

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades PreK-2

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

| Stem | This is evident when students..... |
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| <p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p> | <p>a. Demonstrate strategies to stay safe around medicines, drugs, and unknown substances, including how to avoid exposure to second-hand smoke.</p> |
| <p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p> | <p>a. Identify healthy behaviors and choices (e.g., rules for safe use of medicines at home and school). b. Explain that tobacco comes in a variety of forms and contains harmful chemicals including nicotine that is harmful to health and addictive. c. Identify habits that affect health (e.g., impact of tobacco on their health, both using tobacco and being exposed to second-hand smoke). d. Identify household products that are harmful if touched, ingested or inhaled.</p> |
| <p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p> | <p>a. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.</p> |
| <p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p> | <p>a. Use effective verbal and nonverbal communication skills to express needs, wants, and feelings (e.g., asking for help, saying no). b. Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.</p> |

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 3-4

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

| Stem | This is evident when students..... |
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| <p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p> | <p>a. Describe strategies to avoid exposure to second-hand smoke. b. Identify rules for safe use of medicines at home and school.</p> |
| <p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p> | <p>a. Describe the short and long-term effects of using tobacco and alcohol and being exposed to tobacco smoke. b. Describe the benefits of not using alcohol and tobacco and the problems associated with their use, including addiction.</p> |
| <p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p> | <p>a. Analyze how advertising and marketing attempts to influence initiation of alcohol, tobacco, and drug behaviors. b. Explain how family and peers can influence choices about using alcohol and other drugs.</p> |
| <p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p> | <p>a. Demonstrate appropriate communication skills (e.g., verbal and nonverbal ways to refuse alcohol and tobacco). b. Demonstrate the ability to influence and support others in making positive health choices.</p> |
| <p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p> | <p>a. Evaluate decisions and the impact on their health (e.g., how decisions to use tobacco or alcohol can impact relationships with family and friends).</p> |

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 5-6

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

| Stem | This is evident when students..... |
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| <p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p> | <p>a. Demonstrate ways to avoid or change situations involving alcohol or drugs that threaten safety.</p> |
| <p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p> | <p>a. Identify effects of alcohol, tobacco, and other drugs, including inhalants, on the body and the effects and consequences of use (e.g., impact of impaired judgment on personal safety, effects on athletic performance, weight management, stress). b. Describe the relationship between health behaviors and personal health (e.g., health benefits of remaining alcohol, tobacco, and drug free).</p> |
| <p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p> | <p>a. Differentiate between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on health choices related to alcohol, tobacco, and other drugs, including inhalants and other poisons.</p> |
| <p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p> | <p>a. Identify and locating school and community resources to assist with problems related to alcohol and other drug use.</p> |
| <p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p> | <p>a. Demonstrate verbal and nonverbal communication skills to refuse tobacco, alcohol, inhalant and other drug use.</p> |
| <p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p> | <p>a. Set realistic short and/or long-term goals to be alcohol, tobacco, and drug free.</p> |
| <p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p> | <p>a. Analyze the positive and negative choices one can make about using alcohol, tobacco, and other drugs.</p> |

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 7-8

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

| Stem | This is evident when students..... |
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| <p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p> | <p>a. Develop strategies for healthy practices and behaviors that will maintain or improve the health of self and others (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, avoiding riding in vehicles with drug or alcohol impaired drivers).</p> |
| <p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p> | <p>a. Describe the benefits of abstaining from the use of alcohol, tobacco, and other drugs (e.g., financial, legal, addiction, emotional health). b. Analyze the effects that risky behaviors have on personal health (e.g., relationship between using alcohol and other drugs and other risks such as injuries, violence, suicide, sexual risk behaviors). c. Differentiating between proper use and abuse of over-the-counter and other drugs.</p> |
| <p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p> | <p>a. Analyze how messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs.</p> |
| <p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p> | <p>a. Demonstrate the ability to analyze and locate valid sources of accurate information and assistance from a variety of places (e.g., school, community, Internet) regarding alcohol, tobacco, and other drug use.</p> |
| <p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p> | <p>a. Demonstrate resistance/refusal and negotiation skills to counter pressure to use tobacco, alcohol, or other drugs.</p> |
| <p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p> | <p>a. Demonstrate individual and collaborative decision-making process to resolve situations related to alcohol, tobacco and drug use (e.g., protecting oneself from alcohol and other drug use, avoid riding with an impaired driver).</p> |

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 9-12

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

| Stem | This is evident when students..... |
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| <p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p> | <p>a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).</p> |
| <p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p> | <p>a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction. b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health. c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy). d. Analyze how public health policies and laws influence health promotion, injury and disease prevention (e.g., DUI laws, alcohol and tobacco-free environments, media, funding, taxation).</p> |
| <p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p> | <p>a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.</p> |
| <p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p> | <p>a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.</p> |
| <p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p> | <p>a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs. b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.</p> |

Alcohol, Tobacco, and Other Drugs (ATOD) – Continued

Grades 9-12

| Stem | This is evident when students..... |
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| <p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p> | <p>a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.</p> |
| <p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p> | <p>a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs. b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.</p> |