Care About

Week 9, Day 4 · Unit 3 · Standards: A.2, A.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Handling family reality.                          |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: our learning. Teach: caring about someone who smokes. Try: guided discussion. Apply: children respond kindly. Reflect: no child made to feel ashamed.

### Check for understanding

Student responds with care about someone who uses tobacco.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Saying No for Myself

Week 9, Day 5 · Unit 3 · Standards: A.2, A.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Week 9 consolidation.                             |
| Learning target   | "I can describe why avoiding tobacco is healthy." |
| Vocabulary in use | tobacco, avoid, lungs                             |
| Local date        | _____                                             |

### Learning sequence

Connect: our reasons. Teach: making our own choice. Try: rehearsing a refusal. Apply: children practise. Reflect: link to Unit 6 decisions.

### Check for understanding

Student states their own reason for avoiding tobacco.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Alaska Department of Education and Early Development. Alaska Content Standards: Skills for a Healthy Life. THIS DOCUMENT IS TWO PAGES LONG AND HAS NO GRADE SPECIFICITY WHATSOEVER. Four content standards A to D, TWENTY-SIX SUB-POINTS, and THE SAME TWENTY-SIX APPLY FROM KINDERGARTEN THROUGH GRADE TWELVE. There is no Grade 2 version. EVERY ALASKA HEALTH ROW IN THIS SERIES CARRIES THE IDENTICAL TWENTY-SIX ITEMS -- do not buy two expecting different standards; WHAT DIFFERS BETWEEN THE GRADES IS THE PLAN, NOT THE STANDARD. A.7 is "understand the physical and behavioral characteristics of human sexual development and maturity"; it is a K-12 standard, registered because it is in the document, but AT GRADE 2 THIS PLAN TEACHES NOTHING BEYOND NAMING BODY PARTS, PERSONAL BOUNDARIES AND WHO A CHILD CAN TELL. NO LESSON TEACHES SEXUAL CONTENT, and instruction in this area is governed by your district's policy and parental-notification requirements. NOTHING HERE IS MEDICAL ADVICE. A.4 concerns patterns of abuse; it is taught as who to tell and that it is never the child's fault, no child is asked about their own home, and disclosures follow your district's safeguarding process. THE MAPPING IS HAND-WRITTEN, SUB-POINT BY SUB-POINT. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Skills-for-Healthy-Life.pdf>