

# State of Florida

## Sunshine State Standards for Health 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 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 Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in several subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

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 to 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 Grades 6-8 Health Education Standards and Project ALERT. Each activity in the curriculum was scrutinized to determine if it does one of the following:

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

To that end, the Sunshine State Standards are listed with each Project ALERT activity that meets one or both of the criteria listed above. It is notable that many activities are interactive, allowing students to share information in a setting that allows the teacher to correct misconceptions.

## HEALTH LITERACY

### Standard 1 - The student comprehends concepts related in health promotion and disease prevention (HE.A.1.3)

Sunshine State Standards		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
1.	Knows how body systems work together and influence each other	C18, Activities 2,3,5,7	-
2.	Understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems	C1, Activities 3,4,5,6 (HW2) C3, Activities 5,7 (HW) C8, Activities 6,8	C9, Activity 5 C10, Activities 3,4,5 C11, Activities 3,4 B33, Activities 4,5,6
3.	Knows how physical, mental, emotional, and social health interrelate during adolescence	C1, Activities 3,4 C2, Activities 2-8 (HW) C3, Activities 2,3,4,6 C4, Activity 2	C10, Activities 3,4 C11, Activities 2,3 B1, Activities 2,3,6 B3, Activity 3,4,6
4.	Understands how peer pressure can influence healthful choices	C1, Activities 3,4,5 C2, Activities 6. 7 (HW) C3, Activity 2 C4, Activity 2,3 C5, Activities 2-5,6 (HW) C6, Activities 2,5 C7, Activity 2-6	C8, Activity 8 C9, Activities 1-4 C10, Activities 3,4 B1, Activities 1-4 B2, Activities 2,3,5 B3, Activities 2-5
5.	Understands the relationship between environment <sup>1</sup> and personal health	C2, Activity 2 C4, Activities 4-7 (HW) C5, Activity 1	C8, Activities 6,9 (HW)
6.	Knows ways in which to reduce risks related to health problems of adolescents	C3, Activities 5,6 (HW) C4, Activities 4-6 C5, Activities 1-7 (HW) C6, Activities 2-6 (HW) C7, Activities 2-6 C8, Activities 6,9 (HW)	C9, Activities 3,4 C10, Activities 3-5 C11, Activities 3,4 B1, Activity 5 B2, Activities 2-7 B3, Activities 3,5
7.	Knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death	C1, Activities 3-5 C8, Activity 8 C9, Activity 5	C10, Activities 3-6 B3, Activities 4-6

<b>8.</b>	Knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems	C1, Activities 3-6 (HW) C2, Activities 2-6 C3, Activity 3 C7, Activity 7 (HW) C8, Activities 2,3,5,7,8	C9, Activity 5 C10, Activities 2,3 C11, Activities 2,4 B1, Activities 2,3,6,7 (HW) B2, Activity 8 (HW) B3, Activity 6
<b>9.</b>	Knows various methods of health promotion and disease prevention	C8, Activities 6,9 (HW) C10, Activities 4,5	C11, Activity 4
<b>10.</b>	Knows eating disorders that adversely affect health	-	

<sup>1</sup> Excludes peers, family & other parts of social environment included in other standards (e.g., Standard 1.1)

**Standard 2 - The student knows how to access valid health information and health promoting products and services (HE.A. 2.3)**

<b>Sunshine State Standards</b>		<b>Project ALERT Lesson/Activities</b> C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
<b>1.</b>	Knows how to analyze the validity of health information, products, and services	C1, Activity 5 C4, Activities 4-7 (HW)	C5, Activity 1
<b>2.</b>	Knows how to use resources from the home, school, and community that provide valid health information	-	
<b>3.</b>	Knows how to locate health products and services	-	
<b>4.</b>	Knows how to access a variety of technologies for health information	-	
<b>5.</b>	Knows how to compare the costs of health products in order to assess value	-	
<b>6.</b>	Identifies situations requiring professional health services	-	

## RESPONSIBLE HEALTH BEHAVIOR

### Standard 1 - The student knows health-enhancing behaviors and how to reduce health risks (HE.B.1.3)

Sunshine State Standards		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
1.	Knows the importance of assuming responsibility for personal health behaviors	C1, Activity 1 C8, Activities 6,9	C10, Activities 4,5 C11, Activity 4
2.	Understands the short-term and long-term consequences of safe, risky, and harmful behaviors	C1, Activities 3-6 (HW) C2, Activities 2-8 (HW) C3, Activities 3,6 C4, Activity 7 (HW) C7, Activity 7 (HW) C8, Activities 5,7,8	C9, Activity 5 C10, Activities 2,3 C11, Activities 2,3 B1, Activities 2,3,6, 7(HW) B2, Activity 8 (HW) B3, Activity 6
3.	Knows strategies for managing stress <sup>2</sup>	C3, Activities 4,5 C6, Activities 3-6 (HW)	C9, Activities 3-4 B2, Activities 2-7
4.	Knows strategies for improving and maintaining personal and family health	C3, Activities 5,7 (HW) C5, Activities 2-7 (HW) C6, Activities 2-5 C7, Activities 2-6 C8, Activities 6,9 (HW) C9, Activities 3,4	C10, Activities 4,5 C11, Activity 3 B1, Activities 4,5 B2, Activities 2-7 B3, Activities 2,3,5
5.	Knows techniques for avoiding threatening situations	C5, Activity 7 (HW) C7, Activities 2-7 C8, Activities 6,9 (HW) C9, Activities 3,4	C11, Activity 3 B1, Activity 4 B3, Activity 5
6.	Knows injury-prevention and injury-management strategies for personal and family health	-	

<sup>2</sup> including measures to reduce internal pressures

**Standard 2 - The student analyzes the influence of culture, media, technology, and other factors on health (HE.B.2.3)**

<b>Sunshine State Standards</b>		<b>Project ALERT Lesson/Activities</b> C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
<b>1.</b>	Knows how messages from media and other sources influence health behavior	C1, Activity 5 C4, Activities 2,4-7 (HW)	C5, Activity 1 B1, Activity 4
<b>2</b>	Knows how information from peers influences health	C1, Activities 3-5 C2, Activity 2 C4, Activities 2,3	C9, Activity 2 B1, Activity 4
<b>3.</b>	Identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services	C1, Activity 5 C4, Activities 2-6	B1, Activity 4
<b>4.</b>	Understands emotional and social health risks caused by prejudice in the community	-	

**Standard 3 - The student knows how to use effective interpersonal communication skills that enhance health (HE.B.3.3)**

<b>Sunshine State Standards</b>		<b>Project ALERT Lesson/Activities</b> C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
<b>1.</b>	Knows effective verbal and nonverbal communication skills (body language and eye statements)	C5, Activities 2-7 (HW) C7, Activities 2-6 C9, Activities 3,4	B1, Activity 5 B2, Activities 2-5 B3, Activities 2,3,5
<b>2.</b>	Knows various ways to communicate care, consideration, and acceptance of self and others (respect, trust, kindness, and sexual abstinence as an expression of love)	-	
<b>3.</b>	Knows skills for building and maintaining positive interpersonal relationships (compromising)	-	
<b>4.</b>	Understands how the behavior of family members and peers affects interpersonal communication	C2, Activities 6,7 C4, Activity 2 C5, Activities 2,5,6 C7, Activities 2,5	B1, Activity 4 B2, Activities 2,3,5 B3, Activity 3
<b>5.</b>	Demonstrates attentive communication skills (eye contact and hand and body gestures)	-	
<b>6.</b>	Knows communication strategies for avoiding potentially harmful situations (refusal skills and resistance to peer pressure)	C5, Activities 2-6 C6, Activities 2-6(HW) C7, Activities 2-5 C9, Activities 3,4	C11, Activity 3 B1, Activity 5 B2, Activities 2-7 B3, Activities 3,5
<b>7.</b>	Understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict	C7, Activities 2-5	-
<b>8.</b>	Knows communication strategies for managing grief caused by disappointment, separation, or loss (counseling, talking, and listening)	C4, Activities 4,5,6,7 (HW) C5, Activities 1,5,6,7 (HW) C6, Activities 1,5 C7, Activity 5 C9, Activities 3,4	C10, Activity 4 C11, Activity 3 B1, Activity 5 B2, Activities 2,3,4,5 B3, Activities 3,5

## ADVOCATE AND PROMOTE HEALTHY LIVING

### Standard 1 - The student knows how to use goal-setting and decision-making skills that enhance health (HE.C.1.3)

Sunshine State Standards		Project ALERT Lesson/Activities C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
1.	Knows how to apply a decision-making process <sup>3</sup> to health issues and problems individually and collaboratively (nutritional food choices at home, restaurants, and school)	C1, Activities 3,4 C2, Activities 2-5 C3, Activities 2,3 B2, Activities 2,5 C5, Activities 2,5 C7, Activities 2,5	C8, Activities 7,8 C9, Activity 5 C10, Activities 4,5 C11, Activity 4 B1, Activities 2,3,6,7 (HW) B3, Activities 4-6
2.	Understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (when making food choices)	C1, Activities 3,4,5 C2, Activity 6,7 C3, Activities 2,4 C4, Activities 2,3 C5, Activities 2,3,4,5,6,7 (HW) C6, Activities 3,6 (HW)	C7, Activities 2,3,4,5,6 C9, Activity 2 C10, Activities 2,3 B1, Activity 4 B2, Activities 2,3,5 B3, Activities 2,3,5
3.	Understands the various consequences of health-related decisions	C1, Activities 3,4,5,6 (HW) C2, Activities 2-8(HW) C3, Activities 3,4,6 C7, Activity 6,7 (HW) C8, Activities 5,7,8	C9, Activities 5,6 (HW) C10, Activities 2,3,6 C11, Activities 2,3 B1, Activities 2,3,6,7 (HW) B3, Activities 6,7
4.	Knows strategies and skills needed to attain a personal health goal	C4, Activities 4-7 (HW) C5, Activities 1-6 C6, Activities 2-6 (HW) C7, Activities 2-6 C8, Activities 6,9 (HW) C9, Activities 3,4	C10, Activity 5 C11, Activity 3 B1, Activities 4,5 B2, Activities 2-7 B3, Activity 5
5.	Knows how priorities, changing abilities, and responsibilities influence setting health goals (conducting a needs assessment)	C1, Activity 5 C4, Activity 3	C10, Activities 3,4,5 C11, Activities 3,4
6.	Knows the outcomes of good personal health habits	C1, Activities 3-5 C8, Activity 8	C9, Activity 5 B3, Activities 4,6
7.	Knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior	C1, Activity 1	-

<sup>3</sup>Assumes major processes in decision making are gaining information about positive and negative aspects and comparing one against the other

**Standard 2 - The student knows how to advocate for personal, family, and community health (HE.C.2.3)**

<b>Sunshine State Standards</b>		<b>Project ALERT Lesson/Activities</b> C= Core Lesson, B= Booster Lesson, A= Lesson Activity, HW= Homework Assignment	
<b>1.</b>	Knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (through dialogue, oral reports, and posters)	C8, Activity 8 C9, Activity 6 (HW)	C10, Activity 4 B3, Activity 3
<b>2.</b>	Knows ways to effectively express feelings and opinions on health issues	C9, Activity 6 (HW) B2, Activities 2-6	B3, Activity 3
<b>3.</b>	Recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living	-	
<b>4.</b>	Knows how to influence others to make positive choices	C5, Activities 2-5 C8, Activity 8	C10, Activity 4 B3, Activity 3
<b>5.</b>	Knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families	-	
<b>6.</b>	Knows how to access community agencies that advocate healthy individuals, families, and communities	-	