

Curriculum Alignment

State of Alaska Skills for a Healthy Life 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 (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 Alaska standards match the National Health Education Standards.

The Alaska Department of Education and Early Development Frameworks Project contain the following assumptions about instruction:

- Teachers who teach with knowledge, enthusiasm and passion for their material inspire students. This enthusiasm increases when teachers learn effective new methods, keep up with research, and are provided with time to collaborate with their peers.
- Teachers and students are partners in successful instruction.
- Students learn best from real world experiences that each perceives as personally relevant. These experiences are more powerful if they are guided and purposeful.

The developers of Project ALERT share the philosophy embedded in these assumptions. Project ALERT teacher training is designed to promote enthusiasm for the curriculum, and promote knowledge of substance use prevention measures that are effective and enjoyable for students and teachers. The curriculum and its methodology are based in educational research and its effectiveness is confirmed by empirical research. The curriculum is characterized by student involvement, even encouraging the involvement of peer leaders. Activities and role plays are calculated to mirror real world situations so that students develop skills related to their environment.

The following is an attempt to clarify the relationship between the Key Elements and indicators incorporated into Alaska's Skills for a Healthy Life for ages 12-14 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 Indicators; and/or,
2. allows the student to directly perform the skills spelled out in the corresponding Indicator.

To that end, the Alaska Department of Education and Early Development Skills for a Healthy Life Key Elements and Indicators are listed with each Project ALERT activity that meets one or both of the criteria listed above.

Standard A - a student should be able to acquire a core knowledge related to well-being

Key Element 1: a student who meets this standard should understand that a person's well-being is the integration of health knowledge, attitudes and behavior

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Describe the interrelationship of physical, social, emotional and mental health during adolescence	C2, A5 C8, A6-9 C9, A5 C10, A4,6	C11, A3,4 B3, A4-7
Describe the physical and social benefits of regular participation in leisure, recreational and competitive physical activities	C3, A5,7	-
Differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness	-	

Key Element 2: a student who meets this standard should understand how the human body is affected by behaviors related to eating habits, physical activity, personal hygiene, harmful substances, safety and environmental conditions

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Apply knowledge of physical fitness to develop practice procedures that will improve performance in self-selected activities	-	
Explain the relationship between positive behaviors, including physical activity, and the prevention of injury, illness, disease and premature death	C1, A5 C8, A6-9 C9, A5	C10, A4,6 C11, A3,4 B3, A4-7
Evaluate how certain behaviors, both positive and negative, influence body systems and functions, in order to determine cause-and effect relationships	C1, A3,4,6 C2, A2-4,7 C3, A3 C8, A2-8	C9, A5,6 C11, A2 B1, A2,3,6,7 B3, A6
Apply nutrition knowledge to compare the nutrient component of a food to its energy contribution	-	

Key Element 3: a student who meets this standard should understand and be able to identify the causes, prevention and treatments of diseases, disorders, injuries and addictions

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Describe how lifestyle, pathogens, family histories, and other risk factors are related to the cause or prevention of disease and other health problems	C1, A3,5,6 C2, A2-4 C3, A3,6 C5, A2 C8, A2-8	C9, A5 C10, A2-5 C11, A2-5 B1, A2,3,6,7 B3, A6
Recognize adolescent health concerns and select appropriate strategies to solve or prevent problems (eating disorders, suicide) including drug use	C1, A3-5 C3, A2,3,5,7 C4, A7 C5, A2-6 C6, A2-6 C7, A2-5	C8, A2, 6-9 C9, A3,4,6 C11, A2,3 B1, A2,3,5,6 B2, A2,3,4,5,7
Develop injury prevention and management strategies for self	C8, A6,9	-
Describe and analyze safety risks and prevention related to rape and sexual assault, fighting and homicide (peacefully resolving conflict, taking safe routes home)	-	

Key Element 4: a student who meets this standard should recognize the patterns of abuse directed at self or others and understand how to break these patterns

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Identify and describe the long-term physical and psychological effects of using steroids or other performance-enhancing drugs. Consider effects on individuals and society, in which an idealized body image and win-at-all-costs mentality takes precedent over health	-	
Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others	C3, A1,4,6 C5, A2-6 C6, A3-5 C7. A2-5 C8, A4-9	C9, A3,4 C10, A3-5 B1, A2-5 B2, A2-7 B3, A3,6
Analyze the impact of violence on families	-	
Describe and analyze safety risks and prevention related to rape and sexual assault, fighting and homicide (peacefully resolving conflict, taking safe routes home)	-	

Key Element 5: a student who meets this standard should be able to use knowledge and skills to promote the well-being of the family

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Assess home and school environments for potentially unsafe situations and recommend corrective actions	C8, A6,8,9	-
Identify and apply practices that preserve and enhance the safety and health of the family	C8, A6,9	-
Apply skills that promote healthy relationships among family and friends	C10, A4	-

Key Element 6: a student who meets this standard should be able to use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity
Consistently demonstrate basic to intermediate competence in a variety of activities to include dual, individual and team sports, outdoor pursuit skills, aquatics and/or movement	-
Explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer	-

Key Element 7: a student who meets this standard should understand the physical and behavioral characteristics of human sexual development and maturity

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity
Describe aspects of sexuality and responsible sexual behavior	-
Describe they physical changes that occur during puberty and the interrelationship among systems that cause these changes	-
Discover, evaluate, and explain how growth in height and weight influences the mechanical nature of performance in physical activities	-

Key Element 8: a student who meets this standard should understand the ongoing life changes throughout the life span and healthful responses to these changes

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Describe the impact of stress on individuals and relationships	-	
Demonstrate ways to nurture people of various ages and identify appropriate ways to interact with them	C10, A2-4 B3, A4,6	-
Analyze concepts and skills related to parent-child relationships across the life span	-	

Standard B: a student should be able to demonstrate responsibility for the student's well-being

Key Element 1: a student who meets this standard should be able to demonstrate an ability to make responsible decisions in all health areas by discriminating among risks and identifying consequences

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity		
Analyze a personal health and fitness program to determine strengths and barriers	-		
Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (etiquette, fair play, self-officiating, coaching, organizing a group activity)	-		
Make informed decisions for oneself regarding food choices based on an understanding of balance, moderation, and variety	-		
Make informed decisions for oneself regarding the use of tobacco, alcohol, and other drugs based on knowledge of short- and long-term effects on the body, and effects on the individual and society	Knowledge-gaining activities	C1, A3-6 C2, A2-7 C3, A2-6 C4, A7 C8, A2-9	C9, A5,6 C10, A2 C11, A2 B1, A2,3,6,7
	Decision-making activities	C3, A5,7 C5, A5-7 C7, A1-7 C9, A2-4 C10, A3-5	C11, A4 B1, A5 B2, A2-6 B3, A5,6

Key Element 2: a student who meets this standard should be able to demonstrate a variety of communication skills that contribute to well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Demonstrate skills for communicating effectively with family, peers, and others	C2, A5,6 C3, A4,5 C5, A2-6 C6, A2,4,6	C7, A2-5 C9, A3,4,6 C11, A4 B1, A5
Analyze how interpersonal communications affect relationships with self and others	C5, A5,6	C7, A5, B2, A2-5
Analyze media for healthy ways to express needs, wants, and feelings	-	

Key Element 3: a student who meets this standard should be able to assess the effect of culture, heritage and traditions on personal well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity
Recognize how cultural beliefs influence the use of health services and products	-
Explain how diversity impacts self and interpersonal relationships	-
Discover the history and role of games, sports, and dance in getting to know and understand people in diverse cultures	-

Key Element 4: a student who meets this standard should develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities and cultures

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Describe various roles of family members and the impact they have on others and others on them	C1, A3,4,6 C3, A2,4 C4, A2 C5, A2-4	C6, A4,6 C10, A4 B1, A4
Evaluate methods to promote the health and safety of individuals and family members	C2, A5 C3, A4 C5, A2,3,4,7	C7, A6 C10, A4 B2, A8
Explain the family's role in the identification and prevention of health issues and concerns (eating disorders, stress)	C1, A3,4,6 C2, A5 C5, A2-4	C7, A6 C8, A9 B1, A3

Key Element 5: a student who meets this standard should be able to evaluate what is viewed, read and heard for its effect on personal well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Demonstrate the ability to utilize resources from home, school, and community that provide valid health information	C5, A7 C7, A6	C8, A9
Determine potential uses of technology for health education	-	-

Key Element 6: a student who meets this standard should understand how personal relationships, including those with family, friends and co-workers, impact personal wellbeing

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Analyze how adolescent health-related decisions are influenced by peers, family and community	C1, A3-5 C3, A2 C4, A2,3 C5, A7 C9, A2	C10, A3 B1, A4 B2, A2,3,7 B3, A1,3
Evaluate constructive and destructive family relationships	-	
Distinguish between rights and responsibilities in family relationships	-	

Standard C: a student should understand how well-being is affected by relationships with others

Key Element 1: a student who meets this standard should be able to resolve conflicts Responsibly

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Describe how the behavior of family and peers affects interpersonal communication	-	
Recognize the influence of peer pressure by identifying positive and negative peer influences	C1, A3-5 C2, A5,6 C3, A3 C4, A2,3	C9, A2 C10, A4 B1, A4 B3, A3
Describe the effects (economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities	-	
Recognize conflict situations and apply conflict resolution and mediation strategies	-	

Key Element 2: a student who meets this standard should be able to communicate effectively within relationships

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Demonstrate refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations	C5, A2-6 C6, A2,4 C7, A2-5	C9, A3,4 B1, A5 B2, A7
Evaluate ideas and perspectives regarding the influence of friendships, peers, and acquaintances on choices and behaviors during adolescence	C1, A3-5 C4, A2,3 C9, A2-4	C10, A4 B1, A4 B3, A3
Evaluate the importance of effective listening skills in building and maintaining friendships	-	

Key Element 3: a student who meets this standard should be able to evaluate how similarities and differences among individuals contribute to relationships

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Develop strategies for including persons of diverse backgrounds and characteristics in physical activities selected for leisure pursuits	-	
Use physical activity as a means of self-expression, and enjoy interaction with friends and family members	-	

Key Element 4: a student who meets this standard should understand how respect for the rights of self and others contributes to relationships

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Evaluate consequences of disrespectful and respectful behaviors toward others in relationships	C5, A5,6 C6, A2 C7, A5	C10, A4 B1, A5
Describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity	-	
Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings	C3, A6 C4, A6 C9, A5	C11, A2 B1, A5

Key Element 5: a student who meets this standard should understand how attitude and behavior affect the well-being of self and others

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Accept a responsible leadership role by modeling and encouraging others to demonstrate appropriate etiquette in physical activity settings	-	
Analyze the duties and responsibilities needed to be a contributing member of a social community	-	

Key Element 6: a student who meets this standard should be able to assess the effects of culture, heritage and tradition on well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Research a school or community health issue or concern resulting from the influence of culture, media, technology and other factors (body piercing, tattoos, unprotected sex, milk mustache ads, dipping snuff)	C1, A3-5 C3, A2 C4, A2-7	C10, A2,3 B1, A4
Describe the effect of societal and cultural patterns on parenting roles	-	

Standard D: a student should be able to contribute to the wellbeing of families and communities

Key Element 1: a student who meets this standard should make responsible decisions as a member of a family or community

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Predict immediate and long-term impact of health decisions on the family and community	C1, A3-6 C2, A2-7 C3, A3,6 C4, A7 C8, A2-9	C9, A5,6 C10, A2-4 C11, A2-4 B2, A2,6 B3, A2,3
Apply the decision-making process to adolescent health issues	C3, A5,7 C5, A2-6 C6, A4 C7, A1-7	C9, A2-4 C10, A3-5 B2, A2,6 B3, A2,3
Analyze the ability to use different strategies when making decisions related to health needs and risks of young adults	-	
Analyze how information from peers influences health	C1, A3-5 C4, A2,3 C9, A2	C10, A4 B1, A4 B3, A3

Key Element 2: a student who meets this standard should take responsible action to create safe and healthy environments

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Describe and compare the impact of technology on the environment and human health	C8, A2,5	-
Identify and describe environmental control measures to help reduce human illness (immunizations, mosquito control, lead paint awareness)	C8, A6,9	-
Evaluate the potential result of an environmental solution considering issues such as aesthetics, ethics, and social responsibility	-	
Identify and evaluate the role of individuals and society in protecting the environment and preserving resources	-	

Key Element 3: a student who meets this standard should describe how public policy affects the well-being of families and communities

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Predict how community guidelines, public policies, laws, and regulations (curfews, speed limits, driving ages, controlled substances, weapons)	-	
Analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control or prevention (food inspection, safe storage and handling of food, flu vaccines, education, no-smoking ordinances)	-	

Key Element 4: a student who meets this standard should identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity
Identify characteristics of valid health information, products and services	-
Identify places that provide consumer protection services	-
Describe situations requiring professional health services for adolescents	-

Key Element 5: a student who meets this standard should describe how volunteer service at all ages can enhance community well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity
Identify examples of social and civic responsibility	-
Describe how volunteering contributes to a quality living environment	-

Key Element 6: a student who meets this standard should use various methods of communication to promote community well-being

Students ages 12-14 should be able to:

Skills for a Healthy Life Indicators	Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity	
Develop, articulate, and implement a solution to a researched health issue	-	
Adapt health messages and techniques to the characteristics of a particular audience	C4, A4-7 C9, A6	C10, A4
Identify barriers to influencing and supporting others in making positive health choices	C1, A2 C4, A3,	B2, A2-5