
Alaska 6 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	6 (Middle)
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 — Family and Peer Influence

Unit 3: What Influences Us · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who influences health decisions, and how?
Standards	Family and Peer Influence -> B.4 Alaska Content Standards: Skills for a Healthy Life / A student should be able to demonstrate responsibility for the student's well-being — develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.
Learning target	"I can examine how family and peers influence health decisions."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will examine how family and peers influence the health of adolescents.

Success criteria (student-friendly)

- "I explain how influence works."
- "I give a positive and a negative example."
- "I keep it general."

Academic vocabulary

influence, peer, norm, pressure, modelling

Materials and technology

- Notebooks
- Chart paper
- Scenario cards the teacher writes
- Question box
- Class devices

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.
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.

Support area	This week's plan
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

Influence examined in both directions with general examples.

Family communication

Ask your child how influence is different from pressure.

Day 41 — Influence Is Not the Same as Pressure

Week 9, Day 1 · Unit 3 · Standards: B.4

Focus	The distinction.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: the class agreement. Teach: that influence is often quiet - what looks normal, what everyone seems to do - while pressure is direct, and that the quiet kind is usually stronger. Try: shared sorting. Apply: pupils classify six situations. Reflect: standard B.4 says HOW FAMILY AND PEERS INFLUENCE; ALL EXAMPLES ARE TEACHER-WRITTEN AND FICTIONAL.

Check for understanding

Student distinguishes influence from pressure.

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 Peers Influence

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

Focus	Peers.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: the distinction. Teach: the mechanisms - wanting to belong, copying what appears normal, avoiding standing out - and that noticing a mechanism makes it weaker. Try: shared analysis. Apply: pupils identify a mechanism. Reflect: naming the mechanism is the skill.

Check for understanding

Student identifies how peer influence works.

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 — How Family Influences

Week 9, Day 3 · Unit 3 · Standards: B.4

Focus	Family.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: peers. Teach: that families influence mainly by what is routine and modelled rather than by instruction. Try: shared analysis in general terms. Apply: pupils explain. Reflect: NO PUPIL IS ASKED ABOUT THEIR OWN FAMILY.

Check for understanding

Student explains a mechanism of family influence.

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 — Influence Both Ways

Week 9, Day 4 · Unit 3 · Standards: B.4

Focus	Balance.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: mechanisms. Teach: that influence pushes toward good decisions as often as bad ones, and that a person is also an influence on others. Try: shared discussion. Apply: pupils give both. Reflect: prepares Unit 9's advocacy.

Check for understanding

Student gives a positive and a negative example of influence.

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 — Examining Influence

Week 9, Day 5 · Unit 3 · Standards: B.4

Focus	Standard B.4 assessed.
Learning target	"I can examine how family and peers influence health decisions."
Vocabulary in use	influence, peer, norm
Local date	_____

Learning sequence

Connect: the week. Teach: writing an examination of how influence operated in a given scenario. Try: shared drafting. Apply: pupils write. Reflect: standard B.4 recorded.

Check for understanding

Student examines influence in a scenario.

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.
- Not affiliated with or endorsed by Alaska Department of Education and Early Development, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alaska Department of Education and Early Development, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.alaska.gov/akstandards/Skills-for-Healthy-Life.pdf> and local school or district guidance.

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. AT GRADE 6 THIS PLAN TEACHES ONLY WHAT IS AGE-APPROPRIATE FOR THE YEAR, and any instruction in this area is governed by your district's own policy and parental-notification requirements, which take precedence over anything written here. NOTHING IN THIS PRODUCT IS MEDICAL ADVICE. A.4 concerns recognising 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. AT THIS GRADE THE PLAN COVERS PUBERTY AND BODY CHANGE, which is what A.7 means at a middle-school age. It is taught as biology and as personal boundaries, no pupil is asked about their own development, and your district's policy and parental-notification requirements take precedence over anything written here. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/Skills-for-Healthy-Life.pdf>