

## Curriculum Alignment

### Massachusetts Comprehensive Health Curriculum Framework 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 or core year followed by three lessons in the second or booster year. Each lesson is comprised of several activities.

The purpose of the Massachusetts Comprehensive Health Curriculum Framework is to provide guidance for the state's school districts in the acquisition of the knowledge, skills, and habits needed by students. Comprehensive health education includes health education, physical education, and family and consumer studies. The framework is intended to be used in conjunction with other Massachusetts Curriculum Frameworks to make connections among all subjects.

The framework is organized as follows:

- the Core Concept presents the fundamental purpose of a comprehensive health curriculum;
- the Guiding Principles direct and inform health education and the building of school communities that promote the health and well being of students, families, teachers, and staff;
- the Strands organize the areas included in comprehensive health education as outlined in the Massachusetts General Laws, particularly Chapter 71;
- the PreK-12 Standards define topic oriented content and set expectations for knowledge and skills that students should acquire from their study in health; and,
- the Learning Standards reflect measurable student competencies and are grade span specific (PreK-5, 6-8, and 9-12).

Education in all subjects can be more effective when health is a priority throughout the school. Health and learning are closely related. Because health is linked with better school performance, schools have a vested interest in preventing risk behaviors that have a negative impact on health. For example, students who use tobacco products can experience difficulty concentrating. Alcohol and other drug use impairs the brain's ability to process information, form memories, and recall information. Therefore, the proper application of Project ALERT, a science-based curriculum, is related to academic performance of students.

A major component of comprehensive school health education is parental and family involvement. Parents and families are their children's first and continuing teachers and they influence the health decisions that are made by their children. The approach of Project ALERT, by including out-of-class activities with parents, is consistent with the approach of the Massachusetts Comprehensive Health Curriculum Framework in this regard.

The following is an attempt to clarify the relationship between the Learning Standards in the Massachusetts framework for grades 6-8 and Project ALERT. Each activity in the curriculum was scrutinized to determine if it does one of the following:

- provides instruction to the development of skills embodied in one or more of the Learning Standards, and/or
- allows the student to directly perform the skills spelled out in a corresponding Learning Standard.

To that end, the Learning Standards are listed with each Project ALERT activity that meets one or both of the criteria listed above. It is notable that, in addition to the linkages made in this alignment with the Comprehensive Health Curriculum Framework, activities may reach across the school curriculum and link with other disciplines.

## PHYSICAL HEALTH STRAND

### PreK-12 Standard: Physical Activity and Fitness

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness.

**Fitness: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
2.13	Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness	C1, A1,3-5 C9, A5	C10, A6 B3, A6

## SOCIAL AND MENTAL HEALTH STRAND

### PreK-12 Standard: Mental Health

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

**Feelings and Emotions: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
<b>5.7</b>	Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning	C3, A4 C6, A3	B2, A6,7

### PreK-12 Standard: Family Life

Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

**Supports: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
<b>6.7</b>	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups	C10, A4	B3, A3

**PreK-12 Standard: Interpersonal Relationships**

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

**Peer Relationships: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
7.6	Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure	C1, A3-5 C3, A2,5 C4, A2,3 C5, A2-7(HW) C6, A2,5,6(HW) C7, A2-6	C9, A2-4 C10, A4 C11, A3,4 B1, A4,5 B2, A2,5,8(HW) B3, A2,3,5

**SAFETY AND PREVENTION STRAND**

**PreK-12 Standard: Disease Prevention and Control**

Students will learn the signs, causes, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance

**Health Maintenance: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
8.11	List the factors contributing to tooth decay, diseases of the mouth, and preventive measures	C1, A3 C2, A2,3	B1, A2

**PreK-12 Standard: Tobacco, Alcohol, & Substance Use/Abuse Prevention**

Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.

**Effects on the Body: students in middle grades (6-8) will be able to:**

<b>Massachusetts Learning Standard</b>		<b>Project ALERT Lesson/Activities</b> C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
<b>10.5</b>	Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation	C1, A3-6(HW) C2, A2-8(HW) C3, A3,5-7	C10, A2-5 C11, A3,7(HW) B2, A2,3,8(HW)
<b>10.6</b>	List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow	C1, A3-6(HW) C2, A2-8(HW) C3, A3,4,6 C8, A2-5,7,8	C9, A5 C10, A2,3 C11, A2 B1, A2,3,6,7(HW)

**Healthy Decisions: students in middle grades (6-8) will be able to:**

<b>Massachusetts Learning Standard</b>		<b>Project ALERT Lesson/Activities</b> C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
<b>10.7</b>	Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs	C1, A3,4 C2, A6,7 C3, A2,4 C4, A2-7(HW) C5, A1-7(HW) C6, A2-4,6(HW)	C7, A2-6 C9, A2,3 C10, A1-4 B1, A4 B2, A2-8(HW) B3, A2-5
<b>10.8</b>	Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers	C3, A5,7(HW) C5, A2-7(HW) C6, A2-6(HW) C7, A2-6 C8, A 6,8,9(HW) C9, A3,4	C10, A4 C11, A3 B1, A5 B2, A2-7 B3, A3-5

## PERSONAL AND COMMUNITY HEALTH INFORMATION STRAND

### PreK-12 Standard: Consumer Health and Resource Management

Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.

**Health Care: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
12.8	Identify ways consumer decisions and actions can influence physical and mental health	C4, A4-7(HW)	C5, A1

### PreK-12 Standard: Community and Public Health

Students will learn the influence of social factors on health, the contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.

**Social Factors: students in middle grades (6-8) will be able to:**

Massachusetts Learning Standard		Project ALERT Lesson/Activities C= Core Lesson, HW = Homework Assignment B= Booster Lesson, A= Lesson Activity	
14.5	Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors	C4, A3-7(HW)	C5, A1