

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Performance Indicators*			
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons	
1.8.1	Analyze the relationship between healthy behaviors and personal health.	C1, Activity 5,6 C2, Activities 2-4,8 C3, Activities 3,6 C8, Activities 6-9 C9, Activities 5,6	C10 Activities 4,6 C11 Activities 2 BL1, Activities 2,3,6 BL3, Activity 6
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	C2, Activities 1-7 C3, Activity 4 C6, Activities 3-6	C8, Activities 7,8 BL1, Activities 2,3,6
1.8.3	Analyze how the environment affects personal health.	C2, Activity 2 C4, Activities 4-7	C8, Activities 2-4,7-9 BL1, Activity 6
1.8.4	Describe how family history can affect personal health.	C1, Activity 6 C3, Activity 2	BL 1, Activity 6
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.	C3, Activities 5,7 C4, Activities 4-6 C5, Activities 2-7 C6, Activities 2-6 C7, Activities, 4,6,9	C9, Activities 3,4 C10, Activities 3-5 C11, Activities 3-5 BL1, Activity 5 BL3, Activities 3,5,6
1.8.6	Explain how appropriate health care can promote personal health.		

1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.	C1, Activities 3-6 C2, Activities 6,7 C3, Activity 2 C5, Activities 2-6 C6, Activity 3 C10, Activities 2,3	C8, Activity 8 C9, Activities 2,5 C10, Activities 2,5 BL1, Activity 4 BL2, Activities 2-6 BL3, Activities 2, 4-6
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	C1, Activities 3,5,6 C2, Activities 2-4,8 C3, Activities 3,6 C5, Activities 2 C7, Activity 6 C8, Activities 2-8	C9, Activity 5,6 C10, Activities 2-4 C11, Activities 2,3 BL1, Activities 2,3,6,7 BL2, Activity 8
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	C1, Activities 3,6 C2, Activities 2-4,8 C3, Activities 3,6 C5, Activity 2 C7, Activity 2 C8, Activities 2-8	C9, Activity 5,6 C10, Activities 2-4 C11, Activities 2,3 BL1, Activities 2,3,6,7 BL2, Activity 8

*The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of the grade span 6-8. The performance indicators serve as a blueprint for organizing student assessment.

**The Project ALERT activities cited either allow for direct performance of the indicators or provide background knowledge and/or skills necessary to performing the indicators.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Performance Indicators*		
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons
2.8.1	Examine how the family influences the health of adolescents.	
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.	
2.8.3	Describe how peers influence healthy and unhealthy behaviors.	C1, Activities 3-5 C4, Activities 2,3 C9, Activity 6 C10, Activities 2,3 BL1, Activity 4 BL3, Activity 3
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.	
2.8.5	Analyze how messages from media influence health behaviors.	C1, Activities 3-5 C3, Activity 2 C4, Activities 2, 4-7 C10, Activities 2,3 BL1, Activity 4
2.8.6	Analyze the influence of technology on personal and family health.	
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.	C4, Activity 3
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.	
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	
2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.	

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Standard 3

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Rationale

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Performance Indicators*		
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons
3.8.1	Analyze the validity of health information, products, and services.	
3.8.2	Access valid health information from home, school, and community.	C4, Activities 4-6 C5, Activity 1
3.8.3	Determine the accessibility of products that enhance health.	
3.8.4	Describe situations that may require professional health services.	
3.8.5	Locate valid and reliable health products and services.	

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Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Performance Indicators*			
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons	
4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.	C2, Activities 5,6 C3, Activities 4,5 C5, Activities 2-6 C6, Activities 2,4,6	C7, Activities 2-5 C9, Activities 3,4,6 C11, Activity 4 BL1, Activity 5
4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	C5, Activities 2-6 C6, Activities 2,4,6 C7, Activities 2-5	C9, Activities 3,4 BL1, Activity 5 BL2, Activity 7
4.8.3	Demonstrate effective conflict management or resolution strategies.		
4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.		

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Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Rationale

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Performance Indicators*			
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons	
5.8.1	Identify circumstances that can help or hinder healthy decision making.	C1, Activities 2 C4, Activities 2-6 C5, Activity 1 C6, Activities 3,6	C10, Activities 2,3,6 BL1, Activity 4 BL2, Activities 5,6 BL3, Activities 2,3
5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.	C1, Activity 1 C2, Activities 6,7 C5, Activities 2,5,7 C6, Activities 3-6	C7, Activities 2,5 C9, Activities 2-4 BL1, Activity 1 BL2, Activities 2,3
5.8.3	Distinguish when individual or collaborative decision making is appropriate.	C8, Activity 9 BL3, Activity 3	
5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	C1, Activities 1,5 C3, Activities 5,7 C8, Activity 6,9	
5.8.5	Predict the potential short-term impact of each alternative on self and others.	C1, Activities 3-6 C2, Activities 2-8 C3, Activities 3,6 C7, Activity 7 C8, Activities 5,7,8	C9, Activity 6 C10, Activities 2,3 BL1, Activities 2,3,6,7 BL2, Activity 8 BL3, Activities 4,6
5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	C3, Activities 4,5,7 C10, Activity 5 C11, Activity 4	
5.8.7	Analyze the outcomes of a health-related decision.	BL3, Activity 4	

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Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Performance Indicators*		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons	
NHES Performance Indicators		Project ALERT Activities**	
6.8.1	Assess personal health practices.		
6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.	C10, Activity 5 C11, Activity 4	
6.8.3	Apply strategies and skills needed to attain a personal health goal.	C3, Activities 5,7 C5, Activities 2-5 C7, Activities 2-5 C9, Activities 3,4	C10, Activity 5 C11, Activity 4 BL1, Activity 5 BL2, Activities 2-4,7 BL3, Activity 5
6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.		

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Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale

Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Performance Indicators*			
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons	
7.8.1	Explain the importance of assuming responsibility for personal health behaviors.	C1, Activity 1 C2, Activities 5,6 C6, Activity 2 C9, Activities 2-4	C10, Activities 3-5 C11, Activity 4 BL1, Activity 1 BL3 Activities 5,6
7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	C3, Activities 5-7 C4, Activities 5,6 C5, Activities 2-6 C6, Activities 2-6 C7, Activities 2-6 C8, Activities 6,9	C9, Activities 3,4 C10, Activity 5 C11, Activity 4 BL1, Activities 1-5 BL2, Activities 4,7,8 BL3, Activity 3
7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.	C5, Activities 2-7 C6, Activities 2-6 C7, Activities 2-6 C8, Activity 9	C9, Activities 2-4 C10, Activities 4,5 BL1, Activity 5 BL2, Activities 2-5,7

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Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Rationale

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Performance Indicators*			
NHES Performance Indicators		Project ALERT Activities** C= Core Curriculum BL = Booster Lessons	
8.8.1	State a health-enhancing position on a topic and support it with accurate information.	C5, Activities 2-4 C6, Activity 2 C7, Activities 2-4 C8, Activity 8 C9, Activities 3,4	C10, Activity 4 C11, Activity 4 BL1, Activity 5
8.8.2	Demonstrate how to influence and support others to make positive health choices.	C10, Activity 4 BL3, Activity 3	
8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.		
8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.		

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