

PROJECT ALERT

Aligned with the Connecticut Health Standards

Connecticut uses the National Curriculum Standards as their state standards.

National Health Education Standards

Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

Rationale

Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing physical, mental, emotional and social changes as one grows and develops provides a self-contained "learning laboratory." Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners, which establishes a foundation for leading healthy and productive lives.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

<u>NHES Performance Indicators</u>	<u>Project ALERT Activities</u>	
	(C = Core Curriculum BL = Booster Lessons)	
1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	C1, Activity 5 C8, Activities 6-9 C9, Activity 5	C10, Activities 4,6 C11, Activities 3,4
2. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	C2, Activities 1-7 C3, Activity 4 C6, Activities 3-6	C8, Activities 7,8 BL1, Activities 2,3,6
3. Explain how health is influenced by the interaction of body systems.	C2, Activities 2-4 C3, Activity 3 C8, Activities 2,5,7,8	C11, Activity 2 BL1, Activities 1-3, 6
4. Describe how family and peers influence the health of adolescents.	C1, Activities 3,4,6 C2, Activities 5,6 C3, Activity 2 C4, Activities 2,3 C5, Activities 2-7 C6, Activity 2	C7, Activities 2-6 C9, Activity 2 C10, Activities 2-4 C11, Activity 3 BL1, Activity 4

5. Analyze how environment and personal health are interrelated.	C2, Activity 2,3 C4, Activities 4-6	C8, Activities 2-4, 7,9
6. Describe ways to reduce risks related to adolescent health problems.	C3, Activities 5,7 C4, Activities 4-6 C5, Activities 2-7 C6, Activities 2-6 C7, Activities 4,6,9	C9, Activities 3,4 C10, Activities 3-5 C11, Activities 3-5 BL1, Activity 5 BL3, Activities 3.5.6
7. Explain how appropriate health care can prevent premature death and disability.		
8. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	C1, Activities 3,5 C2, Activities 2-4 C3, Activities 3,6 C5, Activity 2,7 C7, Activity 6 C8, Activities 2-8	C9, Activity 5 C10Activities 2-5 C11, Activities 2-5 BL1, Activities 2,3,6 BL3, Activity 6

Health Education Standard 2

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Rationale

Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

NHES Performance Indicators

Project ALERT Activities

(C = Core Curriculum BL = Booster Lessons)

1. Analyze the validity of health information, products and services.
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2. Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.

C5, Activity 7
C7, Activity 6
C8, Activity 9

3. Analyze how media influences the selection of health information and products.

C4, Activities 4-6
C5, Activity 1

4. Demonstrate the ability to locate health products and services.
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5. Compare the costs and validity of health products.

C4, Activity 7

6. Describe situations requiring professional health services.

Health Education Standard 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Rationale

Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

<u>NHES Performance Indicators</u>	<u>Project ALERT Activities</u> (C = Core Curriculum BL = Booster Lessons)	
1. Explain the importance of assuming responsibility for personal health behaviors.	C1, Activity 1 C2, Activities 5,6 C9, Activities 2-4 C10, Activities 3-5	C11, Activity 4 BL1, Activity 1 BL3, Activities 5,6
2. Analyze a personal health assessment to determine health strengths and risks.	C10, Activity 5	
3. Distinguish between safe and risky or harmful behaviors in relationships.	C5, Activities 2-6 C7, Activities 2-5	BL2, Activities 2-5
4. Demonstrate strategies to improve or maintain personal and family health.	C3, Activities 5-7 C4, Activities 5,6 C5, Activities 2-6 C6, Activities 2-6 C7, Activities 2-6 C8, Activities 6,9	C9, Activities 3,4 C10, Activity 5 C11, Activity 4 BL1, Activities 1-5 BL2, Activities, 4,7,8 BL3, Activity 3
5. Develop injury prevention and management strategies for personal and family health.	C8, Activities 6,9	
6. Demonstrate ways to avoid and reduce threatening situations.	C5, Activities 2-6 C6, Activity 2 C7, Activities 2-5	C9, Activities 3,4 BL2, Activities 7,8
7. Demonstrate strategies to manage stress.	C6, Activities 3-6 C9, Activities 2-4	BL1, Activities 4,5 BL2, Activities 6,7

Health Education Standard 4

Students will analyze the influence of culture, media, technology, and other factors on health.

Rationale

Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. The health-literate, responsible and productive citizen draws upon the contributions of culture, media, technology and other factors to strengthen individual, family and community health.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

NHES Performance Indicators

Project ALERT Activities

(C = Core Curriculum BL = Booster Lessons)

1. Describe the influence of cultural beliefs on health behaviors and the use of health services.
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2. Analyze how messages from media and other sources influence health behaviors.
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C1, Activities 3-5 C10, Activities 2,3
C3, Activity 2 BL1, Activity 4
C4, Activities 2, 4-7

3. Analyze the influence of technology on personal and family health.
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4. Analyze how information from peers influences health.

C1, Activities 3-5 C10, Activity
C4, Activities 2,3 BL1, Activity 4
C9, Activity 6 BL3, Activity 3

Health Education Standard 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale

Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

<u>NHES Performance Indicators</u>	<u>Project ALERT Activities</u>	
	(C = Core Curriculum BL = Booster Lessons)	
1. Demonstrate effective verbal and nonverbal communication skills to enhance health.	C2, Activities 5,6 C3, Activities 4-5 C5, Activities 2-6 C6, Activities 2,4,6	C7, Activities 2-5 C9, Activities 3,4,6 C11, Activity 4 BL1, Activity 5
2. Describe how the behavior of family and peers affects interpersonal communication.		
3. Demonstrate healthy ways to express needs, wants, and feelings.	C3, Activities 4,5	C6, Activities 3-5
4. Demonstrate ways to communicate care, consideration, and respect of self and others.	C1, Activity 2 C5, Activities 2-6	C6, Activities 2,4 C10, Activities 4,5
5. Demonstrate communication skills to build and maintain healthy relationships.		
6. Demonstrate refusal and negotiation skills to enhance health.	C5, Activities 2-6 C6, Activities 2,4,6 C7, Activities 2-5	C9, Activities 3,4 BL1, Activity 5 BL2, Activity 7
7. Analyze the possible causes of conflict among youth in schools and communities.		
8. Demonstrate strategies to manage conflict in healthy ways.		

Health Education Standard 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Rationale

Decision-making and goal-setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools and communities.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

<u>NHES Performance Indicators</u>	<u>Project ALERT Activities</u> (C = Core Curriculum BL = Booster Lessons)	
1. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	C3, Activities 5,7 C5, Activities 2-6 C6, Activity 4 C7, Activities 1-7	C9, Activities 2-4 C10, Activities 3-5 BL2, Activities 2,6 BL3, Activities 2,3
2. Analyze how health-related decisions are influenced by individuals, family, and community values.	C1, Activities 3-5 C3, Activity 2 C4, Activities 2,3 C5, Activity 7 C9, Activity 2	C11, Activity 3 BL1, Activity 4 BL2, Activities 2,3,7 BL3, Activity 1
3. Predict how decisions regarding health behaviors have consequences for self and others.	C1, Activities 3-6 C2, Activities 2-7 C3, Activities 1,3,6 C5, Activities 2-5 C8, Activities 1-9	C9, Activities 5,6 C10, Activities 2-4 C11, Activities 2,3 BL1, Activities 2,3,6,7 BL3, Activities 4,5,6
4. Apply strategies and skills needed to attain personal health goals.	C4, Activities 2-7 C5, Activities 1-6 C6, Activities 2-6 C7, Activities 1-7 C9, Activities 2-4	C10, Activity 5 BL1, Activity 5 BL2, Activities 2-8 BL3, Activities 1-3
5. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	C4, Activities 4-6 C5, Activity 1	BL1, Activities 2,6
6. Develop a plan that addresses personal strengths, needs and health risks.	C6, Activity 4 C8, Activities 6,9 C10, Activities 4, 5	C11, Activity 4 BL3, Activity 5

Health Education Standard 7

Students will demonstrate the ability to advocate for personal, family, and community health.

Rationale

Quality of life is dependent on an environment that protects and promotes the health of individuals, families and communities. Responsible citizens who are health literate are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills is critical to these activities.

Performance Indicators: As a result of health instruction in Grades 5-8, students will:

NHES Performance Indicators

Project ALERT Activities

(C = Core Curriculum BL = Booster Lessons)

1. Analyze various communication methods to accurately express health information and ideas.
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2. Express information and opinions about health issues.

C1, Activities 3,4
C2, Activities 2-4
C3, Activities 2-5
C4, Activity 3
C9, Activities 5,6

C10, Activities 2-4
C11, Activities 2-4
BL1, Activities 2-6
BL3, Activities 2-6

3. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.

C1, Activity 2
C4, Activity 4

BL2, Activities 2,3

4. Demonstrate the ability to influence and support others in making positive health choices.

C10, Activity 4

BL3, Activities 2,3

5. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.