

Curriculum Alignment

Texas Essential Knowledge and Skills for Health Education: Middle School

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 introduction to Section 115.22 Health Education, Grade 6 and Section 115.23 Health Education, Grades 7-8, of the Texas Education Code contains the following statements:

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

- (2) In middle school, students learn about health behaviors that will safeguard their health. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships.

The following is an attempt to clarify the relationship between the essential knowledge and skills embedded in Sections 115.22 and 115.23 for middle school students 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 essential knowledge and skills; and/or,
2. allows the student to demonstrate the essential knowledge or perform or practice the essential skills.

To that end, the Texas Essential Knowledge and Skills, Middle School, are listed with each Project ALERT activity that meets one or both of the criteria listed above.

Health Education, Grade 6

(5) Health behaviors - the student engages in behaviors that reduce health risks throughout the life span

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter	-	
B.	Examine social influences on drug-taking behaviors	C1, A 3,4,5 C2, A 5,6 C3, A 2,4 C4, A 2-7(HW) C5, A 1-7(HW) C6, A 2-6	C9, A 2-4 C10, A 2,3 C11, A 3 B1, A 4 B2, A 2-8(HW) B3, A 2,3,5
C.	Describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances	C1, A 3-6 C2, A 2,3,4,7(HW) C3, A 3,6 C4, A 7(HW) C7, A 7(HW)	C9, A 5,6(HW) C10, A 2,3,5,6 C11, A 2 B1, A 2,3,6,7 (HW)
D.	Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus(HIV)/Sexually Transmitted Disease (STD) transmission	C1, A 3,4 C2, A 3,5,7(HW) C3, A 3,4 C7, A 7(HW) C8, A 7,8	C9, A 5,6(HW) C11, A 2 B1, A 3,6,7(HW) B2, A 2 B3, A 6
E.	Identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities	C4, A 4-7(HW) C5, A 2-7(HW) C6, A 1-5(HW) C7, A 2-6 C8, A 6,9(HW) C9, A 2-4	C10, A 4,5 C11, A 3,4 B1, A 5 B2, A 2-5, 7,8 B3, A 3,5
F.	Demonstrate an understanding of basic first-aid procedures	-	
G.	Demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	-	

H.	Identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations	C5, A 2-7(HW) C6, A 2-5 C7, A 2-6 C8, A 6,9(HW)	C9, A 2-4 B1, A 5 B2, A 2-8(HW) B3, A 3,5
I.	Explain the consequences of sexual activity and the benefits of abstinence	-	

(6) Influencing factors - the student understands how factors in the environment influence individual and community health

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures	C8, A 6-9(HW)	-
B.	Make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines	C3, A 5,7(HW)	C8, A 6,9(HW)

(7) Influencing factors - the student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families	C1, A 3,4,5 C2, A 5,6 C3, A 3 B3, A5 C4, A 2 C5, A 2-7(HW) C7, A 2-6	C8, A 9(HW) C10, A 2,3 B1, A 1-4 B2, A 2-5 B3, A 5
B.	Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior	C5, A 2-7(HW) C6, A 2,5 C7, A 2-6 C9, A 3,4	C11, A 3 B1, A 4,5 B2, A 2-8(HW) B3, A 3,5
C.	Practice conflict resolution/mediation skills	-	
D.	Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors	C5, A 2-7(HW) C6, A 2,5 C7, A 2-6 C9, A 2-4	C11, A 3 B1, A 5 B2, A 2-8(HW) B3, A 3,5
E.	Describe methods for communicating important issues with parents and peers	-	

(8) Influencing factors - the student comprehends how media and technology influence individual and community health

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web	C4, A 2, 4-6(HW) C5, A 1	B1, A 4
B.	Explain the relationship between health needs and technology development such as the development of a Human Immunodeficiency Virus (HIV) vaccine	-	

(9) Influencing factors - the student differentiates between positive and negative family influences

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Develop strategies for supporting and respecting all family members	C10, A 4	-
B.	Identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect	C3, A 3-5, 7(HW)	C10, A 4

(10) Personal/interpersonal skills - the student describes healthy ways to communicate consideration and respect for self, family, friends, and others

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Demonstrate ways to communicate empathy to others and have consideration for others	C10, A 4	B3, A 3
B.	Assess healthy ways of responding to disrespectful behaviors such as mediation	-	
C.	Practice methods for self-control	-	
D.	Describe healthy ways to express affection and love	-	
E.	Describe ways to manage anxiety and grief	C3, A 4,5,7(HW) C6, A 3-6	C9, A 3,4 B2, A 2,3,5,6,7
F.	Define stress and its effects on individual health and relationships	-	
G.	Identify stressors and their impact on the health of the individual and family	C1, A 3-6(HW) C3, A 2-7(HW) C4, A 2,3 C5, A 2-7(HW) C6, A 3-6(HW)	C7, A 1-6 C9, A 2, 6(HW) C10, 2,3 B1, A 4,6,7(HW) B2, A 2-7

(11) Personal/interpersonal skills - the student analyzes information and applies critical-thinking, decision-making and problem-solving skills for making health-promoting decisions

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Seek the input of parents and other trusted adults in problem solving and goal setting	-	
B.	Demonstrate the use of refusal skills in unsafe situations	C5, A 2-6 C6, A 2-7(HW) C7, A 2-5 C9, A 3,4	B1, A 5 B2, A 4-8(HW) B3, A 5
C.	Explain the impact of peer pressure on decision making	C1, A 3-5 C3, A 2 C4, A 2 C5, A 2-7(HW) C7, A 2-6	C10, A 4 B1, A 4 B2, A 2-5 B3, A 2-5
D.	Compare the risks and benefits of various health behaviors such as choosing not to smoke	C1, A 3 C2, A 2-4, 7(HW) C3, A 3 C8, A 5, 7, 8	C9, A 5 C11, A 2 B3, A 6
E.	Identify the possible implications of long-term personal and vocational goals	-	

Health Education, Grades 7-8

(4) Health information - the student knows how to research, access, analyze, and use health information

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Use critical thinking to analyze and use health information such as interpreting media messages	C1, A 5 C4, A 3-7(HW)	C5, A 1
B.	Develop evaluation criteria for health information	-	
C.	Demonstrate ways to use health information to help self and others	C6, A 2 C10, A 4,5	C11, A 4,5 B3, A 3,5,6
D.	Discuss the legal implications regarding sexual activity as it relates to minor persons	-	

(5) Health behaviors - the student engages in behaviors that reduce health risks throughout the life span

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries	-	
B.	Describe the dangers associated with a variety of weapons	-	
C.	Identify strategies for prevention and intervention of emotional, physical, and sexual abuse	-	
D.	Identify information relating to abstinence	-	
E.	Analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	-	
F.	Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity	-	
G.	Demonstrate basic first-aid procedures, including Cardiopulmonary Resuscitation (CPR) and the choking rescue	-	
H.	Explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances	C1, A 3-6 C2, A 2,3,4,7(HW) C3, A 3,6 C4, A 7(HW) C7, A 7(HW)	C9, A 5,6(HW) C10, A 2,3,5,6 C11, A 2 B1, A 2,3,6,7 (HW)
I.	Relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences	C1, A 3-6(HW) C2, A 2-6(HW) C3, A 2,4,6 C7, A 7(HW) C8, A 5,7,8	-
J.	Identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities	C4, A 4-7(HW) C5, A 2-7(HW) C6, A 1-5 C7, A 2-6 C8, A 6,9(HW) C9, A 2-4	C10, A 4,5 C11, A 3,4 B1, A 5 B2, A 2-5,7,8(HW) B3, A 3,5

K.	Apply strategies for avoiding violence, gangs, weapons and drugs	C5, A 2-7(HW) C6, A 2-5 C7, A 2-6 C8, A 6,9(HW)	C9, A 2,4 B1, A 5 B2, A 2-8(HW) B3, A 3,5
L.	Explain the importance of complying with rules prohibiting possession of drugs and weapons	C1, A 4,5 C3, A 3 C7, A 7(HW)	C9, A 6(HW) B1, A 3

(7) Influencing factors - the student investigates positive and negative relationships that influence individual, family, and community health

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Analyze positive and negative relationships that influence individual and community health such as families, peers, and role models	C1, A 3-5 C2, A 5 C3, A 2 C4, A 2	C5, A 2-6 C7, A 2-7(HW) B1, A 4 B3, A 3
B.	Develop strategies for monitoring positive and negative relationships that influence health	-	

(8) Influencing factors - the student researches ways in which media and technology influence individual and community health through the life span

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper or billboard	C1, A5 C4, A2, 4-7(HW)	C5, A1 B1, A4
B.	Explain how programmers develop media to influence buying decisions	C4, A 4-7(HW)	C5, A 1

(10) Personal/interpersonal skills - the student recognizes and uses communication skills in building and maintaining healthy relationships

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Differentiate between positive and negative peer pressure	C1, A3-5 C3, A2 C4, A2 C5, A2-7 (HW) C7, A2-6	C10, A3, 4 C11, A4 B1, A4 B2, A 2,5,8 (HW) B3, A 2,3,5
B.	Describe the application of effective coping skills	C6, A 3-5 C9, A 3,4 C10, A 5	C11, A 4 B2, A 2-7
C.	Distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact	-	
D.	Summarize and relate conflict resolution/mediation skills to personal situations	-	
E.	Appraise the importance of social groups	-	

(11) Personal/interpersonal skills - the student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Describe techniques for responding to Criticism	-	
B.	Demonstrate strategies for coping with problems and stress	C3, A 5, 7(HW) C5, A 2-7(HW) C6, A 2-6(HW) C7, A 2-6 C9, A 3,4	C10, A 5 B1, A 5 B2, A 2-8(HW) B3, A 3,5
C.	Describe strategies to show respect for individual differences including age differences	-	
D.	Describe methods of communicating emotions	C6, A 3-6(HW)	B2, A 7
E.	Describe the effect of stress on personal and family health	C3, A 4 C5, A 7(HW)	C7, A 2-6
F.	Describe the relationships between emotions and stress	-	

(12) Personal/interpersonal skills - the student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health promoting decisions

The student is expected to:

Essential Knowledge or Skill		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW=Homework Assignment	
A.	Interpret critical issues related to solving health problems	C3, A 4 C4, A 3 C6, A 3-6(HW) C9, A 3,4,6(HW)	C10, A 3-5 C11, A 4 B1, A2,3 B2, A 7
B.	Relate practices and steps necessary for making health decisions	C1, A 3-5 C3, A 2 C6, A 3	C8, A 8 C10, A 4,5 C11, A 3,4
C.	Appraise the risks and benefits of decision making about personal health	-	
D.	Predict the consequences of refusal skills in various situations	C2, A 5 C5, A 2,5,6 C6, A 2-6(HW)	C7, A 2,5 B3, A 4-6
E.	Examine the effects of peer pressure on decision making	C1, A 3-5 C3, A 2 C4, A 2 C5, A 2-7(HW) C7, A 2-6	C10, A 4 B1 A 4 B2, A 2-5 B3, A 2-5
F.	Develop strategies for setting long-term personal and vocational goals	-	
G.	Demonstrate time-management skills	-	