
Alaska 3 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	3 (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 — Harm From Tobacco

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

Essential question	What does tobacco do to the body?
Standards	Harm From Tobacco, Drugs and Alcohol -> A.2 Alaska Content Standards: Skills for a Healthy Life / A student should be able to acquire a core knowledge related to well-being — understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions. A.3 Alaska Content Standards: Skills for a Healthy Life / A student should be able to acquire a core knowledge related to well-being — understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.
Learning target	"I can explain what tobacco does to the body."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will examine the harmful effects of tobacco on the body.
- Students will describe effects on specific body systems.

Success criteria (student-friendly)

- "I name the body part."
- "I describe the harm."
- "I use accurate information."

Academic vocabulary

tobacco, lungs, harmful, effect, addiction

Materials and technology

- Body system diagrams
- Reference sources
- Recording sheets
- Chart paper
- Health notebooks

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

Recording sheet: three effects of tobacco described accurately.

Family communication

Ask your child what tobacco does to the lungs.

Day 41 — What Tobacco Does to the Body

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

Focus	Overview of harm.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: healthy body. Teach: tobacco damages several body systems. Try: shared reading. Apply: children record. Reflect: factual tone kept, no shaming of family members who smoke.

Check for understanding

Student names a body system tobacco harms.

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 — Effects on Breathing

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

Focus	Respiratory harm.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: overview. Teach: effects on lungs and breathing. Try: shared diagram. Apply: children label. Reflect: mechanism understood.

Check for understanding

Student describes an effect on the lungs.

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 — Effects on the Heart

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

Focus	Circulatory harm.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: breathing. Teach: effects on heart and blood vessels. Try: shared reading. Apply: children record. Reflect: second system covered.

Check for understanding

Student describes an effect on the heart.

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 — Why People Find It Hard to Stop

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

Focus	Addiction, explained simply.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: harms. Teach: bodies can come to depend on substances, which is why stopping is hard. Try: shared discussion. Apply: children explain. Reflect: compassion modelled, not blame.

Check for understanding

Student explains why stopping is difficult.

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 — Recording the Harm

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

Focus	Organising evidence.
Learning target	"I can explain what tobacco does to the body."
Vocabulary in use	tobacco, lungs, harmful
Local date	_____

Learning sequence

Connect: our learning. Teach: recording by body system. Try: shared table. Apply: children complete. Reflect: accuracy checked.

Check for understanding

Student completes an accurate effects table.

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

- 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.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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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. 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 3 THIS PLAN TEACHES BODY BOUNDARIES, PRIVACY AND WHO TO TELL AND NOTHING BEYOND THAT. 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>