
Alaska 8 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	8 (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 — Activity and Eating, Together

Unit 3: Activity, Eating and Family History · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why does the standard name both at once?
Standards	Physical Activity and Healthy Eating Together -> 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.6 Alaska Content Standards: Skills for a Healthy Life / A student should be able to acquire a core knowledge related to well-being — use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.
Learning target	"I can analyse how activity and eating relate as ways to improve health."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will analyse the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health.

Success criteria (student-friendly)

- "I explain each one's contribution."
- "I analyse the relationship between them."
- "I discuss neither in terms of a body or appearance."

Academic vocabulary

regular activity, balanced eating, energy, relationship, improvement

Materials and technology

- Notebooks
- Chart paper
- 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.
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.

Support area	This week's plan
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

The relationship analysed without reference to bodies or appearance.

Family communication

Ask your child how activity and eating relate to each other.

Day 41 — What This Week Is Not About

Week 9, Day 1 • Unit 3 • Standards: A.2, A.6

Focus	Stated first.
Learning target	"I can analyse how activity and eating relate as ways to improve health."
Vocabulary in use	regular activity, balanced eating, energy, relationship, improvement
Local date	_____

Learning sequence

TEACHER NOTE, STATED BEFORE TEACHING: NO WEIGHING. NO BODY MEASUREMENT. NO FOOD DIARY. NO CALORIE COUNTING. NO BODY DISCUSSED BY ANYONE, INCLUDING THEIR OWN. NO FOOD NAMED AS GOOD OR BAD, and no eating pattern presented as a moral matter. NO PUPIL IS ASKED WHAT THEY EAT OR HOW ACTIVE THEY ARE. This is the point in a health course where the most harm is done, and the limits are named to the class. Connect: Unit 1's dimensions. Teach: what this week is about - how two things contribute to health - and what it is not about. Try: shared agreement. Apply: pupils record the working agreement. Reflect: the agreement holds for the whole unit.

Check for understanding

Student states what this week is and is not about.

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 — What Regular Activity Does

Week 9, Day 2 · Unit 3 · Standards: A.2, A.6

Focus	First half.
Learning target	"I can analyse how activity and eating relate as ways to improve health."
Vocabulary in use	regular activity, balanced eating, energy, relationship, improvement
Local date	_____

Learning sequence

Connect: the agreement. Teach: what regular physical activity contributes across the dimensions of Week 1 - sleep, mood, strength, concentration - with no reference to appearance or size. Try: shared analysis. Apply: pupils explain three contributions. Reflect: the reasons that motivate people are usually the non-physical ones.

Check for understanding

Student explains contributions of regular physical activity.

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 — What Balanced Eating Does

Week 9, Day 3 · Unit 3 · Standards: A.2, A.6

Focus	Second half.
Learning target	"I can analyse how activity and eating relate as ways to improve health."
Vocabulary in use	regular activity, balanced eating, energy, relationship, improvement
Local date	_____

Learning sequence

Connect: activity. Teach: what varied, regular eating contributes - energy, concentration, growth, recovery - discussed as function, never as permission or prohibition. Try: shared analysis. Apply: pupils explain three contributions. Reflect: NO FOOD IS NAMED AS BAD IN THIS PLAN.

Check for understanding

Student explains contributions of balanced eating.

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 — How They Relate

Week 9, Day 4 · Unit 3 · Standards: A.2, A.6

Focus	The standard's actual demand.
Learning target	"I can analyse how activity and eating relate as ways to improve health."
Vocabulary in use	regular activity, balanced eating, energy, relationship, improvement
Local date	_____

Learning sequence

Connect: both halves. Teach: analysing the RELATIONSHIP - how activity affects appetite, sleep and energy, and how eating affects the capacity to be active - which is what the standard asks and what makes it one idea rather than two. Try: shared analysis. Apply: pupils analyse the relationship. Reflect: the standard names both together on purpose.

Check for understanding

Student analyses the relationship between activity and eating.

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 — Week 9 Check: The Relationship Analysed

Week 9, Day 5 • Unit 3 • Standards: A.2, A.6

Focus	Standard A.2, A.6 assessed.
Learning target	"I can analyse how activity and eating relate as ways to improve health."
Vocabulary in use	regular activity, balanced eating, energy, relationship, improvement
Local date	_____

Learning sequence

Connect: the week. Teach: the criteria - both contributions, the relationship, and nothing about bodies. Try: shared checking. Apply: pupils analyse in an unseen scenario. Reflect: recorded against 8.1.4.

Check for understanding

Student analyses the relationship in an unseen 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.
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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. AT GRADE 8 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, BODY CHANGE AND HEALTHY RELATIONSHIPS. It is taught as biology and as personal boundaries, no pupil is asked about their own development, relationships or experiences, 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>