

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Substance Use, Abuse and Addiction-related
Performance Indicators
for Grades 6 – High School

Secondary Health Education Curriculum

OUTLINE OF TOPICS, ESSENTIAL LEARNING RESULTS AND PERFORMANCE INDICATORS

Substance Use, Abuse and Addiction

Sixth Grade

Essential Learning Results:

1. Demonstrate understanding of core concepts related to general substance use, abuse and addiction by
 - a. distinguishing between substance use, abuse, and addiction.
2. Demonstrate understanding of core concepts related to gateway drugs by
 - a. defining gateway drugs;
 - b. describing the immediate and long-term physical, emotional, mental and social effects of smokable and smokeless tobacco;
 - c. describing the effects of environmental tobacco smoke; and
 - d. describing the immediate and long-term physical, emotional, mental, and social effects of alcohol and marijuana.
3. Demonstrate understanding of core concepts related to inhalants by
 - a. identifying inhalants and the damage they pose to health.
4. Demonstrate an ability to access information about substance use, abuse, and addiction by
 - a. identifying valid resources for information regarding gateway drugs, tobacco, alcohol, marijuana, and inhalants.
5. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
 - a. demonstrating strategies to stay safe in situations involving tobacco, alcohol, and other drugs.
6. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
 - a. discussing reasons adolescents give for smoking;
 - b. identifying tobacco product placement in stores, movies, television, and other locales; and
 - c. discussing the media's effect on the use of tobacco, alcohol, and other drugs.

7. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse, and addiction by
 - a. demonstrating negotiation and refusal skills to resist pressure to use drugs.
8. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse, and addiction by
 - a. making a personal commitment not to use drugs.
9. Demonstrate the ability to advocate for self and others in order to prevent substance use, abuse, and addiction by
 - a. designing counter advertisement and truth ads for tobacco, alcohol, and other drug use; and
 - b. designing a project to increase awareness about the number of youth who are not using tobacco, alcohol, or other drugs.

Seventh Grade

Essential Learning Results:

1. Demonstrate understanding of core concepts related to gateway drugs, club drugs, and illicit drugs by
 - a. reviewing the definitions of gateway drugs and the dangers they pose to health;
 - b. identifying club drugs and other illicit drugs; and
 - c. identifying sources of pressure to use gateway and other drugs.
2. Demonstrate ability to access information about substance use, abuse, and addiction by
 - a. accessing current research on the effects of various categories of substances;
 - b. identifying BVSD and community alternatives to alcohol and drugfree activities;
 - c. identifying community resources and services for substance abuse prevention and intervention; and
 - d. identifying social norms with respect to alcohol and other substance use.
3. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
 - a. describing health-enhancing alternatives to alcohol, tobacco, and other drug use;
 - b. demonstrating strategies to deal with peer pressure to use substances;
 - c. describing situations and specific methods that can be used by an individual or group to avoid substance use;

- d. describing the immediate and long-term physical, emotional, mental, and social effects of club drugs and other illicit drugs; and
 - e. describing the immediate and long-term physical, emotional, mental, and social consequences of avoiding substances.
4. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
- a. discussing social norms about tobacco, alcohol, and other drug use; and
 - b. discussing the effect of tobacco, alcohol, and other drug use in the home environment on the use of substances by youth.
5. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse, and addiction by
- a. demonstrating verbal and nonverbal communication and resistance skills to avoid tobacco, alcohol, and other drug use; and
 - b. developing a personal plan that includes strategies for resisting pressure to use tobacco, alcohol, or other drugs.
6. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse, and addiction by
- a. developing short- and long-term goals that benefit from remaining free of the use of tobacco, alcohol, and other drugs; and
 - b. developing a personal plan that includes strategies for resisting pressure to use tobacco, alcohol, or other drugs.
7. Demonstrate the ability to advocate for self and others in order to prevent substance use, abuse, and addiction by
- a. demonstrating how to defend a personal position about tobacco-related issues through individual action;
 - b. identifying ways to increase awareness about healthy alternatives to alcohol, tobacco, and other drugs; and
 - c. demonstrating how to collaborate with others to advocate for tobaccofree lifestyles.

Eighth Grade

Essential Learning Results:

1. Demonstrate understanding of core concepts related to general substance use, abuse, and addiction by
- a. reviewing definitions of substance use, abuse, and addiction.

2. Demonstrate understanding of core concepts related to gateway drugs by
 - a. explaining short- and long-term risks and consequences, e.g., physical, emotional, social and legal, associated with gateway drugs.
3. Demonstrate understanding of core concepts related to club drugs by
 - a. explaining short- and long-term risks, e.g., physical, emotional, social and legal, associated with club drugs.
4. Demonstrate understanding of core concepts related to other illicit drugs by
 - a. explaining short- and long-term risks, e.g., physical, emotional, social and legal, associated with other illicit drugs.
5. Demonstrate understanding of core concepts related to over the counter and prescription medications by
 - a. explaining the short- and long term risks, e.g., physical, emotional, social and legal, associated with the misuse and abuse of over the counter and prescription medications; and
 - b. suggesting healthy alternatives to over the counter and prescription medications abuse.
6. Demonstrate the ability to access information about substance use, abuse, and addiction by
 - a. identifying tobacco cessation products and programs; and
 - b. identifying other drug rehabilitation products and programs.
7. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse, and addiction by
 - a. showing strategies for getting help in an alcohol, tobacco, or other drug risk situation e.g., calling someone for a ride home, carrying money for cab fare;
 - b. identifying smoking cessation strategies; and
 - c. demonstrating strategies to stay safe in alcohol and other drug risk situations.
8. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
 - a. discussing the influence of legal consequences on decisions about tobacco, alcohol, and other drug use;
 - b. reviewing the media's effect on the use of tobacco, alcohol, and other drugs; and
 - c. discussing social norms about tobacco, alcohol, and other drug use.
9. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse, and addiction by
 - a. comparing and contrasting the use of communication skills in tobacco, alcohol, and other drug refusal and other risk areas.

10. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse and addiction by
 - a. devising a plan for dealing with pressure to use alcohol, tobacco, and other drugs now and when entering high school;
 - b. making a personal commitment not to use alcohol, tobacco, or other drugs now or when transitioning into high school;
 - c. reviewing short term and long term goals for staying drug free; and
 - d. developing and applying a viable decision-making process to show alternatives, consequences, and choices in alcohol and other drug risk situations, including decisions about personal use and riding with impaired drivers.

11. Demonstrate the ability to advocate for self and others in order to prevent substance use, abuse, and addiction by
 - a. demonstrating how to advocate for passenger safety and the prevention of impaired driving; and
 - b. collaborating with others to design tobacco, alcohol, and other drug-free activities for students in your school.

Tenth Grade

Essential Learning Results:

1. Demonstrate understanding of core concepts related to general substance use, abuse, and addiction by
 - a. analyzing the benefits of a substance-free lifestyle;
 - b. reviewing definitions of substance use, abuse, and addiction;
 - c. discussing the process of addiction;
 - d. reviewing the classifications of drugs (stimulants, depressants, hallucinogens, cannabis, narcotics, etc.);
 - e. describing the factors that influence the effects of drugs on the body and mind;
 - f. reviewing the short- and long-term risks (physical, emotional, social, and legal) associated with substance use;
 - g. analyzing the effects of drug abuse on society (financial costs, etc.); and
 - h. reviewing the impact of tobacco use and alcohol abuse on personal, environmental, and societal health.

2. Demonstrate an ability to access information about substance use, abuse, and addiction by
 - a. evaluating the accessibility and validity of information on and resources and services for recovery from substance abuse and addiction.

3. Demonstrate the ability to practice healthy behaviors with respect to substance use, abuse and addiction by
 - a. discussing the risks involved with substance use and abuse;
 - b. demonstrating strategies to avoid, get out of, or stay safe in alcohol and other drug risk situations;
 - c. evaluating the short- and long-term consequences of substance use and abuse; and
 - d. demonstrating ways to prevent a friend or family member from using alcohol or other substances while driving.

4. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
 - a. examining the media's portrayal of tobacco, alcohol, and other drugs;
 - b. using results from the BVSD/Boulder County Public Health's (BCPH) Youth Risk Behavior Survey (YRBS), to design social norm activities to increase awareness about tobacco, alcohol, and other drug use;
 - c. identifying the role of profits and politics in the production and marketing of legal and illegal drugs; and
 - d. describing actions that can be taken by high school students to influence the media's and other cultural influences on tobacco, alcohol and other drugs.

5. Demonstrate the ability to use interpersonal communication skills to prevent substance use, abuse and addiction by
 - a. demonstrating strategies to resist risky behaviors related to substance use and abuse; and
 - b. effectively debating views and opinions on substance use and abuse.

6. Demonstrate the ability to set goals and make decisions in order to prevent substance use, abuse, and addiction by
 - a. reviewing personal goals that benefit from remaining tobacco, alcohol, and other drug free;
 - b. considering legal, financial, career, social, and personal issues when making decisions about tobacco, alcohol, and other drug use;
 - c. considering social norms (using BVSD/BCPH YRBS data) in making decisions about tobacco, alcohol, and other drug use; and
 - d. collaborating with others to set goals and develop plans to reduce the use of tobacco, alcohol, and other drugs by BVSD high school students.

7. Demonstrate the ability to advocate for self and others with regard to preventing substance use, abuse, and addiction by
 - a. defending a personal position that advocates for positive personal choices concerning tobacco, alcohol, and other drugs;
 - b. publicizing BVSD/BCPH YRBS data about healthy social norms among high schools students related to tobacco, alcohol, and other drug use;

- c. supporting others who are trying to quit smoking, drinking, or using other drugs; and
- d. designing campaigns to increase awareness about the tobacco and/or alcohol industry.

Desired Learning Results:

1. Demonstrate understanding of core concepts related to substance use, abuse, and addiction by
 - a. reviewing the dangers of legal/over the counter drugs.

2. Demonstrate the ability to analyze influences on substance use, abuse, and addiction by
 - a. assembling examples of drug advertising from a variety of sources (television, billboards, etc.); and
 - b. evaluating validity and bias of information and advertising on drugs.