OAHPERD Health Education Model Curriculum
CONTENT FRAMEWORK

Topic: ALCOHOL, TOBACCO & OTHER DRUGS (ATOD)   **Grade Band: 6-8**

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

Standard 1: Functional Knowledge **Students will comprehend concepts related to health promotion and disease prevention to enhance health.**	Grade Level INDICATORS		
BENCHMARK	*GRADE 6*	*GRADE 7*	*GRADE 8*
S1.1.8. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.ATOD.1.6 1.1.ATOD.2.6 1.1.ATOD.3.6 1.1.ATOD.4.6 1.1.ATOD.5.6 1.1.ATOD.6.6 1.1.ATOD.7.6 1.1.ATOD.8.6	1.1.ATOD.1.7 1.1.ATOD.2.7 1.1.ATOD.3.7 1.1.ATOD.4.7 1.1.ATOD.5.7 1.1.ATOD.6.7 1.1.ATOD.7.7 1.1.ATOD.8.7	1.1.ATOD.1.8 1.1.ATOD.2.8 1.1.ATOD.3.8 1.1.ATOD.4.8 1.1.ATOD.5.8 1.1.ATOD.6.8 1.1.ATOD.7.8 1.1.ATOD.8.8
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade Level INDICATORS		
BENCHMARK	*GRADE 6*	*GRADE 7*	*GRADE 8*
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.	2.1.ATOD.1.6	2.1.ATOD.1.7	2.1.ATOD.1.8
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	2.2.ATOD.2.6	2.2.ATOD.2.7	2.2.ATOD.2.8
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	2.3.ATOD.3.6	2.3.ATOD.3.7	2.3.ATOD.3.8
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	2.4.ATOD.4.6	2.4.ATOD.4.7	2.4.ATOD.4.8
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.		2.5.ATOD.5.7	2.5.ATOD.5.8
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	2.6.ATOD.5.6		
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.			
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.		2.8.ATOD.6.7	
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	2.9.ATOD.6.6		

Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	Grade Level INDICATORS		
BENCHMARK	GRADE 6	GRADE 7	GRADE 8
S3.1.8. Analyze the validity and reliability of health information.	3.1.ATOD.1.6 3.1.ATOD.2.6	3.1.ATOD.1.7	3.1.ATOD.1.8
S3.2.8. Analyze the validity and reliability of health products.			
S3.3.8. Analyze the validity and reliability of health services.		3.3.ATOD.2.7	3.4.ATOD.2.8
S3.4.8. Describe situations that call for professional health services.	3.4.ATOD.3.6		
S3.5.8. Determine the availability of valid and reliable health products.			
S3.6.8. Access valid and reliable health information from home, school or community.	3.6.ATOD.4.6	3.6.ATOD.3.7	3.6.ATOD.3.8
S3.7.8. Locate valid and reliable health products.	3.7.ATOD.5.6		
S3.8.8. Locate valid and reliable health services.		3.8.ATOD.4.7	3.8.ATOD.4.8
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	**Grade Level INDICATORS**		
BENCHMARK	GRADE 6	GRADE 7	GRADE 8
S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	4.1.ATOD.1.6 4.1.ATOD.2.6 4.1.ATOD.3.6	4.1.ATOD.1.7 4.1.ATOD.2.7	4.1.ATOD.1.8 4.1.ATOD.2.8
S4.2.8. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.			
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks	4.3.ATOD.4.6	4.3.ATOD.3.7	4.3.ATOD.3.8
S4.4.8. Demonstrate effective negotiation skills to avoid or reduce health risks.			
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.			
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.			
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.			4.7.ATOD.4.8 4.7.ATOD.5.8
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	**Grade Level INDICATORS**		

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BENCHMARK		GRADE 6	GRADE 7	GRADE 8
S5.1.8.	Identify circumstances that help or hinder healthy decision making.	5.1.ATOD.1.6	5.1.ATOD.1.7	5.1.ATOD.1.8
S5.2.8.	Determine when situations require a health-related decision.	5.2.ATOD.2.6	5.2.ATOD.2.7	5.2.ATOD.2.8
S5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	5.3.ATOD.3.6	5.3.ATOD.3.7	5.3.ATOD.3.8
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.ATOD.4.6	5.4.ATOD.4.7	5.4.ATOD.4.8
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	5.5.ATOD.5.6	5.5.ATOD.5.7	5.5.ATOD.5.8
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	5.6.ATOD.6.6	5.6.ATOD.6.7	5.6.ATOD.6.8
S5.7.8.	Choose a healthy alternative when making a health-related decision.	5.7.ATOD.7.6	5.7.ATOD.7.7	5.7.ATOD.7.8
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	5.8.ATOD.8.6	5.8.ATOD.8.7	5.8.ATOD.8.8
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.		*NOT ALIGNED with ATOD*		
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		*NOT ALIGNED with ATOD*		
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.		Grade Level INDICATORS		
BENCHMARK		GRADE 6	GRADE 7	GRADE 8
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	8.1.ATOD.1.6	**8.1.ATOD.1.7**	8.1.ATOD.1.7
S8.2.8.	Persuade others to make positive health choices.	8.2.ATOD.2.6	**8.2.ATOD.2.7** **8.2.ATOD.3.7**	8.2.ATOD.2.7 8.2.ATOD.3.7
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.		**8.3.ATOD.4.7**	8.3.ATOD.4.7
S8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	8.4.ATOD.3.6		

Content Elaboration

Content Elaboration for 6-8 Grade Band:
Students in grades 6-8 focus on the functional knowledge that would assist with analyzing influences, developing effective interpersonal communication skills, decision-making, and advocacy skills around prevention of ATOD use. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with ATOD. In addition, students in this grade band learn effective communication skills to avoid dangers associated with ATOD. They then use these skills to advocate for themselves and others to avoid the dangers associated with ATOD.

The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education. Developing the skills to avoid engaging in negative behaviors is best suited for other skills while goal setting is best suited to help establish, monitor progress, and work towards achieving a positive behavior.

In addition, practicing healthy behaviors (Standard 7) is not best practice for the ATOD unit because we do not reinforce the skill to students "practice" not using drugs at home. There is nothing to practice when it involves avoiding a behavior. One might practice their communication skills (Standard 4) to avoid trying a drug, but avoidance of a negative behavior is not a practice in itself.

Previous Grade Band (Grades 3-5) Progression Statement*:* In the 3-5 grade band the students broaden their ATOD functional knowledge to include potential risks associated the inappropriate use of over-the-counter medicines as well as the physical, social, and emotional consequences of all tobacco products (third grade) and alcohol (fourth grade). After examining both positive and negative influences on medicine and tobacco product choices, third and fourth grade students expand their decision-making skills to include: *1. identifying the probable outcomes of several ATOD-related options; 2. choosing the healthy option; and, 3. describing the final outcome of that choice.* Beginning in fourth grade and and continuing into fifth, students learn and practice interpersonal communication skills such as assertive communication and refusal skills. In addition to examining the inappropriate use and abuse of prescription drugs and the difference between medicines and illicit drugs, fifth graders learn and practice the advocacy skill of using factual information to persuade others to be ATOD-free.

Next Grade Band (High School) Progression Statement*:* Students in high school focus on the functional knowledge that continues the development of skills around effective communication, decision-making, and advocacy skills. Students at this developmental age have higher demands that require additional practice in communication skills. For example, refusing to ride in a car with a person who is under the influence; or to prevent a friend from driving under the influence.
The level of decision-making is also augmented. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. Lastly, students at the high school level have more opportunities to advocate for healthy choices regarding ATOD. For example, high school students can advocate for staying drug free to junior high and elementary classrooms. Many high school students also drive and have the opportunity to promote drug free messages in their community.

Students who advocate for healthy behaviors are more likely to practice those healthy behaviors. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education. In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students "practice not using alcohol, tobacco and other drugs at home."

Functional Knowledge and Skills

- Explain the addictive nature of substances.
- Distinguish between proper use and abuse of over-the-counter and prescription medicines.
- Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, and other drugs.
- Describe situations that could lead to the use of alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, and other drugs.
- Explain why substance use is an unhealthy way to manage stress.
- Determine reasons why people choose to use or not to use alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, and other drugs.
- Explain school policies and community laws about alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, and other drugs.
- Describe positive alternatives to using alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, and other drugs.
- Analyze how influences of personal values, family, peers, culture, media, technology, and social expectations affect alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, and other drug use.
- Demonstrate effective verbal and nonverbal communication skills to avoid experimenting with or using alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, or other drug use.
- Demonstrate how to seek help for a friend or family member to help them quit using alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, or other drug use.
- Analyze situations, important personal factors, and likely outcomes to assist with healthy decision-making pertaining to the prevention of alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, or other drug use.
- Advocate for themselves and others to be free from alcohol, tobacco, electronic nicotine delivery systems (ENDS), marijuana, or other drug use.

ATOD Terminology
Tobacco Products
Cigarettes, e-cigarettes, vape, nicotine gum, nicotine patch, pipe, smokeless tobacco, etc.

Electronic Nicotine Delivery Systems (ENDS)

Products, such as vaporizers, e-cigarettes, hookah pens, vape pens, etc. that deliver nicotine into the bloodstream.

Instructional Resources
- https://www.samhsa.gov/
- https://drugfree.org/
- https://teens.drugabuse.gov/
- https://www.thetruth.com/
- https://www.adolescenthealth.org/Resources/Clinical-Care-Resources/Substance-Use/Substance-Use-Resources-For-Adolesc.aspx

Connections
Skill Connections within Health Education
- Mental Health – Building empathy for people in recovery; impact of substance use on the mind
- Healthy Relationships – Impact of substance use on relationships with others
- Personal Health and Wellness – Effects of ATOD on an individual's personal health and wellness
- Safety – Increased risk of injury when under the influence of substances
- Violence – Increased rick of violence towards self or others when under the influence of substances

Interdisciplinary Connections:
- Science – ATOD effects on the body; How brain chemistry is affected by ATOD.
- Mathematics – Examining trend data graphs of substance use.
- History – Role of alcohol, tobacco and other drugs (i.e. prohibition, tobacco plantations, pharmaceuticals).
- Sports – Use of ATOD and impact on performance.