

Curriculum Alignment

State of Maine Learning Results for Health Education and Project ALERT

Project ALERT is a nationally recognized substance use prevention curriculum for middle grades. It is usually taught in grades 7 and 8 but sometimes in grades 6 and 7. It consists of eleven lessons in the first (core) year, followed by three lessons in the second (booster) year. Each lesson is comprised of several activities.

The National Health Education Standards serve as the basis for health education in many school districts and private schools. Project ALERT has been aligned with the national standards and is entrenched in many of the same districts and schools because of its congruence with the national standards. The Preface to the State of Maine Learning Results state that they “identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment,” and that “The Learning Results express what students *should know* and be able to do at various checkpoints during their education.” The purpose of the Learning Results is to provide guidance to teachers and parents to improve the existing education system.

Health education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. This knowledge helps students meet the challenges of growing up. It helps students recognize the causes of ill health and to become aware of dimensions of good health: physical soundness and vigor; mental alertness and ability to concentrate; expressing emotions in a healthy way; resiliency; and, positive relations with family and peers. Health education also includes a set of skills to help students be better consumers of information, to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

The following is an attempt to clarify the relationship between the performance indicators embedded in Maine Learning Results in Health Education for grades 5-8 and Project ALERT. Each activity in the curriculum was scrutinized to determine if it does one of the following:

1. provides instruction leading to the development of skills embodied in one or more of the performance indicators; and/or
2. allows the student to directly perform the skills spelled out in the corresponding performance indicator.

To that end, the State of Maine Learning Results and their respective performance indicators are listed with each Project ALERT activity that meets one or both of the criteria listed above.

A. HEALTH CONCEPTS

Students will understand health promotion and disease concepts.

Knowledge of how disease and injury affect the body and learning about the health benefits of preventive care, timely treatment, and appropriate personal behaviors are at the heart of health education. Students who protect their health have a better chance of remaining healthy and productive throughout their lives.

Students in middle grades (5-8) will be able to:

Maine Performance Indicators		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
1.	Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease	C1, A 3,4,5,6 (HW) C2, A 2,3,4,5,7 (HW) C3, A 3, 6 C4, A 7 (HW) C7, A 7 (HW) C8, A 2,3,4,5,6,7,8,9 (HW)	C9, A 5,6 (HW) C10, A 3,6 C11, A 2,3 B1, A 2,3,6,7 (HW) B3, A 6
2.	Describe the relationship among physical, mental, emotional, and social health	C1, A3,4,5 C2, A2,3,4,5,6,7 (HW) C3, A2,3,4,5,6,7 (HW) C5, A2,3,4,5,6,7 (HW) C7, A2,3,4,5,7 (HW)	C10, A2,3,4,5 B1, A3 B2, A2,3 7 B3, A4,5,6
3.	Analyze the effects that risky behaviors have on personal health (tobacco, drugs, poor nutrition, sexual activity, sedentary lifestyle, and behaviors resulting in injury)	C1, A3,4,5,6 (HW) C2, A2,3,4,5,7 (HW) C3, A3,6 C4, A7 (HW) C7, A7 (HW) C8, A2,3,4,5,6,7,8	C9, A5,6 (HW) C10, A2,7 C11, A2,4 B1, A2,3,6,7 (HW) B3, A6
4.	Evaluate how health is influenced by the interaction of body systems (physical fitness and the respiratory and circulatory systems)	C1, A3,4 C2, A2,3 7 (HW) C3, A3 C4, A7 (HW) C7, A7 (HW)	C8, A2,3,4,5,6,7,8 C9, A5,6 (HW) C11, A2 B1, A2,3,6,7 (HW)
5.	Analyze how the environment ⁴ relates to personal health	C1, A3,4 C2, A2 C3, A2 C4, A2,3,4,5,6,7 (HW) C5, A2,3,4,5,6,7(HW) C6, A2	C7, A2,3,4,5,6 C8, A2,3,4,5,6,7,8,9 (HW) C9, A2,3,4 C10, A2,4 B1, A4,5 B3, A3,5
6.	Explain how appropriate health care can prevent premature death and disability	-	

7.	Identify the characteristics of human growth and development	-	
8.	Demonstrate thorough understanding of key health concepts	C1, A3,4,5,6 (HW) C2, A2,3,4,7 C3, A2,3,4,6 C7, Activity 7 (HW) C4, A3,7 (HW) C8, A2,3,4,5,6,7,8,9 (HW)	C9, A5,6 (HW) C10, A5 C11, A2,4 B1, A2,3,6,7 (HW) B3, A4,5,6

⁴Includes social environment

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

Students will know how to acquire valid information about health issues, services, and products.

People need good information about prevention, early detection, and treatment of health problems. An important step in learning to protect health is developing the skills to find and analyze information about health issues.

Students in middle grades (5-8) will be able to:

Maine Performance Indicators		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
1.	Analyze the validity of health information, products, and services and describe situations requiring their use	-	
2.	Identify resources from home, school, and community that provide valid health information and services	C1, A6 (HW) C8, A9 (HW)	-

C. HEALTH PROMOTION AND RISK REDUCTION

Students will understand how to reduce their risks through the practice of healthy behaviors.

In taking responsibility for personal health, students lay a foundation for a healthy, productive life. Many diseases and injuries can be prevented by avoiding harmful behaviors and taking fewer risks. More importantly, students can take steps to improve their health such as eating better foods, exercising regularly, and paying attention to preventive care.

Students in middle grades (5-8) will be able to:

Maine Performance Indicators		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
1.	Explain the importance of assuming responsibility for personal health	C1, A1,5 C2, A2,3,4,5,6,7 C3, A3 C7, A7 (HW) C8, A2,3,5,7,8	C9, A6 (HW) C10, A1,3,4,5,6 C11, A3,4 B1, A1,2,3 B3, A3,5,6
2.	Analyze a personal health assessment to determine health strengths and risks	-	
3.	Develop strategies to improve or maintain personal and family health	C3, A7 (HW) C4, A4,5,6 C5, A2,3,4,5,6,7 (HW) C6, A2,3,4,5 C7, A2,3,4,5,6 C8, A6,9 (HW)	C9, A3,4 C10, A4,5 C11, A3,4 B1, A5 B2, A2,3,4,5,6,7 B3, A2,3,5
4.	Develop injury prevention and response strategies for personal safety, including first aid	-	
5.	Demonstrate ways to avoid or change situations that threaten personal safety ⁵	C5, A2,3,4,5 C6, A2 C7, A2,3,4,5,6 C8, A6,9 (HW)	C9, A3,4 B1, A5 B2, A2,3,4,5,7 B3, A3,5
6.	Distinguish between healthy and unhealthy stress management techniques ⁶	C6, A3,4,5,6 (HW) C9, A2,3,4	B2, A2,3,4,5,6,7,8 (HW)

⁵including personal health

⁶including measures to reduce internal pressures

D. INFLUENCES ON HEALTH

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students receive an almost constant stream of information about their health and behavior. As a first step to making decisions that protect health, students need to recognize how different messages influence their actions.

Students in middle grades (5-8) will be able to:

Maine Performance Indicators		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
1.	Investigate the influence of cultural beliefs on health behaviors and the use of health services	-	
2.	Analyze how messages from media influence both health behaviors and the selection of health information, products and services (eating disorders, teen magazines, acne products, dental care)	C4, A2,4,5,6,7 (HW) C5, A1 B1, A4	-
3.	Analyze the effect of technology on personal and family health	-	
4.	Describe how school, family, and peers influence the health of adolescents	C1, A3,4,5 C2, A2,3,4,5 C3, A2,3,4 C4, A2,3,7 (HW) C5, A2,3,4,5,6,7 (HW) C6, A2,3,5 C7, A2,3,4,5,6	C8, A8 C9, A2,3,4 C10, A2,3,4,5,6 C11, A3,4 B1, A2,3,4 B2, A2,3,4,5 B3, A2,3,5

E. COMMUNICATION SKILLS

Students will understand that skillful communication can contribute to better health for them, their families, and the community.

Students need effective communication skills to develop and maintain healthy personal relationships. The ability to organize and convey information, beliefs, opinions, and feelings is a skill that can reduce and avoid conflict. Communication skills enable individuals to be advocates for a healthy school, home, workplace, and community.

Students in middle grades (5-8) will be able to:

Maine Performance Indicators		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
1.	Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (positive peer pressure)	C1, A2 C2, A5,6 C3, A3,4,5 C5, A2,3,4,5 C6, A2,5 C7, A2,3,4,5	C9, A4 C10, A4 B1, A5 B2, A2,3,4,5,7 B3, A3,4
2.	Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure	C5, A2,3,4,5,6, 7 (HW) C6, A2 C7, A2,3,4,5,6	C9, A3,4 B1, A5 B3, A2,3,5
3.	Demonstrate conflict resolution strategies	-	
4.	Analyze various communication methods which can be used to give information, ideas, and opinions about health	C4, A4,5,6,7 (HW) C5, A1,5,6,7 (HW) C6, A1,5 C7, A5 C9, A3,4	C10, A4 C11, A3 B1, A5 B2, A2,3,4,5 B3, A3,5

F. DECISION-MAKING AND GOAL SETTING

Students will learn how to set personal goals and make decisions that lead to better health.

Knowledge of good health practices will not help students unless they have the foresight and discipline to act on that knowledge. The practical application of knowledge requires students to develop skills such as goal setting and decision making. Students who have the right combination of knowledge and skills can begin to contribute to their own good health, to healthy families, and to safer communities.

Students in middle grades (5-8) will be able to:

Maine Performance Indicators		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
1.	Demonstrate individual and collaborative decision-making processes to resolve health problems ⁷	C1, A1,4 C2, A2,3,4 C3, A2,3 C5, A2,5 C6, A3,4,5	C7, A2,6 C8, A7,8 C10, A4,5 C11, A4 B1, A2,3,7 (HW)
2.	Analyze how health-related decisions are influenced by individuals, families, and community values	C1, A3,4,5 C2, A5 C3, A2,4 C4, A2,3 C5, A2,3,4,5,6,7 (HW) C6, A3,4,6 (HW)	C7, A2,3,4,5,6 C10, A2,3 B1, A4 B2, A2,3 B3, A3,5
3.	Explain how decisions regarding health behaviors have consequences for them and others	C1, A3,4,5,6 (HW) C2, A2,3,4,5 6, 7 (HW) C3, A3,4,5 C4, A7 (HW) C7, A6,7 (HW) C8, A5,7,8	C9, A5,6 (HW) C10, A2,3,6 C11, A2,3 B1, A2,3,6,7 (HW) B3, A6,7
4.	Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities	C1, A5 C4, A3	C10, A3,4,5 C11, A3,4
5.	Develop a plan to attain personal health goals by employing personal and addressing needs and health risks	C5, A2,3,4,5 C6, A4,6 (HW) C7, A2,3,4,5 C8, A6,9 (HW)	C9, A3,4 C10, A5 C11, A4 B2, A7

⁷Assumes major processes in decision making are gaining information about positive and negative aspects and comparing one against the other.