



National Education Standards (Grades 6-8) Addressed by the *Stay-on-Track* Curriculum

NCPRS 3/29/07



Several national and educational organizations have taken on the voluntary challenge of creating educational standards, or guidelines, to be used on a national level. The *Stay on Track* curriculum primarily addresses standards in the Health area. However, many standards in the areas of Life Science, and Language Arts are also addressed.

The *Stay-on-Track* program consists of three levels (intended for grades six, seven, and eight). Each level consists of twelve lessons and is divided into the following major units:

- Unit One - Health Education (Lessons 1-3)
- Unit Two - Decision-Making and Goal-Setting (Lessons 4-6)
- Unit Three - Improving Communication Skills and Interpersonal Relations (Lessons 7-9)
- Unit Four - Media Influences (Lessons 10-12)

The following tables indicate how the *Stay on Track* program addresses the Standards.

HEALTH

| Standard | "Stay on Track" Curriculum Addressing Standard |
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| NPH-H.5-8.1 Health Promotion and Disease Prevention | Lessons 1, 2, and 3 |
| NPH-H.5-8.2 Health Information, Products and Services | Lessons 10, 11, and 12 |
| NPH-H.5-8.3 Reducing Health Risks | Lessons 3, 5, 8, and 9 |
| NPH-H.5-8.4 Influences on Health | Lessons 4, 10, 11, and 12 |
| NPH-H.5-8.5 Using Communication Skills to Promote Health | Lessons 7, 8, and 9 |
| NPH-H.5-8.6 Setting goals for Good Health | Lessons 4, 5, and 6 |
| NPH-H.5-8.7 Health Advocacy | Lessons 7, 8, 9, 10, 11, and 12 |

LIFE SCIENCE

| Standard | "Stay on Track" Curriculum Addressing Standard |
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| NLS.5-8.1 Structure and Function in Living Systems | Lessons 1, 2, and 3 (short-term and long-term effects of drug use on the body). |
| NLS.5-8.2 Reproduction and Heredity | Lessons 1, 2, and 3 (negative effects of drug use on testosterone levels and reproductive systems). |
| NLS.5-8.3 Regulation and Behavior | Lessons 1, 2, and 3 (how drug use affects the ability of internal systems to properly function and regulate). |
| NLS.5-8.4 Populations and Ecosystems | Not specifically addressed |





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| NLS.5-8.5 Diversity and Adaptation of Organisms | Lessons 1, 2, and 3 (how drug use alters organisms within the human body and can affect genetic structure for future generations). |
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Language Arts

| Standard | "Stay on Track" Curriculum Addressing Standard |
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| NL-ENG.K-12.1 Reading for Perspective | Lessons 1-12 require reading and interactive activities to ensure understanding and perspective. |
| NL-ENG.K-12.2 Understanding the Human Experience | Lessons 1-12 give students a good understanding of how drug use affects the human experience. |
| NL-ENG.K-12.3 Evaluation Strategies | Lessons 1-12 require students to comprehend, interpret, evaluate, appreciate the course material, and demonstrate understanding through interaction and discussion. |
| NL-ENG.K-12.4 Communication Skills | Lessons 7, 8, and 9 |
| NL-ENG.K-12.5 Communication Strategies | Lessons 7, 8, and 9 |
| NL-ENG.K-12.6 Applying Knowledge | Lessons 1-12 require students to effectively use the English language to complete activities, interact with class members, and critique other presentations. |
| NL-ENG.K-12.7 Evaluating Data | Lessons 2 and 4 |
| NL-ENG.K-12.8 Developing Research Skills | Lessons 1-12 all have take home activities, many of which require independent research to complete. |
| NL-ENG.K-12.9 Multicultural Understanding | Not specifically addressed |
| NL-ENG.K-12.10 Apply Non-English Perspectives | Not specifically addressed |
| NL-ENG.K-12.11 Participating in Society | Lessons 1-12 require students to interact with one another, participate in group activities, and demonstrate critical thinking. |
| NL-ENG.K-12.12 Applying Language Skills | Lessons 1-12 include activities requiring interaction through spoken, written, and visual language. |