## WESTPORT BOARD OF EDUCATION

# *AGENDA

(Agenda Subject to Modification in Accordance with Law)

**PUBLIC SESSION/PLEDGE OF ALLEGIANCE:**
7:30 p.m. Staples High School, Cafeteria B (Room 301)

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

**MINUTES:** September 26, 2011

**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS**    (15 MINUTES)

| | | |
|---|---|---|
| **PRESENTATION:** 2011 Youth Survey Report | (Encl) | Marty Hauhuth |
| Sponsored by: Positive Directions and WPS | | Pamela Kelley |
| | | Dr. Archie Swindell |

**INFORMATION:**

| | | |
|---|---|---|
| 1. October 1, 2011 Enrollment Report | (Encl) | Dr. Landon |
| 2. Staffing Report | (Encl) | Ms. Cion |

**DISCUSSION/ACTION:**

| | | |
|---|---|---|
| 1. Middle School Social Studies Curricular Revision: 2012-2015 School Years | (Encl) | Mr. D'Amico Ms. Comm |
| 2. School System Goals: July 1, 2011-June 30, 2012 | (Encl) | Dr. Landon |
| 3. Adoption of 2012-13 Budget Calendar | (Encl) | Dr. Landon Ms. Harris |

## ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78.

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:
- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

# 2011 Youth Survey Report
# Westport, Connecticut

**Report prepared by:**
   **Archie C. Swindell, PhD, Quantitative Services**
   **June 15, 2011**

## ACKNOWLEDGEMENTS

This youth survey was sponsored by the Westport Public Schools, and Positive Directions. It was administered April 7-14, 2011, to a total of 1,009 students in grades 7-11 in Bedford Middle School, Coleytown Middle School, and Staples High School. Positive Directions – The Center for Prevention & Recovery, is a non-profit agency which has provided treatment, counseling and education programs to individuals and families in Fairfield County, Connecticut, since 1973. Quantitative Services has been a resource for statistical consulting and analysis for Connecticut public health agencies and prevention coalitions since 2002, and provides internet access to the Connecticut Governor's Prevention Initiative for Youth (GPIY) survey.

The 2011 Westport survey was derived from the GPIY survey, which was given by the Connecticut Department of Mental Health and Addiction Services (DMHAS) and UConn Health Center in 2000 in towns and regional districts across the state, including Westport [1]. The GPIY survey, originally in paper format, was adapted for on-line administration in 2006, and has been used in more than 20 Connecticut towns. The survey is designed to ascertain prevalence, attitudes and behaviors related to use of substances (tobacco, alcohol, illicit drugs and other substances, and misuse of prescription drugs). Refinements to the survey by prevention coalitions in several Connecticut towns have been incorporated, and are gratefully acknowledged. The language of the questions and the structure of the report are closely aligned with the original GPIY survey.

The author sincerely appreciates the cooperation of the administration and teachers of Westport Public Schools, in supervising the administration of the survey. Special thanks go to the youths who shared their personal experiences and opinions, and to Pamela Kelley, coalition coordinator. All results of the survey are anonymous, and are reflective of the entire community, not primarily its schools. Comparisons utilize the 2000 Westport GPIY survey [1], the Monitoring The Future (MTF) national survey of 2010 [2], and GPIY surveys given in six Connecticut towns in Demographic Reference Groups A, B, and C (Westport is DRG-A) [3].

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## SUMMARY

April of 2011 marked the second time the Governor's Prevention Initiative for Youth (GPIY) survey was given to representative samples of Westport youth. In 2000 it was given to 434 students in grades 7-10, and in 2011 to 1,009 students in grades 7-11. The survey monitors the use of substances (alcohol, tobacco, marijuana and other illicit drugs, inhalants, prescription drugs without a medical order, and energy drinks), as well as attitudes and behaviors possibly related to substance use.

In the 11 years since the first GPIY survey, cigarette smoking has decreased dramatically in grades 7-10, by about 10-fold. As affirmation of the influence of parents, a youth with a parent who smokes cigarettes was 5 times more likely to smoke than if neither parent smokes. A youth who drinks alcohol was twice as likely to have parents who drink. Also, a youth whose parent smokes was more likely to have physician-diagnosed asthma (17%) than if neither parent smokes (10%). Cigarette smoking was almost entirely limited to marijuana users, by a ratio of 20-to-1 compared to non-users. A few older boys reported using non-cigarette tobacco products.

The use of both alcohol and marijuana have decreased substantially since 2000, although not as much as tobacco. There was a decrease among youth in grades 9-10 in 30-day prevalence of use of alcohol from 57% to 31%, and a decrease in marijuana use from 27% to 12%. Use of marijuana in grade 8 is below national and Connecticut averages, and is about the same as other averages in grade 10. Lifetime use of illicit drugs like cocaine, heroin, or angel dust (PCP) is almost unknown in Westport. By grade 10 or 11, a few youth report having tried LSD, ecstasy (MDMA), salvia, or a synthetic cannabinoid like K2 or "spice". Increasing abuse of medicines like pain relief drugs and stimulants like Adderall or Ritalin is receiving attention nationally. Use reported so far by Westport youth is low, about 4-6%, but bears watching.

Youth who use one substance are likely to use others as well, an association also seen in other towns. For example, 21% of marijuana users also smoke cigarettes compared to fewer than 1% of non-users, and 11% of marijuana users have used another illicit drug in the past 30 days compared to 0.7% of marijuana non-users. Included in the Westport survey are energy drinks, with their high caffeine content and possible gateway effects. Recent alcohol drinkers report two times the frequency of energy drink consumption, compared to non-drinkers.

Youth who reported drinking alcohol in the past 30 days are compared with youth who did not, in a statistical procedure that separates the effect of drinking from the effect of age. Results provide a snapshot of youth who are at higher risk of use of alcohol and other substances. Compared to non-users, 30-day users of alcohol were less likely to talk over problems with parents or teachers, were more skeptical of various means of discouraging underage drinking, and expressed more leniency toward some types of "antisocial" behavior, such as physical assault, cheating on tests, and engaging in gambling activities. Alcohol users also spent more time in social activities like hanging out with friends and talking on the phone, and they spent less time reading or using computers. When asked why teens decide to drink or not, alcohol users felt that peer pressure, the disapproval of friends, and education about alcohol were all less important than non-users did.

Two "core measures" which are associated with substance use are perception of personal harm from regular use, and perception of disapproval by one's parents. When prevalence of use is plotted against degree of perceived harm or disapproval, it is clear that the highest prevalence of drinking occurs when youth perceive little or no parental disapproval – in support of the idea mentioned above, that parental opinion and example are important.

## METHODS

This youth survey was administered to Westport Public School students in grades 7-11 during April 7-14, 2011. The survey is an on-line version of the Connecticut Governor's Prevention Initiative for Youth (GPIY) Youth Survey for $6^{th}$-$12^{th}$ Grade, last given in Westport to grades 7-10 in spring of 2000 [1]. The survey has been modified over the past several years to reflect changes in patterns of substance use and gambling behaviors that have occurred in the years since the GPIY survey was last given by the Department of Community Medicine & Health Care of the University of Connecticut. Questions now include bullying, reasons for first using (or not using) alcohol and marijuana, and social norms [6]. Questions in this survey are taken *verbatim* from the GPIY survey, which were in turn taken from national surveys, including the Youth Risk Behavior Surveillance System (YRBSS) [7], Monitoring The Future (MTF) [2], the forty "Developmental Assets®" identified by Search Institute [8], and the Connecticut School Health Survey [9]. Thus, there is compatibility of data among all the surveys, as well as validity of responses through the consistent use of research-based questions.

The survey was administered via computer on-line to grades 7-11, under the supervision of Westport Public School and Positive Directions. School subjects which are required of all students were identified, and randomly chosen classes of those subjects were given the opportunity to take the survey. The survey was administered in computer labs, using the SurveyMonkey.com® web site and software. Prior to administering the survey, parents were given the opportunity to excuse their child from participating, by contacting their principal or returning a signed form. Youth were also able to decline the survey on their own by simply logging off the computer, and a few did so and are not included in tabulations.

Guidelines for administering the survey were developed by the University of Connecticut Health Center [10]. Instructions are summarized in the on-line introduction. During the survey, conversation among students was discouraged, and classes were reassured about the anonymity of the surveys and the need for their honest input. The number of minutes required by each respondent to complete the survey was determined by subtracting the start-time from the finish-time, both of which are recorded in the SurveyMonkey.com system. Times do not include such preliminary activities as bringing youth to the computer facility. The IP address of each response corresponded to Westport Public Schools, confirming that none of the surveys originated from outside the schools.

All statistical and tabulation computations were carried out using Statistica® version 10.0 (StatSoft, Tulsa, OK). Data checking and formatting operations were carried out in Microsoft Excel® 2010, and the final report was produced in Microsoft Word® 2010 and converted to a "portable document format" (pdf) file in Adobe Acrobat® version 8.1.2. All software is licensed to Quantitative Services.

About half of all students in each grade were included in the survey, so that sampling variance (calculated by standard methods [11]) for each grade is low, about $\pm 3\%$. In asking respondents how they describe their ethnic background, the current standard of the U.S. Census was followed, separating Hispanic ethnicity from racial identification. Statistical significances of differences between groups (e.g., recent drinkers *vs.* non-drinkers, Tables 54-61) were calculated by 2-way analysis of variance (ANOVA), with 30-day alcohol use and grade as the two predictor variables. This procedure computes mean levels of each factor for drinkers and non-drinkers, and p-values comparing alcohol users *vs.* non-users, independent of age. A p-value is defined as the probability that the observed difference is due to chance alone; a low value (e.g., $p<0.01$ or

p<0.001) indicates a strong probability that the difference is due to a genuine relationship between the factor and alcohol consumption, not to age and not to random chance. For ease of interpretation, scores which are on 3 to 6 point Likert scales in the survey are converted to a 0-100 scale, inverted if necessaryso that all are ascending in intensity of the factor.

Because of slight imbalance in numbers of respondents in different grades, weighting was employed for all analyses in which grade-levels were combined into multi-grade groups. Weights equalized the contributions of each grade, and were scaled so that the sum of weights equaled the number of respondents. Weights varied from 0.940 for grade 8 to 1.052 for grade 10.

Respondents were asked to estimate the percentage of their classmates who regularly use alcohol, cigarettes, or marijuana. A series of six percent-intervals ("bins") were provided in the survey. In order to compare respondents' estimates of usage ("social norms") with actual reported usage, medians were estimated by linear interpolation. The median is the usage level estimated by 50% of respondents.

$$M = X_2 - \frac{(Y_2 - 50) \times ((X_1 + X_2)/2)}{(Y_2 - Y_1)}$$ , where

$M$ = Estimated median social norm usage
$X_1, X_2$ = Mid-intervals of survey choices corresponding to $Y_1, Y_2$, where $X_2 > X_1$
$Y_1, Y_2$ = Cumulative % of respondents, where $Y_2 \geq 50 \geq Y_1$

The GPIY survey was conducted in Westport once, in 2000. Data for variables related to tobacco, alcohol, marijuana, and other drugs are tabulated for 2000 and 2011 (Tables 51-53). A "cohort" analysis requires that surveys be conducted every 2-3 years, in order to track changes in random samples of youth as they advance in age. The 11-year interval nevertheless provides some historical perspective.

## RESULTS

### *Demography*

The young people surveyed in Westport, Connecticut, were enrolled in the two middle schools (Bedford and Coleytown, grades 7-8) and Staples High School, grades 9-11. The survey was administered near the end of the 2010-11 school year – April 7-14, 2011 – about 11 years after the 2000 survey of Westport youth in grades 7-10. The 2011 survey sample was approximately 50% of students in each grade. Private school students were not included in this survey. Median ages of youths were 11-15 in grades 7-11. Median times required to complete the survey were 29 minutes (grade 7) to 19 minutes (grade 9).

A total of 29 responses (2.9%) were excluded from this analysis because of either incomplete or inconsistent answers (Table 1). Nine respondents in effect declined to participate in the survey, by logging off before substantial information was given. Another 18 respondents answered certain questions in a manner inconsistent with quality control criteria. Two 12th graders who took the survey were excluded from analysis.

The survey sample contained equal numbers of girls and boys (Table 2), and the racial mixture was similar to that of the district as a whole, with more minorities than in the town of Westport (Table 3) [12]. Youth were asked about their asthma status, for correlation with smoking and personal characteristics, and 11% said they are diagnosed asthmatics (Table 4). The 4.4% who report undiagnosed asthma was similar to other Connecticut towns.

### *Alcohol Use.*

Among the substances proscribed for youth, alcohol is the most commonly used in Westport, by both boys and girls (Table 5). Before grade 10, fewer than half reported drinking in the previous 30 days. By 10th grade, drinking was somewhat more prevalent in Westport than nationally or in demographically comparable Connecticut towns (Table 49), and continued to increase in grade 11 (Fig. 1).. However, drinking was reduced by almost half from the prevalence reported in 2000 (Table 52).

The prevalence of use of a substance, including but not limited to alcohol, is related to perception of personal risk of harm from its regular use. The relationship between 30-day use of alcohol and perception of harm is illustrated in Fig. 2, for high school youth in grades 9-11. Westport youth reported a prevalence of using alcohol somewhat higher than youth in demographically similar towns, at all but the lowest level of perceived risk. The relationship between 30-day use of alcohol is also correlated with perceived disapproval of one's own parents. The relationships for Westport and demographically similar youth are illustrated in Fig.3. Westport high school youth who perceived no harm in regular use of alcohol reported starting to drink more than one year earlier than youth who perceived great harm (averages of 12.9 and 14.2 years, respectively, highly statistically significant). There was no significant difference in the degree of drinking versus perceived risk of harm, with all respondents averaging about 2-3 drinks at a time in the past 30 days.

Delaying the initiation of use of any substance is a worthwhile objective, because starting early is associated with more problems later in life. Westport youth reported starting to drink alcohol at a

later age in 2011 than they had in 2000. Average ages of initiation for 8th graders were 11.6 years in 2000 and 12.2 years in 2011; and for 10th graders, ages were 12.9 years in 2000 and 14.0 years in 2011. Youth who reported 30-day alcohol use also reported that they had recently used other substances as well. The degree of association between drinking alcohol and the use of other substances is quite striking, either recent (Table 8) or lifetime (Table 10). For example, only 0.7% of non-drinkers reported 30-day cigarette smoking, compared with 11% of recent drinkers – i.e., drinkers were 17 times more likely to smoke cigarettes. This kind of association is repeated for marijuana and other substances, and has been observed in many other Connecticut towns. Youth, who had used alcohol in the past 30 days (and by association, use of other substances as well), engaged in a variety of risky behaviors and held more lenient views of substance use and antisocial activities (Table 56).



Fig.1 30-Day Alcohol vs. Grade



Fig. 3. 30-Day Alcohol vs. Parental Disapproval



Fig. 2. 30-Day Alcohol vs. Risk



Fig. 4. Associations of Marijuana Use
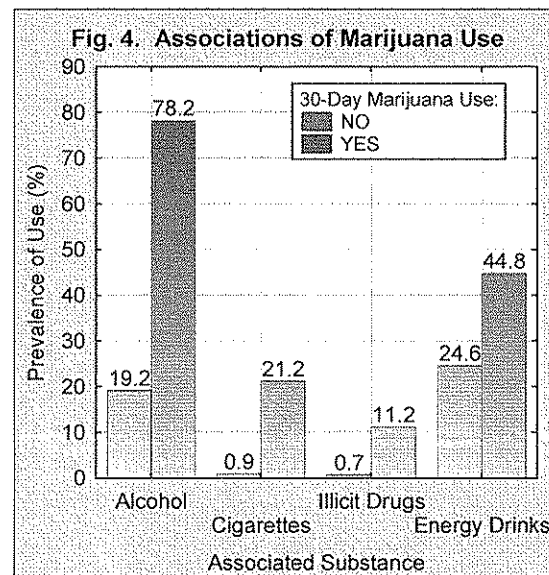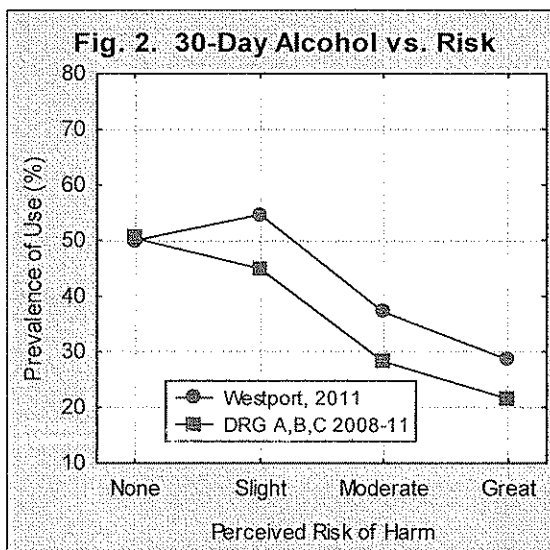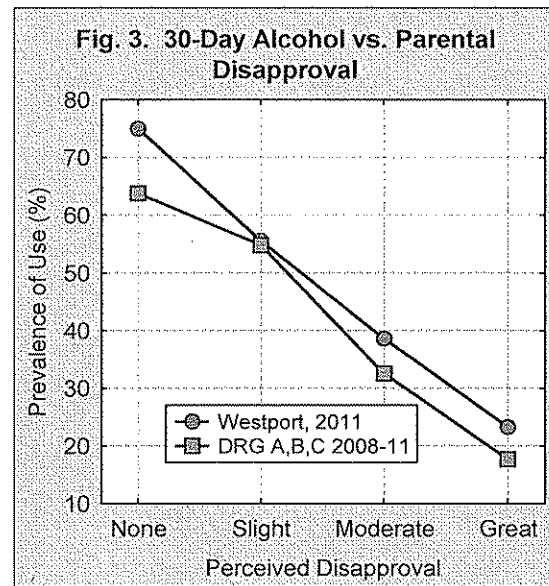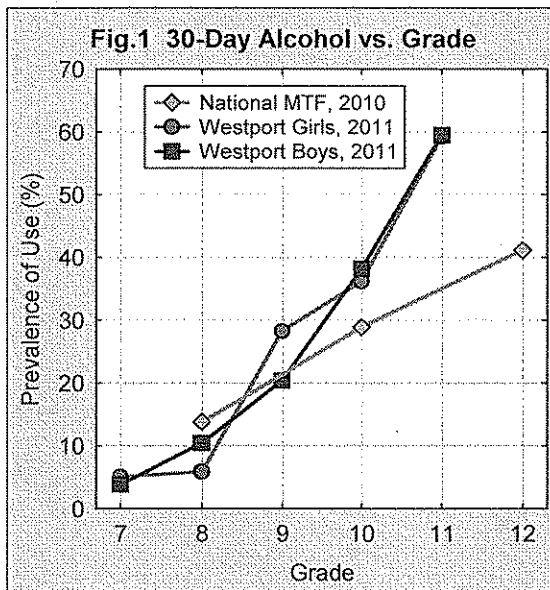
Youth rated the plausibility of several possible reasons for why youth start using substances. Results are expressed as percent of maximum plausibility (see Methods), and are divided by grade-group and by whether the youth reported using in the past 30 days (Table 21). The most prominent among reasons given by alcohol users for starting to drink were to have fun (especially older youth) and personal choice (Table 21A). Non-drinkers also rated having fun the number one reason, but many thought curiosity and fitting in with friends (i.e., peer pressure) are important. Least important were reasons related to family. Differences in overall perceptions between all drinkers and non-drinkers are shown in Table 59.

In a similar manner, youth were asked to rate several reasons why people of their own age choose *not* to use alcohol or marijuana, with results tabulated according to whether the responder did or did not use the substance (Table 22). Scores are computed as described above. For alcohol users, leading reasons were personal and lifestyle choices, bad experiences with family members, and health reasons (Table 22A). Non-drinkers rated ethical/moral reasons higher than drinkers. Choices varied considerably with grade of respondent.

The ease with which alcoholic beverages and other substances could be obtained began to increase in grade 8, and increased further in high school (Table 23). Cigarettes were considered harder to obtain than either alcohol or marijuana. Alcohol was rated "very easy" to obtain by more youth in 2010 than in 2000 (Table 52). The most prevalent sources of alcohol among older youth were from their friends and at parties without adults present (Table 25). Few youth reported buying alcohol for themselves, at either restaurants or package stores.Direct purchase of alcohol by youth has decreased since 2000, perhaps as a result of enforcement or vendor training (Table 52). Drinking took place in the youth's own home or the homes of other people – patterns which have not changed much since 2000 (Table 52) – and at parties, with or without adults present (Table 26). Reported use of alcohol by peers was consistent with self-use reports (Table 28). The prevalence of friends who drink is almost 3 times as high among youth who themselves drink than among non-drinkers (Table 61).

To further aid in identifying significant characteristics of recent alcohol drinkers, average scale scores and statistics were calculated for many of the qualitative variables (Tables 54-61), as explained in Methods and footnoted for each table. These "profiles" of drinkers *vs.* non-drinkers are intended to provide guidance for prevention programs and healthy alternative activities. Profiles differ with age; the reader is invited to examine the tables for characteristics that may be addressed by programs under consideration. For example, as mentioned above, drinkers were consistently more permissive toward various antisocial behaviors (Table 56). Drinkers were also more social, congregating in public places or talking on the phone. Drinkers reported working at paying jobs more often, perhaps providing funds for purchase of substances (Table 57). Drinkers had a slightly more negative self-concept, and also had more trouble concentrating (Table 58). Non-drinkers considered disapproval of friends and education about alcohol to be important reasons for not drinking, more than drinkers (Table 60).

Respondents were asked to estimate how many in their own grade were regular users of cigarettes, alcohol, and marijuana. Six "bins" were provided for the estimates, and complete results are tabulated (Table 35). Median "social norm" estimates were calculated for each substance for comparison with the prevalence actually reported by the same youth. Median estimate is the prevalence estimated by 50% of the respondents. Results in Table A below indicate that overall estimates were reasonably on target in all grades. Median estimates were also calculated for high school youth (grades 9-11), to compare youth who reported 30-day use of the substance with those who reported not. Users consistently estimated higher use by their peers

(Table B), confirming the "social norm" concept, that a belief that others are engaging in an activity (including but not exclusively substance use) is a motivator to engage in it oneself.

Table A.

| Grade | Prevalence of 30-Day Substance Use | | | | | |
| | Cigarettes | | Alcohol | | Marijuana | |
| | Reported | Estimated | Reported | Estimated | Reported | Estimated |
| --- | --- | --- | --- | --- | --- | --- |
| | % | median % | % | median % | % | median % |
| 7 | 0.5 | 1.3 | 4.3 | 3.4 | 1.1 | 1.4 |
| 8 | 0.5 | 1.7 | 8.1 | 4.5 | 1.0 | 1.7 |
| 9 | 1.9 | 2.7 | 25.1 | 28.6 | 7.2 | 12.3 |
| 10 | 3.0 | 4.9 | 37.0 | 47.8 | 16.5 | 19.2 |
| 11 | 11.3 | 7.5 | 59.8 | 64.3 | 37.3 | 30.0 |

Table B.

| Median estimated use, grades 9-11 | | |
| | 30-Day Use | |
| Substance | NO | YES |
| --- | --- | --- |
| | % | % |
| Cigarettes | 4.9 | 9.8 |
| Alcohol | 38.8 | 58.0 |
| Marijuana | 17.0 | 31.2 |

## *Tobacco Use.*

The long-standing national campaign against cigarette smoking has borne fruit. Cigarette smoking has declined dramatically since 2000 (Table 51). Current cigarette smoking, which has decreased nationally by half since the mid-1990's [6], was well below national and Connecticut averages among Westport youth (Tables 49, 50). The disparity between lifetime and current cigarette smoking indicate that most Westport youth who tried cigarettes did not continue to smoke, despite the highly addictive nature of nicotine. Use of tobacco products other than cigarettes is low and limited mainly to boys (Tables 6, 12) and African-American youth (Table 7). Cigars and pipes are the most commonly used non-cigarette products (Table 13). Cigarette smoking is highly correlated with the use of both alcohol and marijuana (Table 8, 9, Fig. 4).

Youth whose parents smoke were much more likely to smoke. Of youth with non-smoker parents, 2.4% reported 30-day cigarette use, compared to 13.6% of youth with at least one parent smoker. Youth were also asked if a sibling smokes, and 27.3% of those with a smoking parent reported that a sibling also smokes, versus 5.9% with non-smoking parents and a sibling who smokes. The effect of parental example seems very clear.

Youth with a parent who smokes were more likely to have physician-diagnosed asthma, 17.1% compared to 10.3% of children of non-smoking parents. Asthmatic youth were also more likely to be smokers, 6.5% compared to 2.9% of non-asthmatics who smoke. Smoking is more common among youth who do not engage in any athletic activity: 10.4% compared to 2.4% who engage in some kind of athletics. As for sources of cigarettes, the two most frequent are from friends and from home without their parents' permission (Table 24).

Perceived risk of harm from regular smoking was very high in all grades (Table 27). Only about 10% thought there is little or no risk to smoking. As youths get older, their attitudes about the risk of alcohol and cigarettes change little – risk from alcohol is perceived to be low, tobacco high. Even smokers perceived cigarettes as risky. But the number who think there is little risk to the use of marijuana increases dramatically. By grade 10, marijuana was felt to be safer than alcohol and far safer than cigarettes. As with alcohol (Fig. 2), decreased perception of risk of cigarettes or marijuana is associated with increased use.

### *Marijuana, Inhalants, and Other Illicit Drugs.*

Marijuana use was declining for several years in national surveys [*], but has increased steadily among 10th graders from 16.9% in 2007 to 18.5% in 2010. Since 2000, prevalence of 30-day use in Westport has decreased from 27% to 11% (Table 53), and in 2011 was very close to national and state averages (Table 49). Perception of harm from marijuana was comparable to national and state figures for 8th graders, but Westport 10th graders expressed less concern about "great harm" from regular use (Table 50). The perceived disapproval by parents was high, comparable to other Connecticut towns. Ease of obtaining marijuana was not markedly different from other Connecticut towns of similar demography.

Reported prevalence of 30-day marijuana use was higher among African-American youth (Table 7). Asian youth reported very low use of alcohol, but marijuana use was nearly the same as their white classmates. The association of marijuana with the use of other substances has been mentioned, and is displayed in Fig. 4. Of particular note is the high degree of association of marijuana with the use of other illicit drugs and with cigarette smoking. It is common for there to be age-windows during which initiation of substance use takes place – 13-15 years old for marijuana, compared to 12-14 years for alcohol – after which initiation becomes less likely (Table 20). Among 11th graders, 28% reported having bought drugs, and 9% said they sold drugs during the past year (Table 30). More than half of high school youth said it is mostly or definitely true that lots of drugs are sold in their neighborhoods (Table 46).

Inhalants typically involve a volatile organic solvent or propellant used in paint, glue, aerosols, or other product, and are "huffed" to experience a high. Inhalants are extremely dangerous but easily available, and their use is strongly discouraged. In national statistics, the use of inhalants declines in later years of high school. Use in Westport in the past 30 days is at very low levels (Table 5), but lifetime use is still a concern (Table 6). About 6% of marijuana users report also using inhalants (Table 9).

Use of prescription medicines to get high or to enhance physical or cognitive performance has received much attention at the national level. In Westport, reported use of pain medicines like codeine or Vicodin has decreased substantially since 2000 (Table 53). Compared to other Connecticut towns, reported lifetime use of pain meds is higher among Westport 8th graders, but lower among 10th graders (Table 48). Reported use of stimulant medicines is very low in Westport, as is the use of all illicit drugs except possibly hallucinogens and salvia.

### *Personal and Environmental Characteristics*

When Westport youth had problems that bothered them, they most often received support from their friends, or their parents or siblings. About 15-25% of youth of all ages reported "almost

never" talking things over with their parents. Few youth reported sharing problems with teachers or mentors, and 12-19% "almost always" keep things to themselves (Table 29). The most common "antisocial" act was cheating on a test in the past year, by 18-48% of youth (Table 30). Significant numbers of older youth reported riding as a passenger with a driver using alcohol or drugs. Many youth played card games like poker for money, or played instant lottery.

The greatest disapproval of antisocial behavior was for drinking and driving, destroying or stealing property, and initiating violent behavior (Table 31). The least disapproval was for playing gambling games like instant lottery or poker, and cheating on a test at school. There were age-related variations in the degree of disapproval.

Youth were asked how much time they spend at various activities away from school (Table 32). The most common activities were exercising or playing sports, using a computer unrelated to school, and listening to music. Relatively few youth indicated working at paying jobs. Activities positively related to use of alcohol were hanging out with friends, working at a job, and listening to music (Table 57). Youth who do not drink reported somewhat more reading of books or magazines.

The greatest degree of agreement with self-concept items were with positive traits like "I am good at making decisions" and "I am good at making friends" (Table 34). Least agreement was with negative traits like "I feel no one really cares about me" and "I feel I do not have much to be proud of". Factor analysis of the data reveals three groupings of responses: optimistic outlook, depressive feelings, and hyperactivity. The only trait significantly associated with more alcohol consumption was "I have trouble concentrating", a trait of hyperactivity (Table 58).

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DRAFT

## SECTION 1. DEMOGRAPHY

**Table 1. Surveys included in analyses**

| Grade | Total Surveys | Excluded Because: Inconsistent | Incomplete | Analyzable Surveys |
|---|---|---|---|---|
| | count | count | count | count |
| 7 | 192 | 4 | 1 | 187 |
| 8 | 202 | 4 | 1 | 197 |
| 9 | 212 | 1 | 3 | 208 |
| 10 | 208 | 6 | 2 | 200 |
| 11 | 192 | 3 | 2 | 187 |
| 12 | 2 | 2 | 0 | 0 |
| Missing | 1 | 1 | 0 | 0 |
| Totals | 1009 | 20 | 9 | 979 |

**Table 2. Gender and grade of students analyzed**

| Grade | Gender Female | Male | Missing |
|---|---|---|---|
| | count | count | count |
| 7 | 79 | 108 | 0 |
| 8 | 101 | 96 | 0 |
| 9 | 106 | 99 | 3 |
| 10 | 94 | 102 | 4 |
| 11 | 103 | 82 | 2 |
| Missing | 1 | 0 | 0 |
| Totals | 483 | 487 | 9 |

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Table 3. Race, ethnicity of students included in survey

| Grade | Survey Sample* | | Westport Population | |
|---|---|---|---|---|
| | | | Schools** | Town*** |
| | count | % | % | % |
| White/Caucasian | 836 | 85.3 | 91.4 | 95.2 |
| Black/African American | 22 | 2.2 | 1.5 | 1.1 |
| Asian | 35 | 3.6 | 4.2 | 2.4 |
| Native American | 8 | 0.8 | 0.2 | 0.0 |
| Other | 73 | 7.6 | -- | 0.8 |
| Missing | 5 | 0.5 | - | -- |
| Hispanic | 79 | 8.1 | 2.7 | 2.3 |

* Sample included in analysis, ** Strategic School Profiles, 2008-09 [13], *** U.S. Census 2000 [12]

Table 4. Asthma status
Youth included in survey, all grades

| Asthma status | Prevalence |
|---|---|
| Do you have asthma? | % |
| No | 84.7 |
| Yes, diagnosed by a doctor | 10.9 |
| I think so, but not diagnosed | 4.4 |

## SECTION 2. TOBACCO, ALCOHOL, AND DRUG USE

**Table 5. Recent (past 30 days) use of substances by gender, grade**

| Substance | Gender | Grade | | | | |
|---|---|---|---|---|---|---|
| | | 7 | 8 | 9 | 10 | 11 |
| | | % | % | % | | |
| Alcohol | Female | 5.1 | 5.9 | 28.3 | 36.2 | 59.2 |
| | Male | 3.8 | 10.4 | 20.4 | 38.2 | 59.5 |
| | Both | 4.3 | 8.1 | 25.1 | 37.0 | 59.8 |
| Cigarettes | Female | 0.0 | 0.0 | 2.9 | 5.4 | 10.7 |
| | Male | 0.9 | 1.0 | 1.0 | 1.0 | 12.3 |
| | Both | 0.5 | 0.5 | 1.9 | 3.0 | 11.3 |
| Other Tobacco | Female | 0.0 | 0.0 | 0.0 | 0.1 | 1.5 |
| | Male | 0.2 | 0.2 | 1.5 | 1.8 | 8.5 |
| | Both | 0.1 | 0.1 | 0.5 | 0.7 | 4.0 |
| Marijuana | Female | 1.3 | 0.0 | 3.8 | 14.9 | 38.8 |
| | Male | 0.9 | 2.1 | 11.2 | 17.6 | 35.0 |
| | Both | 1.1 | 1.0 | 7.2 | 16.5 | 37.3 |
| Inhalants | Female | 1.3 | 0.0 | 0.0 | 2.1 | 1.0 |
| | Male | 0.9 | 1.0 | 0.0 | 1.0 | 1.3 |
| | Both | 1.1 | 0.5 | 0.0 | 2.0 | 1.1 |
| Illicit Drugs | Female | 1.3 | 0.0 | 0.0 | 1.1 | 4.9 |
| | Male | 2.8 | 1.0 | 1.0 | 2.0 | 6.4 |
| | Both | 2.2 | 0.5 | 0.5 | 1.5 | 5.5 |
| Energy Drinks | Female | 12.8 | 21.8 | 19.0 | 19.4 | 34.0 |
| | Male | 32.1 | 35.4 | 35.8 | 23.0 | 36.7 |
| | Both | 23.9 | 28.4 | 27.1 | 21.3 | 34.8 |

Table 6. Lifetime use of substances by gender, grade

| Substance | Gender | Grade | | | | |
|---|---|---|---|---|---|---|
| | | 7 | 8 | 9 | 10 | 11 |
| | | % | % | % | | |
| Alcohol | Female | 15.2 | 30.7 | 50.0 | 66.0 | 84.5 |
| | Male | 22.6 | 38.5 | 46.9 | 64.7 | 81.0 |
| | Both | 19.5 | 34.5 | 49.3 | 65.0 | 83.2 |
| Cigarettes | Female | 0.0 | 2.0 | 6.7 | 10.8 | 31.1 |
| | Male | 2.8 | 7.3 | 5.1 | 9.8 | 27.2 |
| | Both | 1.6 | 4.6 | 5.8 | 10.1 | 29.6 |
| Other Tobacco | Female | 2.5 | 2.0 | 3.8 | 9.6 | 30.1 |
| | Male | 5.6 | 9.4 | 18.2 | 23.5 | 43.2 |
| | Both | 4.3 | 5.6 | 11.5 | 16.5 | 35.5 |
| Marijuana | Female | 2.5 | 2.0 | 7.5 | 27.7 | 56.3 |
| | Male | 0.9 | 5.2 | 20.4 | 38.2 | 51.3 |
| | Both | 1.6 | 3.6 | 13.5 | 33.0 | 54.6 |
| Inhalants | Female | 2.5 | 6.9 | 3.8 | 7.4 | 7.8 |
| | Male | 5.7 | 3.1 | 4.2 | 4.9 | 10.4 |
| | Both | 4.3 | 5.1 | 3.9 | 6.5 | 8.8 |
| Other Illicit Drugs | Female | 2.5 | 0.0 | 1.0 | 7.4 | 14.6 |
| | Male | 2.8 | 2.1 | 2.1 | 7.8 | 30.8 |
| | Both | 2.7 | 1.0 | 1.5 | 7.5 | 21.3 |
| Energy Drinks | Female | 44.9 | 54.5 | 46.7 | 62.4 | 75.7 |
| | Male | 68.9 | 68.8 | 73.7 | 72.0 | 84.8 |
| | Both | 58.7 | 61.4 | 60.1 | 67.5 | 79.9 |

Table 7. Recent use of substances by race, ethnicity

| Substance | Race | | | | | Ethnicity |
|---|---|---|---|---|---|---|
| | White/ Caucasian | Black/ African American | Asian/ Pacific Islander | Native American | Other | Hispanic |
| | % | % | % | % | % | % |
| Alcohol | 27.5 | 23.8 | 5.7 | * | 26.0 | 27.3 |
| Cigarettes | 2.6 | 14.3 | 2.9 | * | 5.4 | 5.1 |
| Other Tobacco | 3.8 | 22.7 | 2.9 | * | 5.4 | 10.3 |
| Marijuana | 11.5 | 23.8 | 8.6 | * | 14.9 | 12.8 |
| Inhalants | 1.0 | 0.0 | 0.0 | * | 1.4 | 1.3 |
| Other Illicit Drugs | 1.7 | 0.0 | 2.9 | * | 4.1 | 3.8 |
| Energy Drinks | 26.8 | 30.0 | 20.0 | * | 31.1 | 41.0 |

* Too few to report statistics (N<10).

Table 8. Association of 30-day alcohol with recent use of other substances

| Other Substance Reportedly Used Recently | Gender | 30- Day Alcohol Use | | YES / NO Ratio |
|---|---|---|---|---|
| | | NO | YES | |
| | | % | % | |
| Cigarettes | Female | 1.1 | 11.2 | 9.7 |
| | Male | 0.2 | 11.7 | 58.3 |
| | Both | 0.7 | 11.4 | 16.9 |
| Marijuana | Female | 2.9 | 36.3 | 12.7 |
| | Male | 4.5 | 36.7 | 8.2 |
| | Both | 3.7 | 36.5 | 10.0 |
| Inhalants | Female | 0.3 | 2.2 | 7.8 |
| | Male | 0.6 | 1.7 | 3.0 |
| | Both | 0.4 | 2.0 | 4.6 |
| Other Illicit Drugs | Female | 0.6 | 3.7 | 6.5 |
| | Male | 0.8 | 7.6 | 9.0 |
| | Both | 0.7 | 5.6 | 8.0 |
| Energy Drinks | Female | 15.8 | 37.6 | 2.4 |
| | Male | 25.4 | 52.1 | 2.1 |
| | Both | 20.6 | 44.8 | 2.2 |

Table 9. Association of 30-day marijuana with recent use of other substances

| Other Substance Reportedly Used Recently | Gender | 30- Day Marijuana Use | | YES / NO Ratio |
|---|---|---|---|---|
| | | NO | YES | |
| | | % | % | |
| Alcohol | Female | 20.2 | 83.1 | 4.1 |
| | Male | 18.1 | 73.3 | 4.0 |
| | Both | 19.2 | 78.2 | 4.1 |
| Cigarettes | Female | 0.9 | 25.4 | 26.9 |
| | Male | 1.0 | 16.9 | 17.8 |
| | Both | 0.9 | 21.2 | 22.4 |
| Inhalants | Female | 0.1 | 6.9 | 69.0 |
| | Male | 0.2 | 5.2 | 21.7 |
| | Both | 0.2 | 6.0 | 35.6 |
| Other Illicit Drugs | Female | 0.2 | 10.3 | 44.0 |
| | Male | 1.2 | 12.1 | 10.1 |
| | Both | 0.7 | 11.2 | 15.7 |
| Energy Drinks | Female | 18.9 | 43.1 | 2.3 |
| | Male | 30.4 | 46.6 | 1.5 |
| | Both | 24.6 | 44.8 | 1.8 |

**Table 10. Associations of lifetime substance use**

| Other Substance Reportedly Used Recently | Gender | Lifetime Alcohol Use | | YES / NO Ratio |
|---|---|---|---|---|
| | | NO | YES | |
| | | % | % | |
| Cigarettes | Both | 0.4 | 19.5 | 47.3 |
| Marijuana | Both | 1.0 | 40.9 | 39.5 |
| Inhalants | Both | 1.9 | 9.5 | 5.1 |
| Other Illicit Drugs | Both | 1.5 | 11.7 | 8.1 |
| Energy Drinks | Both | 45.7 | 84.7 | 1.9 |
| | | Lifetime Marijuana Use | | YES / NO Ratio |
| | | NO | YES | |
| | | % | % | |
| Alcohol | Both | 37.7 | 97.6 | 2.6 |
| Cigarettes | Both | 2.5 | 38.7 | 15.6 |
| Inhalants | Both | 3.1 | 15.3 | 4.9 |
| Other Illicit Drugs | Both | 1.6 | 25.7 | 16.5 |
| Energy Drinks | Both | 58.4 | 92.0 | 1.6 |

**Table 11. Alcohol Use**

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| Have you ever had an alcoholic beverage (more than a few sips)? | | | | | |
| Yes | 19.5 | 34.5 | 49.3 | 65.0 | 83.2 |
| How many occasions have you had alcohol to drink (asked only of lifetime drinkers)? | | | | | |
| 1-2 Times | 35.1 | 33.8 | 25.2 | 9.3 | 9.3 |
| 3-5 Times | 35.1 | 33.8 | 27.2 | 20.9 | 6.6 |
| 6-10 Times | 8.1 | 19.1 | 22.3 | 24.0 | 12.6 |
| More Than 10 Times | 21.6 | 13.2 | 25.2 | 45.7 | 71.5 |
| On how many occasions have you been drunk or very high from drinking alcohol (asked only of lifetime drinkers)? | | | | | |
| None | 86.5 | 77.9 | 48.0 | 30.5 | 17.8 |
| 1-2 Times | 10.8 | 20.6 | 29.4 | 28.9 | 14.5 |
| 3-9 Times | 2.7 | 0.0 | 13.7 | 24.2 | 23.7 |
| 10 or More Times | 0.0 | 1.5 | 8.8 | 16.4 | 44.1 |
| In the past 30 days, how many days did you drink alcohol (asked only of lifetime drinkers)? | | | | | |
| None | 78.4 | 76.5 | 48.0 | 43.1 | 28.1 |
| 1-2 Times | 13.5 | 14.7 | 36.3 | 40.8 | 31.4 |
| 3-5 Times | 8.1 | 7.4 | 12.7 | 13.1 | 29.4 |
| 6-10 Times | 0.0 | 1.5 | 1.0 | 1.5 | 9.2 |
| More Than 10 Times | 0.0 | 0.0 | 2.0 | 1.5 | 2.0 |
| In the past 30 days, on the days you drank, how many drinks did you usually have (asked only of recent drinkers)? | | | | | |
| 1 Drink or Less | 87.5 | 87.5 | 38.3 | 19.2 | 7.4 |
| 2-3 Drinks | 12.5 | 12.5 | 38.3 | 46.2 | 41.2 |
| More Than 3 Drinks | 0.0 | 0.0 | 23.4 | 34.6 | 51.5 |

**Table 12.  Tobacco Use**

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| Have you ever smoked a cigarette (more than just a puff)? | | | | | |
| Yes | 1.6 | 4.6 | 5.8 | 10.1 | 29.6 |
| On how many occasions have you smoked cigarettes (asked only of lifetime smokers)? | | | | | |
| 1-2 Times | * | * | 75.0 | 55.0 | 37.5 |
| 3-5 Times | * | * | 0.0 | 10.0 | 12.5 |
| 6-10 Times | * | * | 0.0 | 15.0 | 5.4 |
| More Than 10 Times | * | * | 25.0 | 20.0 | 44.6 |
| How many days did you smoke cigarettes in the past 30 days (asked only of lifetime smokers)? | | | | | |
| None | * | * | 69.2 | 71.4 | 62.5 |
| 1-2 Days | * | * | 30.8 | 19.0 | 14.3 |
| 3-5 Days | * | * | 0.0 | 0.0 | 5.4 |
| 6-10 Days | * | * | 0.0 | 0.0 | 7.1 |
| More Than 10 Days | * | * | 0.0 | 9.5 | 10.7 |
| In the past 30 days, on the days you smoked, how many cigarettes (asked only of recent smokers)? | | | | | |
| Less than 1 per day | * | * | 75.0 | 50.0 | 23.8 |
| 1-5 cigarettes per day | * | * | 25.0 | 33.3 | 66.7 |
| About 1/2 pack per day | * | * | 0.0 | 0.0 | 4.8 |
| More than 1/2 pack per day | * | * | 0.0 | 16.7 | 4.8 |
| Have many times in your life have you used non-cigarette tobacco products? | | | | | |
| Never | 95.7 | 94.4 | 88.5 | 83.5 | 64.5 |
| 1-2 times | 3.2 | 4.6 | 6.3 | 11.0 | 22.0 |
| 3-10 times | 1.1 | 0.5 | 3.4 | 4.0 | 7.0 |
| More than 10 times | 0.0 | 0.5 | 1.9 | 1.5 | 6.5 |

* Too few smokers (N<10) to report statistics.

**Table 11.  Recent (30-day) use of non-cigarette tobacco by grade**

| Tobacco Product | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| | % | % | % | % | % |
| Chewing tobacco | 0.5 | 0.0 | 1.0 | 1.0 | 2.7 |
| Cigar | 0.5 | 1.0 | 3.8 | 3.0 | 7.0 |
| Pipe | 0.5 | 0.0 | 1.0 | 0.5 | 4.3 |

**Table 14. Marijuana use**

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| Have you ever used marijuana? | | | | | |
| Yes | 1.6 | 3.6 | 13.5 | 33.0 | 54.6 |
| How many occasions have you used marijuana? (asked only of lifetime users) | | | | | |
| 1-2 occasions | * | * | 28.6 | 28.8 | 16.0 |
| 3-5 occasions | * | * | 14.3 | 27.3 | 12.0 |
| 6-10 occasions | * | * | 14.3 | 16.7 | 14.0 |
| More than 10 occasions | * | * | 42.9 | 27.3 | 58.0 |
| How many days did you use marijuana in the past 30 days? (asked only of lifetime users) | | | | | |
| None | * | * | 46.4 | 50.0 | 31.7 |
| 1-2 days | * | * | 21.4 | 28.8 | 27.7 |
| 3-5 days | * | * | 17.9 | 12.1 | 13.9 |
| 6-10 days | * | * | 0.0 | 1.5 | 8.9 |
| More than 10 days | * | * | 14.3 | 7.6 | 17.8 |

* Too few users (N<10) to report statistics.

**Table 15. Lifetime illicit drug use**

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| I have used these drugs at some time in my life | | | | | |
| Inhalants | 4.3 | 5.1 | 3.9 | 6.5 | 8.8 |
| Cocaine | 1.1 | 0.5 | 0.5 | 0.5 | 2.2 |
| Crack (rock) | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| Hallucinogens (LSD, acid) | 2.2 | 0.5 | 0.0 | 2.5 | 6.1 |
| Heroin | 0.5 | 0.5 | 0.0 | 0.0 | 0.5 |
| Angel Dust (PCP) | 1.6 | 0.5 | 0.0 | 0.5 | 0.0 |
| MDMA (Ecstasy) | 1.6 | 0.5 | 0.0 | 1.5 | 6.6 |
| Ketamine | 1.6 | 0.5 | 0.0 | 0.0 | 1.6 |
| GHB | 0.5 | 0.0 | 0.0 | 0.0 | 0.5 |
| Salvia | 1.1 | 0.0 | 0.5 | 4.0 | 16.5 |
| Methamphetamine | 1.1 | 0.5 | 0.0 | 0.0 | 0.0 |
| K2 or Spice | 0.5 | 0.0 | 1.0 | 2.5 | 9.4 |
| Any of the illicit drugs above (except inhalants) | 2.7 | 1.0 | 1.5 | 7.5 | 21.3 |

Table 16.  Lifetime medicinal drug abuse

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| I have used these drugs or medicines on my own without a prescription or a doctor/dentist telling me. | | | | | |
| Pain meds (Oxycontin, Vicodin) | 4.9 | 10.7 | 6.9 | 6.5 | 7.1 |
| Steroids | 2.7 | 1.0 | 2.5 | 0.0 | 1.6 |
| Downers (Barbiturates, Sleeping Pills, Quaaludes) | 5.9 | 6.1 | 4.9 | 8.0 | 8.2 |
| Tranquilizers | 1.6 | 0.5 | 1.5 | 1.5 | 6.0 |
| Uppers (Stimulants, Ritalin, Adderall) | 1.6 | 0.0 | 1.5 | 0.5 | 1.1 |
| Diet meds (amphetamines, etc.) | 1.6 | 1.0 | 2.5 | 3.5 | 9.9 |
| OTC Meds to Get High (Cough Med, Mouthwash) | 4.4 | 2.1 | 2.9 | 3.0 | 6.6 |
| Any of the above medicines | 13.0 | 15.2 | 12.3 | 14.5 | 19.7 |

Table 17.  Recent (past 30 days) illicit drug use

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| I have used these drugs in the past 30 days. | | | | | |
| Inhalants | 1.1 | 0.5 | 0.0 | 2.0 | 1.1 |
| Cocaine | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| Crack (rock) | 1.1 | 0.0 | 0.0 | 0.5 | 0.5 |
| Hallucinogens (LSD, acid, mushrooms) | 1.6 | 0.0 | 0.0 | 0.0 | 1.1 |
| Heroin | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| Angel Dust (PCP) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| MDMA (Ecstasy) | 1.6 | 0.5 | 0.0 | 0.5 | 2.2 |
| Ketamine | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| GHB | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| Salvia | 0.0 | 0.0 | 0.5 | 0.0 | 1.6 |
| Methamphetamine | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| K2 or Spice | 0.0 | 0.0 | 0.5 | 1.0 | 1.7 |
| Any illicit drug (except inhalants) | 2.2 | 0.5 | 0.5 | 1.5 | 5.5 |

**Table 18.  Recent (past 30 days) medicinal drug abuse**

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| I have used these drugs or medicines on my own without a prescription or a doctor telling me. | | | | | |
| Pain meds (Oxycontin, Vicodin) | 2.2 | 3.0 | 2.9 | 1.5 | 1.1 |
| Steroids | 1.1 | 0.0 | 1.0 | 0.0 | 0.5 |
| Downers (barbiturates, sleeping pills, Quaaludes) | 1.6 | 1.5 | 2.0 | 2.0 | 1.1 |
| Tranquilizers | 1.1 | 0.0 | 1.0 | 0.0 | 0.5 |
| Uppers (stimulants, Ritalin, Adderall) | 1.6 | 0.5 | 1.5 | 1.5 | 3.8 |
| Diet meds (amphetamines, etc.) | 1.1 | 0.0 | 1.5 | 0.0 | 0.5 |
| OTC meds to get high (cough med, mouthwash) | 2.2 | 1.5 | 0.5 | 1.0 | 1.1 |
| Any of the above medicines | 5.9 | 5.1 | 4.4 | 4.0 | 6.6 |

**Table 19.  Energy drink use**

| Questions & Responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| In your whole life, have you ever had an energy drink (like Red Bull, Monster, Amp, or Rock Star)? | | | | | |
| Yes | 58.7 | 61.4 | 60.1 | 67.5 | 79.9 |
| In the past 30 days, how many times did you have an energy drink? | | | | | |
| None | 76.1 | 71.4 | 72.9 | 78.2 | 65.0 |
| 1-2 times | 16.3 | 21.4 | 19.7 | 12.7 | 20.8 |
| 3-5 times | 4.3 | 4.1 | 4.4 | 6.6 | 7.7 |
| 6-10 times | 1.6 | 1.0 | 2.5 | 1.5 | 3.8 |
| More than 10 times | 1.6 | 2.0 | 0.5 | 1.0 | 2.7 |
| In your whole life, have you ever had an energy drink that contains alcohol? | | | | | |
| Yes | 4.3 | 9.6 | 8.4 | 21.6 | 45.4 |
| In the past 30 days, how many times did you have an energy drink that contains alcohol? | | | | | |
| None | 98.4 | 97.4 | 97.0 | 93.9 | 83.4 |
| 1-2 times | 1.1 | 1.5 | 2.5 | 5.6 | 10.5 |
| 3-5 times | 0.0 | 0.0 | 0.5 | 0.5 | 5.5 |
| 6-10 times | 0.5 | 0.0 | 0.0 | 0.0 | 0.6 |
| More than 10 times | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 |

**Table 20. Mean age of initiation for specific behaviors, lifetime users**

| Substance | Age | Statistic | Grade | | | | |
|---|---|---|---|---|---|---|---|
| | | | 7 | 8 | 9 | 10 | 11 |
| -- | At time of survey | Average Age | 11.5 | 12.5 | 13.4 | 14.5 | 15.4 |
| | | N | 187 | 197 | 208 | 200 | 187 |
| Alcohol | At time of first use | Average Age | 11.7 | 12.2 | 13.4 | 14.0 | 14.4 |
| | | N | 34 | 70 | 103 | 128 | 152 |
| Cigarettes | At time of first use | Average Age | * | 12.4 | 14.4 | 14.7 | 15.3 |
| | | N | 2 | 9 | 13 | 21 | 56 |
| Marijuana | At time of first use | Average Age | * | * | 13.6 | 14.6 | 14.9 |
| | | N | 4 | 7 | 28 | 66 | 102 |

* Too few to calculate valid statistic.

**Table 21. Reasons for using substances.**

Thinking of people about your age who [drink/smoke/use marijuana], how important do you think the following reasons were for them to begin using [each substance]?

**Table 21A. Alcohol**

| Reason | Grades / Lifetime user: NO | | | Grades / Lifetime user: YES | | |
|---|---|---|---|---|---|---|
| | 7-8 | 9-10 | 11-12 | 7-8 | 9-10 | 11-12 |
| | score* | | | | | |
| Fit in with friends | 53.5 | 67.4 | 71.3 | 50.0 | 45.4 | 52.4 |
| Parents or others in family drink | 30.8 | 31.0 | 27.5 | 50.0 | 20.5 | 19.0 |
| Readily available | 33.4 | 52.8 | 57.2 | 56.3 | 44.8 | 50.6 |
| Family tradition for special occasions | 51.7 | 48.4 | 32.9 | 56.3 | 41.2 | 26.2 |
| Personal choice | 53.5 | 60.9 | 71.6 | 68.8 | 66.9 | 80.1 |
| Lifestyle | 44.8 | 49.2 | 57.6 | 37.5 | 48.5 | 52.0 |
| Boredom | 32.8 | 49.7 | 61.6 | 56.3 | 45.3 | 61.8 |
| Relieve stress | 54.4 | 60.2 | 63.5 | 75.0 | 46.8 | 57.4 |
| Curiosity | 57.0 | 69.3 | 75.9 | 68.8 | 64.7 | 68.0 |
| To have fun | 55.0 | 72.1 | 88.9 | 62.5 | 72.2 | 90.1 |
| Not sure why | 30.9 | 39.1 | 43.0 | 21.4 | 21.3 | 37.6 |

* Score = % of maximum (100=very, 50=somewhat, 0=not very important.)

**Table 21B. Marijuana**

| Reason | Grades / Lifetime user: NO | | | Grades / Lifetime user: YES | | |
|---|---|---|---|---|---|---|
| | 7-8 | 9-10 | 11-12 | 7-8 | 9-10 | 11-12 |
| | score* | | | | | |
| Fit in with friends | 63.8 | 73.7 | 73.0 | ** | 52.9 | 52.5 |
| Adults they know use marijuana | 44.4 | 38.1 | 28.9 | ** | 26.3 | 19.8 |
| Readily available | 44.6 | 62.2 | 61.0 | ** | 79.5 | 60.5 |
| Personal choice | 63.6 | 70.4 | 79.8 | ** | 91.1 | 91.2 |
| Fits chosen lifestyle | 48.6 | 57.2 | 61.7 | ** | 67.7 | 63.0 |
| Boredom | 44.9 | 65.5 | 72.7 | ** | 79.2 | 83.2 |
| Relieve stress | 64.4 | 72.0 | 74.8 | ** | 61.9 | 82.6 |
| Curiosity | 64.5 | 75.6 | 79.9 | ** | 79.4 | 82.2 |
| To have fun | 62.4 | 79.0 | 83.6 | ** | 88.1 | 93.2 |
| Not sure why | 39.9 | 40.7 | 39.7 | ** | 30.5 | 34.3 |

** Too few to calculate valid statistic.

**Table 22. Reasons for NOT using substances.**

Thinking of people about your age who do not [drink/smoke/use marijuana], how important do you
Think these reasons were in influencing them not to use [each substance]?

**Table 22A. Alcohol**

| Reason | Grades / Lifetime user: NO | | | Grades / Lifetime user: YES | | |
|---|---|---|---|---|---|---|
| | 7-8 | 9-10 | 11-12 | 7-8 | 9-10 | 11-12 |
| | score* | | | | | |
| Personal choice | 86.0 | 88.6 | 94.6 | 50.0 | 85.2 | 92.6 |
| Disapproval of parent(s) | 89.7 | 81.6 | 78.2 | 75.0 | 78.8 | 73.7 |
| Disapproval of friends | 75.9 | 69.4 | 62.4 | 81.3 | 52.3 | 48.6 |
| Bad experiences family/friends | 76.2 | 74.1 | 71.0 | 68.8 | 64.8 | 69.6 |
| Education about alcohol | 81.3 | 65.0 | 49.6 | 68.8 | 49.4 | 39.6 |
| Health reasons | 82.8 | 72.4 | 62.3 | 81.3 | 61.1 | 57.7 |
| Legal reasons | 82.5 | 69.5 | 58.2 | 68.8 | 63.5 | 48.7 |
| Ethical/moral reasons | 82.1 | 72.4 | 65.7 | 75.0 | 64.8 | 59.1 |
| Does not fit chosen lifestyle | 70.5 | 74.2 | 66.5 | 62.5 | 64.9 | 63.5 |
| Alcohol not available | 47.0 | 42.4 | 40.1 | 56.3 | 48.0 | 38.1 |

* Score = % of maximum (100=very, 50=somewhat, 0=not very important.)

**Table 22B. Marijuana**

| Reason | Grades / Lifetime user: NO | | | Grades / Lifetime user: YES | | |
|---|---|---|---|---|---|---|
| | 7-8 | 9-10 | 11-12 | 7-8 | 9-10 | 11-12 |
| | score* | | | | | |
| Personal choice | 86.5 | 88.6 | 91.7 | ** | 82.1 | 94.0 |
| Disapproval of parent(s) | 90.8 | 83.0 | 72.0 | ** | 64.8 | 72.1 |
| Disapproval of friends | 84.7 | 75.6 | 67.8 | ** | 53.1 | 65.2 |
| Bad experiences family/friends | 79.0 | 72.1 | 58.2 | ** | 50.2 | 59.4 |
| Education about marijuana | 80.6 | 66.4 | 47.2 | ** | 29.4 | 49.9 |
| Health reasons | 86.1 | 78.7 | 68.6 | ** | 46.9 | 64.7 |
| Legal reasons | 85.9 | 78.1 | 70.1 | ** | 52.8 | 78.1 |
| Ethical/moral reasons | 83.3 | 75.0 | 69.1 | ** | 55.7 | 67.1 |
| Does not fit chosen lifestyle | 74.7 | 75.4 | 68.2 | ** | 58.8 | 71.5 |
| Marijuana not available | 59.2 | 49.1 | 40.0 | ** | 21.5 | 48.9 |

** Too few to calculate valid statistic.

## SECTION 3. INDIVIDUAL / PEER DOMAIN

**Table 23. Availability of alcohol, tobacco, drugs and guns**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| If you wanted to, how easy would it be for you to get: | | | | | |
| Alcoholic beverages | | | | | |
|    Very easy | 27.5 | 42.1 | 50.7 | 55.8 | 59.8 |
|    Sort of easy | 30.2 | 35.0 | 32.5 | 28.6 | 31.0 |
|    Sort of hard | 20.3 | 14.2 | 13.8 | 13.6 | 5.4 |
|    Very hard | 22.0 | 8.6 | 3.0 | 2.0 | 3.8 |
| Cigarettes | | | | | |
|    Very easy | 3.8 | 12.2 | 19.2 | 29.1 | 44.0 |
|    Sort of easy | 12.0 | 21.3 | 32.0 | 31.2 | 26.6 |
|    Sort of hard | 24.5 | 37.6 | 32.0 | 27.6 | 22.8 |
|    Very hard | 59.8 | 28.9 | 16.7 | 12.1 | 6.5 |
| Marijuana | | | | | |
|    Very easy | 3.3 | 13.7 | 28.6 | 37.7 | 50.5 |
|    Sort of easy | 8.2 | 15.2 | 27.6 | 30.7 | 32.1 |
|    Sort of hard | 13.6 | 22.8 | 22.7 | 16.1 | 11.4 |
|    Very hard | 75.0 | 48.2 | 21.2 | 15.6 | 6.0 |
| A drug like cocaine, heroin, LSD or amphetamines | | | | | |
|    Very easy | 2.7 | 4.1 | 3.4 | 2.0 | 6.6 |
|    Sort of easy | 1.1 | 6.1 | 11.3 | 6.6 | 15.8 |
|    Sort of hard | 10.4 | 17.3 | 26.6 | 36.9 | 36.1 |
|    Very hard | 85.8 | 72.6 | 58.6 | 54.5 | 41.5 |
| A gun | | | | | |
|    Very easy | 4.9 | 6.6 | 3.4 | 2.0 | 2.2 |
|    Sort of easy | 5.4 | 8.1 | 4.4 | 4.5 | 4.4 |
|    Sort of hard | 10.9 | 18.8 | 19.2 | 17.1 | 20.3 |
|    Very hard | 78.8 | 66.5 | 72.9 | 76.4 | 73.1 |

**Table 24. Sources for obtaining cigarettes**
**(Responses of youth who report recent cigarette use)**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| Number of youth | 3 | 9 | 12 | 20 | 55 |
| | % | % | % | % | % |
| How often do you get cigarettes from: | | | | | |
| Your parents with their permission | | | | | |
|    Sometimes | * | 10.0 | 0.0 | 0.0 | 3.7 |
|    Often | * | 0.0 | 7.1 | 0.0 | 3.7 |
| Your parents without their permission | | | | | |
|    Sometimes | * | 20.0 | 21.4 | 19.0 | 18.5 |
|    Often | * | 10.0 | 7.1 | 0.0 | 5.6 |
| Your friends | | | | | |
|    Sometimes | * | 20.0 | 57.1 | 42.9 | 41.1 |
|    Often | * | 10.0 | 14.3 | 4.8 | 23.2 |
| Your brother(s) or sister(s) | | | | | |
|    Sometimes | * | 20.0 | 28.6 | 4.8 | 5.6 |
|    Often | * | 0.0 | 0.0 | 4.8 | 5.6 |
| Stores (you buy them) | | | | | |
|    Sometimes | * | 10.0 | 21.4 | 0.0 | 23.6 |
|    Often | * | 0.0 | 7.1 | 9.5 | 9.1 |
| Machines (you buy them) | | | | | |
|    Sometimes | * | 0.0 | 0.0 | 4.8 | 3.7 |
|    Often | * | 0.0 | 7.1 | 0.0 | 3.7 |

* Too few smokers to report statistics.

Table 25.  Sources for obtaining alcoholic beverages
(Responses of youth who report recent alcohol use)

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| Number of youth | 36 | 68 | 102 | 130 | 153 |
| | % | % | % | % | % |
| How often do you get alcoholic beverages from: | | | | | |
| Home, with your parents' permission | | | | | |
| Sometimes | 59.5 | 52.2 | 46.6 | 36.9 | 34.0 |
| Often | 5.4 | 13.0 | 2.9 | 3.1 | 3.3 |
| Home, without your parents' permission | | | | | |
| Sometimes | 5.4 | 19.4 | 35.0 | 31.5 | 39.2 |
| Often | 2.7 | 3.0 | 5.8 | 8.5 | 7.2 |
| Your friends | | | | | |
| Sometimes | 10.8 | 14.9 | 46.6 | 46.9 | 45.1 |
| Often | 2.7 | 3.0 | 22.3 | 30.0 | 47.1 |
| Your brother(s) or sister(s) | | | | | |
| Sometimes | 0.0 | 13.4 | 25.2 | 26.9 | 28.9 |
| Often | 8.1 | 0.0 | 7.8 | 2.3 | 7.9 |
| From other people who buy it for you | | | | | |
| Sometimes | 2.7 | 3.0 | 18.4 | 32.3 | 41.4 |
| Often | 2.7 | 0.0 | 7.8 | 13.8 | 30.3 |
| At a party with adults present who are aware of underage drinking | | | | | |
| Sometimes | 27.0 | 22.4 | 29.1 | 33.8 | 47.4 |
| Often | 2.7 | 4.5 | 2.9 | 2.3 | 13.2 |
| At a party with adults present but unaware of underage drinking | | | | | |
| Sometimes | 5.4 | 7.5 | 34.0 | 45.4 | 45.8 |
| Often | 5.4 | 4.5 | 8.7 | 8.5 | 21.6 |
| At a party with no adults present | | | | | |
| Sometimes | 10.8 | 14.9 | 38.8 | 42.6 | 43.8 |
| Often | 8.1 | 4.5 | 21.4 | 27.9 | 39.9 |
| At a restaurant (you buy it) | | | | | |
| Sometimes | 27.0 | 28.4 | 23.3 | 18.5 | 25.7 |
| Often | 5.4 | 3.0 | 0.0 | 3.1 | 5.3 |
| At a store or bar (you buy it) | | | | | |
| Sometimes | 0.0 | 1.5 | 3.9 | 2.3 | 11.9 |
| Often | 0.0 | 0.0 | 1.0 | 1.5 | 7.3 |

Table 26. Place and prevalence of alcohol use
(Responses of youth who report lifetime use of alcohol)

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| Number of youth | 36 | 68 | 102 | 130 | 153 |
| | % | % | % | % | % |
| In the past month, how many times did you drink alcoholic beverages: | | | | | |
| At home | | | | | |
|   None | 37.5 | 18.8 | 59.3 | 66.2 | 62.7 |
|   1-2 times | 50.0 | 50.0 | 33.3 | 25.7 | 30.9 |
|   3-5 times | 12.5 | 18.8 | 3.7 | 5.4 | 2.7 |
|   6-10 times | 0.0 | 6.3 | 1.9 | 0.0 | 1.8 |
|   More than 10 times | 0.0 | 6.3 | 1.9 | 2.7 | 1.8 |
| On the street, in the woods, or in parks or fields | | | | | |
|   None | 87.5 | 100.0 | 75.9 | 89.2 | 81.8 |
|   1-2 times | 0.0 | 0.0 | 16.7 | 8.1 | 15.5 |
|   3-5 times | 12.5 | 0.0 | 3.7 | 1.4 | 0.0 |
|   6-10 times | 0.0 | 0.0 | 1.9 | 1.4 | 0.9 |
|   More than 10 times | 0.0 | 0.0 | 1.9 | 0.0 | 1.8 |
| With older friends | | | | | |
|   None | 75.0 | 68.8 | 64.8 | 47.9 | 34.9 |
|   1-2 times | 0.0 | 25.0 | 27.8 | 39.7 | 43.1 |
|   3-5 times | 25.0 | 0.0 | 3.7 | 8.2 | 17.4 |
|   6-10 times | 0.0 | 6.3 | 1.9 | 1.4 | 3.7 |
|   More than 10 times | 0.0 | 0.0 | 1.9 | 2.7 | 0.9 |
| At the homes of other people | | | | | |
|   None | 75.0 | 80.0 | 31.5 | 20.3 | 11.9 |
|   1-2 times | 25.0 | 20.0 | 40.7 | 54.1 | 43.1 |
|   3-5 times | 0.0 | 0.0 | 20.4 | 16.2 | 34.9 |
|   6-10 times | 0.0 | 0.0 | 5.6 | 5.4 | 6.4 |
|   More than 10 times | 0.0 | 0.0 | 1.9 | 4.1 | 3.7 |
| At school activities, like dances or football games | | | | | |
|   None | 87.5 | 93.8 | 98.1 | 93.2 | 97.3 |
|   1-2 times | 12.5 | 6.3 | 0.0 | 6.8 | 1.8 |
|   3-5 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
|   6-10 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
|   More than 10 times | 0.0 | 0.0 | 1.9 | 0.0 | 0.9 |
| At work | | | | | |
|   None | 87.5 | 100.0 | 98.1 | 100.0 | 98.2 |
|   1-2 times | 12.5 | 0.0 | 0.0 | 0.0 | 0.9 |
|   3-5 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
|   6-10 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
|   More than 10 times | 0.0 | 0.0 | 1.9 | 0.0 | 0.9 |

**Table 26. Place and prevalence of alcohol use, continued**
**(Responses of youth who report lifetime use of alcohol)**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| Number of youth | 36 | 68 | 102 | 130 | 153 |
| | % | % | % | % | % |
| In the past month, how many times did you drink alcoholic beverages: | | | | | |
| When skipping school | | | | | |
| None | 87.5 | 93.8 | 98.1 | 98.6 | 97.3 |
| 1-2 times | 0.0 | 6.3 | 0.0 | 0.0 | 0.9 |
| 3-5 times | 12.5 | 0.0 | 0.0 | 1.4 | 0.9 |
| 6-10 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| More than 10 times | 0.0 | 0.0 | 1.9 | 0.0 | 0.9 |
| While driving a car, truck or motorcycle | | | | | |
| None | 87.5 | 100.0 | 98.1 | 98.6 | 95.5 |
| 1-2 times | 12.5 | 0.0 | 0.0 | 1.4 | 2.7 |
| 3-5 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 6-10 times | 0.0 | 0.0 | 0.0 | 0.0 | 0.9 |
| More than 10 times | 0.0 | 0.0 | 1.9 | 0.0 | 0.9 |
| At a party with an adult present who are aware of underage drinking | | | | | |
| None | 50.0 | 93.8 | 66.7 | 66.2 | 51.8 |
| 1-2 times | 25.0 | 6.3 | 27.8 | 27.0 | 34.5 |
| 3-5 times | 12.5 | 0.0 | 1.9 | 2.7 | 9.1 |
| 6-10 times | 12.5 | 0.0 | 1.9 | 2.7 | 0.9 |
| More than 10 times | 0.0 | 0.0 | 1.9 | 1.4 | 3.6 |
| At a party with adults present who are NOT aware of underage drinking | | | | | |
| None | 75.0 | 87.5 | 64.8 | 45.2 | 45.5 |
| 1-2 times | 0.0 | 6.3 | 22.2 | 43.8 | 39.1 |
| 3-5 times | 25.0 | 0.0 | 7.4 | 6.8 | 9.1 |
| 6-10 times | 0.0 | 6.3 | 1.9 | 2.7 | 3.6 |
| More than 10 times | 0.0 | 0.0 | 3.7 | 1.4 | 2.7 |
| At a party without an adult present | | | | | |
| None | 62.5 | 80.0 | 37.7 | 28.4 | 21.8 |
| 1-2 times | 0.0 | 13.3 | 34.0 | 51.4 | 44.5 |
| 3-5 times | 25.0 | 0.0 | 18.9 | 13.5 | 25.5 |
| 6-10 times | 12.5 | 6.7 | 3.8 | 2.7 | 3.6 |
| More than 10 times | 0.0 | 0.0 | 5.7 | 4.1 | 4.5 |

DRAFT

**Table 27. Perceived harm of substance use**

|  | Grade | | | | |
|---|---|---|---|---|---|
| Questions and responses | 7 | 8 | 9 | 10 | 11 |
|  | % | % | % | % | % |
| How much do you think people risk harming themselves if they: | | | | | |
| Smoke cigarettes regularly | | | | | |
| No risk | 1.6 | 0.0 | 1.4 | 0.5 | 2.2 |
| Very little risk | 9.1 | 12.2 | 7.2 | 3.5 | 2.7 |
| Some risk | 12.9 | 14.8 | 21.3 | 22.5 | 17.8 |
| A lot of risk | 76.3 | 73.0 | 70.0 | 73.5 | 77.3 |
| Use alcohol regularly | | | | | |
| No risk | 2.7 | 6.6 | 6.3 | 7.6 | 5.5 |
| Very little risk | 11.4 | 22.8 | 22.7 | 24.7 | 28.4 |
| Some risk | 46.5 | 34.5 | 37.2 | 40.9 | 33.9 |
| A lot of risk | 39.5 | 36.0 | 33.8 | 26.8 | 32.2 |
| Use marijuana regularly | | | | | |
| No risk | 0.5 | 2.0 | 2.9 | 9.0 | 12.2 |
| Very little risk | 7.1 | 10.7 | 19.0 | 23.5 | 32.0 |
| Some risk | 13.6 | 21.4 | 34.6 | 42.0 | 30.4 |
| A lot of risk | 78.8 | 65.8 | 43.4 | 25.5 | 25.4 |

**Table 28. Peer use of substances**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How many of your close friends: | | | | | |
| Smoke cigarettes? | | | | | |
| None | 96.2 | 90.4 | 83.3 | 78.8 | 52.5 |
| Some | 3.3 | 8.6 | 15.8 | 20.2 | 39.9 |
| Most | 0.5 | 1.0 | 1.0 | 1.0 | 7.7 |
| Drink alcoholic beverages? | | | | | |
| None | 85.3 | 71.1 | 32.0 | 18.2 | 6.0 |
| Some | 13.6 | 26.4 | 50.2 | 40.9 | 27.3 |
| Most | 1.1 | 2.5 | 17.7 | 40.9 | 66.7 |
| Use marijuana? | | | | | |
| None | 92.9 | 78.2 | 48.3 | 30.5 | 13.1 |
| Some | 7.1 | 21.8 | 45.8 | 58.9 | 51.9 |
| Most | 0.0 | 0.0 | 5.9 | 10.7 | 35.0 |
| Use inhalants? | | | | | |
| None | 97.3 | 93.4 | 96.1 | 92.4 | 89.6 |
| Some | 2.2 | 6.1 | 3.4 | 7.1 | 9.3 |
| Most | 0.5 | 0.5 | 0.5 | 0.5 | 1.1 |
| Have tried a drug like cocaine, LSD, or heroin? | | | | | |
| None | 96.7 | 93.9 | 93.1 | 86.9 | 72.7 |
| Some | 2.7 | 6.1 | 6.4 | 12.6 | 23.5 |
| Most | 0.5 | 0.0 | 0.5 | 0.5 | 3.8 |
| Have used prescription drugs on their own? | | | | | |
| None | 90.8 | 89.8 | 87.7 | 80.8 | 64.5 |
| Some | 8.2 | 8.1 | 11.3 | 18.2 | 32.8 |
| Most | 1.1 | 2.0 | 1.0 | 1.0 | 2.7 |
| Have played games for money, like poker? | | | | | |
| None | 69.4 | 74.9 | 72.9 | 67.0 | 61.2 |
| Some | 21.9 | 20.0 | 19.2 | 24.9 | 27.3 |
| Most | 8.7 | 5.1 | 7.9 | 8.1 | 11.5 |
| Are considered bullies? | | | | | |
| None | 68.3 | 62.6 | 71.4 | 74.7 | 76.5 |
| Some | 30.1 | 34.9 | 27.6 | 24.7 | 21.9 |
| Most | 1.6 | 2.6 | 1.0 | 0.5 | 1.6 |

**Table 29. Social supports**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| When you have a problem that bothers you, how often do you talk about it with: | | | | | |
| Parents or guardians | 0.0 | | | | |
|     Almost never | 15.2 | 21.3 | 22.7 | 20.4 | 24.6 |
|     Sometimes | 31.5 | 35.5 | 41.9 | 46.4 | 39.1 |
|     Often | 26.6 | 25.4 | 18.7 | 23.0 | 26.3 |
|     Almost always | 26.6 | 17.8 | 16.7 | 10.2 | 10.1 |
| A relative other than parent | | | | | |
|     Almost never | 51.6 | 60.4 | 60.6 | 65.3 | 65.4 |
|     Sometimes | 31.5 | 24.9 | 29.3 | 24.5 | 25.7 |
|     Often | 10.3 | 8.6 | 5.1 | 7.7 | 6.7 |
|     Almost always | 6.5 | 6.1 | 5.1 | 2.6 | 2.2 |
| A teacher | | | | | |
|     Almost never | 56.4 | 67.5 | 78.3 | 79.6 | 78.9 |
|     Sometimes | 35.9 | 22.8 | 19.2 | 16.8 | 18.9 |
|     Often | 5.5 | 7.1 | 1.5 | 3.6 | 1.1 |
|     Almost always | 2.2 | 2.5 | 1.0 | 0.0 | 1.1 |
| A mentor | | | | | |
|     Almost never | 51.1 | 62.4 | 64.1 | 73.5 | 67.4 |
|     Sometimes | 32.4 | 23.4 | 30.3 | 19.9 | 21.9 |
|     Often | 11.5 | 9.1 | 3.5 | 5.1 | 7.9 |
|     Almost always | 4.9 | 5.1 | 2.0 | 1.5 | 2.8 |
| An adult who is not family or a teacher | | | | | |
|     Almost never | 72.8 | 71.9 | 70.4 | 72.8 | 61.8 |
|     Sometimes | 21.7 | 19.9 | 21.9 | 20.5 | 27.5 |
|     Often | 4.3 | 4.6 | 6.6 | 4.1 | 7.3 |
|     Almost always | 1.1 | 3.6 | 1.0 | 2.6 | 3.4 |
| A brother or sister | | | | | |
|     Almost never | 46.2 | 45.2 | 41.4 | 42.9 | 39.1 |
|     Sometimes | 27.2 | 31.0 | 30.8 | 31.6 | 33.0 |
|     Often | 14.7 | 12.7 | 15.2 | 17.3 | 17.3 |
|     Almost always | 12.0 | 11.2 | 12.6 | 8.2 | 10.6 |
| A friend | | | | | |
|     Almost never | 15.8 | 8.1 | 9.0 | 9.2 | 6.7 |
|     Sometimes | 33.2 | 29.4 | 22.1 | 21.9 | 17.2 |
|     Often | 20.7 | 29.9 | 30.2 | 34.2 | 30.6 |
|     Almost always | 30.4 | 32.5 | 38.7 | 34.7 | 45.6 |
| Nobody. I keep it to myself. | | | | | |
|     Almost never | 23.9 | 15.2 | 17.2 | 9.7 | 10.1 |
|     Sometimes | 46.2 | 38.6 | 38.9 | 44.4 | 37.1 |
|     Often | 17.9 | 32.0 | 27.8 | 27.0 | 36.0 |
|     Almost always | 12.0 | 14.2 | 16.2 | 18.9 | 16.9 |

**Table 30.  Antisocial behavior**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| In the past year, I have: | | | | | |
| Stolen something worth less than $100 | 15.8 | 17.3 | 14.9 | 22.6 | 27.7 |
| Gotten suspended or expelled from school | 3.8 | 6.1 | 2.0 | 0.5 | 4.3 |
| Gotten into trouble with the police | 3.8 | 4.6 | 5.4 | 5.5 | 14.7 |
| Picked a fight (not with a family member) | 20.7 | 21.8 | 21.7 | 15.7 | 12.6 |
| Attacked someone to seriously hurt them | 8.7 | 10.3 | 8.9 | 7.0 | 8.2 |
| Bullied to hurt someone's feelings | 3.3 | 10.8 | 6.9 | 9.0 | 7.7 |
| Cheated on a test | 18.5 | 23.9 | 27.6 | 48.2 | 49.5 |
| Sold illegal drugs | 0.5 | 2.0 | 1.5 | 3.5 | 8.8 |
| Bought illegal drugs | 1.1 | 2.0 | 5.9 | 13.6 | 27.9 |
| Purposely damaged another's property | 7.6 | 10.2 | 10.8 | 7.1 | 4.4 |
| Carried a weapon | 12.5 | 7.1 | 4.9 | 6.1 | 7.1 |
| Brought a weapon to school | 1.6 | 1.5 | 0.5 | 0.5 | 1.6 |
| Gotten arrested | 0.5 | 2.5 | 0.5 | 0.5 | 6.6 |
| Played games for money, like poker | 17.9 | 20.3 | 17.2 | 18.2 | 15.4 |
| Placed bets on-line | 7.6 | 4.1 | 4.9 | 10.1 | 2.7 |
| Played scratch tickets for money | 19.1 | 14.2 | 17.7 | 17.4 | 14.8 |
| Ridden as passenger with driver using alcohol | 2.2 | 3.0 | 5.0 | 8.6 | 20.2 |
| Ridden as passenger with driver using drugs | 1.6 | 2.6 | 4.4 | 13.8 | 29.5 |

**Table 31.  Attitudes toward antisocial behavior**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | score* | | | | |
| How wrong do you think it is for someone your age to: | | | | | |
| Drink alcoholic beverages | 78.1 | 76.1 | 60.5 | 50.0 | 49.4 |
| Smoke cigarettes | 83.5 | 79.7 | 65.9 | 66.1 | 66.5 |
| Use marijuana | 87.6 | 82.8 | 65.2 | 62.1 | 59.1 |
| Purposely damage property not belonging to them | 82.5 | 79.8 | 72.0 | 70.8 | 89.2 |
| Carry a knife, gun or other weapon | 82.3 | 79.7 | 71.9 | 74.2 | 83.5 |
| Steal something worth less than $100 | 83.1 | 80.5 | 67.7 | 71.1 | 81.3 |
| Pick a fight with someone (not family) | 73.0 | 68.9 | 63.3 | 68.3 | 71.8 |
| Attack someone to hurt them | 83.1 | 85.0 | 79.0 | 76.0 | 88.1 |
| Tease someone to hurt their feelings | 76.3 | 77.4 | 70.7 | 68.8 | 83.9 |
| Say nothing to a bully | 75.8 | 66.5 | 63.8 | 60.0 | 72.2 |
| Use inhalants | 87.0 | 87.6 | 75.3 | 77.7 | 81.8 |
| Cheat on a test at school | 67.0 | 65.7 | 53.0 | 46.4 | 55.2 |
| Drink and drive | 89.7 | 91.4 | 84.1 | 88.9 | 94.3 |
| Play games for money, like poker | 67.8 | 58.8 | 50.0 | 47.4 | 44.9 |
| Place bets on-line | 74.7 | 65.0 | 56.7 | 57.3 | 56.8 |
| Play scratch tickets for money | 64.9 | 52.1 | 43.8 | 41.1 | 35.6 |

*  Score = % of maximum (0=not at all wrong, 50=somewhat wrong, 100=very wrong)

Table 32. How youth report spending time after school

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How many hours a day do you usually spend doing homework? | | | | | |
| None | 0.0 | 0.5 | 1.0 | 0.5 | 2.3 |
| Less than 1 hour | 43.9 | 32.0 | 13.3 | 19.5 | 14.4 |
| 1-3 hours | 56.1 | 62.9 | 63.3 | 58.9 | 64.4 |
| More than 3 hours | 0.0 | 4.6 | 22.4 | 21.1 | 19.0 |
| How many hours a week do you usually spend: | | | | | |
| Exercising, working out, or playing informal sports | | | | | |
| None | 7.5 | 7.1 | 5.8 | 7.0 | 9.6 |
| 1-2 hours | 38.5 | 39.1 | 28.8 | 37.0 | 33.7 |
| 3-6 hours | 34.2 | 27.4 | 26.4 | 29.5 | 23.0 |
| 7 hours or more | 19.8 | 26.4 | 38.9 | 26.5 | 33.7 |
| Playing or practicing organized sports | | | | | |
| None | 27.3 | 29.4 | 26.5 | 31.5 | 39.2 |
| 1-2 hours | 32.8 | 27.3 | 13.7 | 11.0 | 8.1 |
| 3-6 hours | 26.8 | 24.2 | 18.1 | 21.0 | 16.1 |
| 7 hours or more | 13.1 | 19.1 | 41.7 | 36.5 | 36.6 |
| In clubs (like school clubs, scouts, boys/girls club) | | | | | |
| None | 76.2 | 79.4 | 60.6 | 50.5 | 44.6 |
| 1-2 hours | 18.4 | 14.4 | 28.4 | 38.9 | 43.5 |
| 3-6 hours | 4.3 | 3.1 | 5.8 | 5.1 | 7.6 |
| 7 hours or more | 1.1 | 3.1 | 5.3 | 5.6 | 4.3 |
| Watching TV | | | | | |
| None | 5.9 | 12.2 | 9.3 | 11.5 | 13.5 |
| 1-2 hours | 49.7 | 43.1 | 48.8 | 49.0 | 45.9 |
| 3-6 hours | 33.5 | 33.5 | 28.8 | 26.0 | 25.9 |
| 7 hours or more | 10.8 | 11.2 | 13.2 | 13.5 | 14.6 |
| Reading books, magazines or newspapers | | | | | |
| None | 17.7 | 17.9 | 19.1 | 21.2 | 29.0 |
| 1-2 hours | 57.0 | 57.1 | 58.3 | 59.1 | 55.9 |
| 3-6 hours | 16.7 | 16.3 | 18.1 | 16.7 | 11.8 |
| 7 hours or more | 8.6 | 8.7 | 4.4 | 3.0 | 3.2 |
| Hanging out with friends in public areas | | | | | |
| None | 36.4 | 22.8 | 23.6 | 28.7 | 19.0 |
| 1-2 hours | 48.9 | 49.7 | 58.7 | 47.2 | 52.2 |
| 3-6 hours | 13.0 | 21.8 | 13.9 | 21.5 | 21.2 |
| 7 hours or more | 1.6 | 5.7 | 3.8 | 2.6 | 7.6 |
| Working at a paying job | | | | | |
| None | 63.4 | 58.2 | 56.0 | 53.3 | 45.7 |
| 1-2 hours | 28.0 | 29.1 | 28.0 | 27.1 | 24.2 |
| 3-6 hours | 6.5 | 12.2 | 11.6 | 16.1 | 15.6 |
| 7 hours or more | 2.2 | 0.5 | 4.3 | 3.5 | 14.5 |

**Table 32.  How youth report spending time after school, continued**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How many hours a week do you usually spend: | | | | | |
| Helping around the house | | | | | |
| None | 16.8 | 18.4 | 17.9 | 15.0 | 18.4 |
| 1-2 hours | 67.0 | 59.2 | 58.5 | 66.5 | 55.1 |
| 3-6 hours | 12.4 | 19.9 | 19.8 | 16.5 | 21.6 |
| 7 hours or more | 3.8 | 2.6 | 3.9 | 2.0 | 4.9 |
| Doing volunteer work | | | | | |
| None | 66.8 | 64.3 | 53.1 | 55.0 | 48.9 |
| 1-2 hours | 26.6 | 27.6 | 38.6 | 36.0 | 34.9 |
| 3-6 hours | 6.0 | 6.6 | 6.8 | 5.5 | 11.8 |
| 7 hours or more | 0.5 | 1.5 | 1.4 | 3.5 | 4.3 |
| In a band, choir, orchestra, or playing a musical instrument | | | | | |
| None | 28.0 | 33.5 | 64.7 | 64.5 | 70.1 |
| 1-2 hours | 48.9 | 44.2 | 16.4 | 14.5 | 11.2 |
| 3-6 hours | 18.3 | 14.7 | 12.6 | 15.0 | 9.1 |
| 7 hours or more | 4.8 | 7.6 | 6.3 | 6.0 | 9.6 |
| Attending religious services or programs | | | | | |
| None | 47.1 | 50.5 | 65.9 | 69.7 | 68.4 |
| 1-2 hours | 43.9 | 41.8 | 29.8 | 25.8 | 26.2 |
| 3-6 hours | 8.0 | 6.6 | 3.4 | 3.5 | 3.7 |
| 7 hours or more | 1.1 | 1.0 | 1.0 | 1.0 | 1.6 |
| Using a computer unrelated to school | | | | | |
| None | 3.8 | 4.1 | 3.9 | 0.5 | 1.6 |
| 1-2 hours | 47.5 | 33.0 | 27.5 | 17.5 | 18.3 |
| 3-6 hours | 33.9 | 38.6 | 43.5 | 38.5 | 30.6 |
| 7 hours or more | 14.8 | 24.4 | 25.1 | 43.5 | 49.5 |
| Playing video games | | | | | |
| None | 42.5 | 48.7 | 54.9 | 50.5 | 67.4 |
| 1-2 hours | 31.7 | 29.7 | 29.6 | 28.5 | 19.3 |
| 3-6 hours | 16.7 | 12.3 | 10.2 | 16.5 | 10.2 |
| 7 hours or more | 9.1 | 9.2 | 5.3 | 4.5 | 3.2 |
| Talking on the telephone | | | | | |
| None | 14.5 | 10.7 | 7.7 | 7.5 | 6.5 |
| 1-2 hours | 55.4 | 50.8 | 53.1 | 39.7 | 33.2 |
| 3-6 hours | 17.7 | 23.4 | 22.7 | 28.6 | 25.0 |
| 7 hours or more | 12.4 | 15.2 | 16.4 | 24.1 | 35.3 |
| Listening to music | | | | | |
| None | 8.0 | 7.1 | 3.4 | 3.0 | 3.2 |
| 1-2 hours | 47.6 | 35.0 | 39.9 | 28.6 | 22.7 |
| 3-6 hours | 24.6 | 28.4 | 27.9 | 32.2 | 28.6 |
| 7 hours or more | 19.8 | 29.4 | 28.8 | 36.2 | 45.4 |

**Table 33. Youth athletic activities**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| What kinds of athletics are you involved in? | | | | | |
| None | 9.1 | 9.6 | 11.1 | 12.5 | 21.9 |
| Informal, not organized | 20.3 | 31.5 | 21.6 | 24.5 | 26.2 |
| Organized outside school | 78.6 | 75.6 | 38.5 | 34.5 | 31.6 |
| School physical education | 21.9 | 34.0 | 25.5 | 25.5 | 28.9 |
| School intramural sports | 8.0 | 9.1 | 1.0 | 1.5 | 1.1 |
| Varsity, JV or freshman teams | 1.6 | 4.1 | 59.6 | 58.5 | 54.0 |

**Table 34. Self concept**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How much do you disagree or agree with the following: | | | | | |
| I am good at making friends. | | | | | |
|     Strongly disagree | 1.6 | 2.0 | 2.0 | 2.0 | 4.4 |
|     Disagree | 2.7 | 6.1 | 9.9 | 6.6 | 7.7 |
|     Agree | 54.3 | 50.8 | 50.5 | 57.4 | 56.3 |
|     Strongly agree | 41.3 | 41.1 | 37.6 | 34.0 | 31.7 |
| I feel no one understands me. | | | | | |
|     Strongly disagree | 42.9 | 34.5 | 24.9 | 24.5 | 23.5 |
|     Disagree | 42.3 | 42.1 | 51.2 | 51.5 | 49.2 |
|     Agree | 12.6 | 18.3 | 19.4 | 19.9 | 22.4 |
|     Strongly agree | 2.2 | 5.1 | 4.5 | 4.1 | 4.9 |
| At times, I think I am no good at all. | | | | | |
|     Strongly disagree | 45.7 | 33.0 | 30.8 | 29.1 | 29.8 |
|     Disagree | 28.8 | 34.5 | 33.8 | 32.7 | 34.3 |
|     Agree | 20.7 | 26.9 | 27.9 | 30.1 | 28.7 |
|     Strongly agree | 4.9 | 5.6 | 7.5 | 8.2 | 7.2 |
| I feel lonely. | | | | | |
|     Strongly disagree | 51.6 | 41.8 | 30.0 | 25.0 | 25.8 |
|     Disagree | 27.7 | 34.2 | 48.0 | 45.4 | 41.8 |
|     Agree | 17.9 | 19.9 | 17.0 | 23.5 | 26.9 |
|     Strongly agree | 2.7 | 4.1 | 5.0 | 6.1 | 5.5 |
| I am good at making decisions. | | | | | |
|     Strongly disagree | 2.2 | 2.0 | 4.0 | 3.1 | 6.0 |
|     Disagree | 12.0 | 10.7 | 12.6 | 13.8 | 15.8 |
|     Agree | 56.3 | 48.0 | 53.0 | 52.3 | 53.0 |
|     Strongly agree | 29.5 | 39.3 | 30.3 | 30.8 | 25.1 |

**Table 34. Self-concept, continued**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How much do you disagree or agree with the following: | | | | | |
| I feel that no one really cares about me. | | | | | |
| Strongly disagree | 64.7 | 56.3 | 48.5 | 49.0 | 41.2 |
| Disagree | 25.0 | 29.9 | 40.1 | 36.7 | 44.0 |
| Agree | 8.2 | 11.7 | 9.9 | 9.7 | 12.6 |
| Strongly agree | 2.2 | 2.0 | 1.5 | 4.6 | 2.2 |
| I feel I do not have much to be proud of. | | | | | |
| Strongly disagree | 63.7 | 51.8 | 44.8 | 40.3 | 39.3 |
| Disagree | 26.4 | 33.5 | 35.3 | 36.7 | 38.8 |
| Agree | 6.6 | 11.7 | 15.4 | 17.3 | 17.5 |
| Strongly agree | 3.3 | 3.0 | 4.5 | 5.6 | 4.4 |
| I think I have a good sense of humor. | | | | | |
| Strongly disagree | 1.6 | 3.6 | 3.0 | 2.6 | 3.8 |
| Disagree | 10.4 | 5.1 | 5.0 | 8.2 | 5.5 |
| Agree | 50.5 | 51.0 | 57.9 | 46.4 | 56.0 |
| Strongly agree | 37.4 | 40.3 | 34.2 | 42.9 | 34.6 |
| I often have trouble sleeping. | | | | | |
| Strongly disagree | 35.9 | 32.5 | 25.4 | 24.5 | 27.5 |
| Disagree | 41.3 | 38.1 | 41.3 | 39.8 | 35.2 |
| Agree | 15.2 | 22.2 | 22.4 | 24.0 | 22.5 |
| Strongly agree | 7.6 | 7.2 | 10.9 | 11.7 | 14.8 |
| I feel sad most of the time. | | | | | |
| Strongly disagree | 62.0 | 53.6 | 40.8 | 33.8 | 39.0 |
| Disagree | 29.3 | 36.7 | 42.8 | 50.3 | 43.4 |
| Agree | 6.5 | 7.1 | 12.9 | 11.8 | 12.6 |
| Strongly agree | 2.2 | 2.6 | 3.5 | 4.1 | 4.9 |
| On the whole, I like myself. | | | | | |
| Strongly disagree | 3.3 | 1.5 | 5.0 | 5.1 | 3.3 |
| Disagree | 4.3 | 10.2 | 10.0 | 8.7 | 17.1 |
| Agree | 40.8 | 42.3 | 49.8 | 52.0 | 51.4 |
| Strongly agree | 51.6 | 45.9 | 35.3 | 34.2 | 28.2 |
| I have so much energy, I don't know what to do with it. | | | | | |
| Strongly disagree | 15.2 | 11.7 | 14.6 | 21.9 | 21.0 |
| Disagree | 55.4 | 56.3 | 54.8 | 52.6 | 55.8 |
| Agree | 21.2 | 23.4 | 22.1 | 18.9 | 19.3 |
| Strongly agree | 8.2 | 8.6 | 8.5 | 6.6 | 3.9 |
| I have less energy than I think I should. | | | | | |
| Strongly disagree | 42.4 | 39.3 | 27.9 | 17.9 | 18.8 |
| Disagree | 43.5 | 43.4 | 43.8 | 47.4 | 45.9 |
| Agree | 12.0 | 14.3 | 21.9 | 23.5 | 28.2 |
| Strongly agree | 2.2 | 3.1 | 6.5 | 11.2 | 7.2 |

**Table 34. Self-concept, continued**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How much do you disagree or agree with the following: | | | | | |
| I have a number of good qualities. | | | | | |
| Strongly disagree | 1.7 | 3.1 | 2.5 | 2.6 | 2.7 |
| Disagree | 2.2 | 6.1 | 3.0 | 7.2 | 9.9 |
| Agree | 50.8 | 41.3 | 55.0 | 59.5 | 59.9 |
| Strongly agree | 45.3 | 49.5 | 39.6 | 30.8 | 27.5 |
| All in all, I am glad I am me. | | | | | |
| Strongly disagree | 2.7 | 2.0 | 2.5 | 2.6 | 2.7 |
| Disagree | 3.8 | 4.1 | 9.5 | 11.8 | 14.3 |
| Agree | 34.6 | 38.1 | 43.3 | 45.1 | 43.4 |
| Strongly agree | 58.8 | 55.8 | 44.8 | 40.5 | 39.6 |
| I wish I were dead. | | | | | |
| Strongly disagree | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Disagree | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Agree | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Strongly agree | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| I am restless and can't sit still | | | | | |
| Strongly disagree | 29.3 | 27.9 | 22.4 | 18.9 | 18.1 |
| Disagree | 48.9 | 45.2 | 49.3 | 52.6 | 54.4 |
| Agree | 16.8 | 20.3 | 19.9 | 23.0 | 23.6 |
| Strongly agree | 4.9 | 6.6 | 8.5 | 5.6 | 3.8 |
| I have trouble concentrating. | | | | | |
| Strongly disagree | 26.9 | 25.9 | 21.9 | 12.8 | 11.0 |
| Disagree | 41.2 | 46.7 | 34.3 | 48.0 | 35.2 |
| Agree | 25.8 | 19.8 | 28.9 | 30.1 | 39.0 |
| Strongly agree | 6.0 | 7.6 | 14.9 | 9.2 | 14.8 |
| I would stick up for someone being bullied. | | | | | |
| Strongly disagree | 2.7 | 3.1 | 3.5 | 1.0 | 3.8 |
| Disagree | 5.4 | 11.8 | 13.4 | 13.8 | 11.0 |
| Agree | 49.5 | 53.3 | 54.2 | 52.8 | 57.7 |
| Strongly agree | 42.4 | 31.8 | 28.9 | 32.3 | 27.5 |

Table 34A. Self concept scores

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | score* | | | | |
| How much do you disagree or agree with the following: | | | | | |
| I am good at making friends. | 78.4 | 77.0 | 74.6 | 74.5 | 71.8 |
| I feel no one understands me. | 24.7 | 31.3 | 34.5 | 34.5 | 36.2 |
| At times, I think I am no good at all. | 28.3 | 35.0 | 37.3 | 39.1 | 37.8 |
| I feel lonely. | 23.9 | 28.7 | 32.3 | 36.9 | 37.4 |
| I am good at making decisions. | 71.0 | 74.8 | 69.9 | 70.3 | 65.8 |
| I feel that no one really cares about me. | 15.9 | 19.8 | 21.5 | 23.3 | 25.3 |
| I feel I do not have much to be proud of. | 16.5 | 22.0 | 26.5 | 29.4 | 29.0 |
| I think I have a good sense of humor. | 74.5 | 76.0 | 74.4 | 76.5 | 73.8 |
| I often have trouble sleeping. | 31.5 | 34.7 | 39.6 | 41.0 | 41.6 |
| I feel sad most of the time. | 16.3 | 19.6 | 26.4 | 28.7 | 27.8 |
| On the whole, I like myself. | 80.3 | 77.6 | 71.8 | 71.8 | 68.1 |
| I have so much energy, I don't know what to do. | 40.8 | 43.0 | 41.5 | 36.7 | 35.4 |
| I have less energy than I think I should. | 24.6 | 27.0 | 35.7 | 42.7 | 41.3 |
| I have a number of good qualities. | 79.9 | 79.1 | 77.2 | 72.8 | 70.7 |
| All in all, I am glad I am me. | 83.2 | 82.6 | 76.8 | 74.5 | 73.3 |
| I am restless and can't sit still | 32.4 | 35.2 | 38.1 | 38.4 | 37.7 |
| I have trouble concentrating. | 37.0 | 36.4 | 45.6 | 45.2 | 52.6 |
| I would stick up for someone being bullied. | 77.2 | 71.3 | 69.5 | 72.1 | 69.6 |

* Score = % of maximum (strongly disagree=0, disagree=33, agree=66, strongly agree=100)

**Table 35. Perceptions of normative use**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| About how many students in your grade do you think regularly use: | | | | | |
| Cigarettes | | | | | |
|     Fewer than 5% | 93.5 | 75.6 | 49.0 | 32.5 | 19.9 |
|     5-10% | 4.8 | 20.8 | 25.0 | 36.0 | 30.1 |
|     10-20% | 0.5 | 2.0 | 13.5 | 19.5 | 19.9 |
|     20-30% | 0.5 | 1.0 | 9.1 | 9.0 | 18.3 |
|     30-50% | 0.5 | 0.5 | 2.4 | 3.0 | 8.1 |
|     More than 50% | 0.0 | 0.0 | 1.0 | 0.0 | 3.8 |
| Alcohol | | | | | |
|     Fewer than 10% | 72.8 | 56.1 | 7.7 | 3.5 | 1.1 |
|     10-25% | 19.6 | 33.7 | 23.2 | 11.1 | 2.7 |
|     25-50% | 6.0 | 4.1 | 34.3 | 19.2 | 8.2 |
|     50-75% | 1.6 | 3.1 | 21.7 | 39.4 | 34.4 |
|     75-90% | 0.0 | 2.0 | 10.1 | 22.7 | 39.3 |
|     More than 90% | 0.0 | 1.0 | 2.9 | 4.0 | 14.2 |
| Marijuana | | | | | |
|     Fewer than 5% | 90.8 | 73.5 | 17.0 | 8.0 | 5.5 |
|     5-10% | 5.4 | 15.8 | 18.9 | 12.0 | 4.4 |
|     10-20% | 2.2 | 4.6 | 21.8 | 19.0 | 5.5 |
|     20-30% | 0.0 | 3.1 | 22.3 | 26.5 | 24.0 |
|     30-50% | 1.1 | 1.5 | 16.0 | 25.0 | 32.2 |
|     More than 50% | 0.5 | 1.5 | 3.9 | 9.5 | 28.4 |
| Median estimates | | | | | |
|     Cigarettes | 1.3 | 1.7 | 2.7 | 4.9 | 7.5 |
|     Alcohol | 3.4 | 4.5 | 28.6 | 47.8 | 64.3 |
|     Marijuana | 1.4 | 1.7 | 12.3 | 19.2 | 30.0 |

## SECTION 4.  FAMILY DOMAIN

Table 36.  Family attitudes toward alcohol, tobacco, and marijuana

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How wrong do your parents/guardians feel it would be if you: | | | | | |
| Drink beer, wine, or hard liquor (more than a few sips)? | | | | | |
| Not at all wrong | 2.2 | 1.5 | 2.9 | 8.1 | 12.2 |
| A little bit wrong | 4.9 | 9.7 | 21.5 | 20.2 | 33.1 |
| Wrong | 29.2 | 30.1 | 26.3 | 36.4 | 27.6 |
| Very wrong | 63.8 | 58.7 | 49.3 | 35.4 | 27.1 |
| Smoke cigarettes? | | | | | |
| Not at all wrong | 0.0 | 0.0 | 0.5 | 0.0 | 0.5 |
| A little bit wrong | 1.1 | 2.5 | 2.4 | 1.0 | 4.3 |
| Wrong | 13.6 | 14.7 | 18.8 | 19.5 | 27.0 |
| Very wrong | 85.3 | 82.7 | 78.3 | 79.5 | 68.1 |
| Use marijuana? | | | | | |
| Not at all wrong | 0.0 | 0.0 | 2.0 | 0.5 | 6.1 |
| A little bit wrong | 1.6 | 1.5 | 5.4 | 7.5 | 14.4 |
| Wrong | 5.4 | 10.7 | 22.4 | 24.6 | 23.2 |
| Very wrong | 93.0 | 87.8 | 70.2 | 67.3 | 56.4 |

Table 37.  Family status of alcohol and cigarette use

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| Does either parent drink alcoholic beverages? | | | | | |
| Yes | 84.8 | 86.3 | 87.9 | 90.5 | 89.5 |
| Do brothers or sisters drink alcoholic beverages? | | | | | |
| Yes | 12.5 | 27.4 | 41.7 | 48.5 | 54.9 |
| I don't know | 12.0 | 7.1 | 8.7 | 8.0 | 4.9 |
| I have no siblings | 7.1 | 7.6 | 4.9 | 5.5 | 7.7 |
| Has a family member used alcohol enough to create problems? | | | | | |
| Yes | 8.1 | 11.2 | 17.3 | 16.0 | 21.9 |
| Does either parent smoke cigarettes? | | | | | |
| Yes | 7.5 | 6.6 | 7.3 | 12.1 | 11.9 |
| Do brothers or sisters smoke cigarettes? | | | | | |
| Yes | 2.1 | 6.1 | 8.7 | 7.0 | 14.7 |
| I have no siblings | 3.7 | 4.6 | 3.9 | 4.0 | 5.4 |

**Table 38. Family management**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| On a regular day, how many hours do you usually spend after school without an adult present? | | | | | |
| None | 12.4 | 12.2 | 8.7 | 4.0 | 3.8 |
| Less than 1 hour | 39.8 | 31.0 | 23.1 | 25.5 | 19.9 |
| 1-2 hours | 38.2 | 34.5 | 43.8 | 44.5 | 34.4 |
| Up to 4 hours | 7.0 | 15.2 | 17.8 | 16.0 | 24.2 |
| More than 4 hours | 2.7 | 7.1 | 6.7 | 10.0 | 17.7 |
| When I am away from home, my parent/guardian knows where I am and who I am with. | | | | | |
| Definitely not true | 0.0 | 1.5 | 1.0 | 1.0 | 2.2 |
| Mostly not true | 2.2 | 1.5 | 2.9 | 5.0 | 8.6 |
| Mostly true | 27.4 | 29.6 | 45.9 | 53.5 | 61.3 |
| Definitely true | 70.4 | 67.3 | 50.2 | 40.5 | 28.0 |
| If I break one of my parent's rules, I usually get punished. | | | | | |
| Definitely not true | 2.7 | 4.1 | 2.4 | 3.5 | 5.4 |
| Mostly not true | 14.1 | 9.8 | 18.0 | 16.5 | 23.7 |
| Mostly true | 44.3 | 52.6 | 49.5 | 51.5 | 45.2 |
| Definitely true | 38.9 | 33.5 | 30.1 | 28.5 | 25.8 |
| My family has clear rules discouraging drinking alcohol. | | | | | |
| Definitely not true | 4.3 | 4.1 | 2.4 | 2.5 | 7.7 |
| Mostly not true | 8.6 | 6.6 | 18.4 | 23.5 | 26.8 |
| Mostly true | 28.1 | 38.8 | 39.1 | 38.5 | 35.5 |
| Definitely true | 58.9 | 50.5 | 40.1 | 35.5 | 30.1 |
| My family has clear rules discouraging smoking. | | | | | |
| Definitely not true | 4.3 | 1.5 | 3.4 | 3.0 | 4.3 |
| Mostly not true | 2.7 | 3.0 | 5.8 | 7.0 | 10.3 |
| Mostly true | 10.8 | 21.3 | 19.3 | 18.1 | 15.1 |
| Definitely true | 82.3 | 74.1 | 71.5 | 71.9 | 70.3 |

**Table 39. Parental attachment and communication**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| I feel very close to my parent/guardian(s) | | | | | |
|     Definitely not true | 2.2 | 3.1 | 3.4 | 2.5 | 2.7 |
|     Mostly not true | 4.8 | 5.6 | 7.7 | 4.5 | 11.9 |
|     Mostly true | 18.3 | 24.0 | 34.3 | 34.0 | 40.5 |
|     Definitely true | 74.7 | 67.3 | 54.6 | 59.0 | 44.9 |
| I enjoy spending time with my parent/guardian(s) | | | | | |
|     Definitely not true | 2.2 | 2.6 | 4.4 | 2.5 | 1.6 |
|     Mostly not true | 11.3 | 10.3 | 11.2 | 12.1 | 16.2 |
|     Mostly true | 33.3 | 44.1 | 49.8 | 42.7 | 48.6 |
|     Definitely true | 53.2 | 43.1 | 34.6 | 42.7 | 33.5 |
| I share my thoughts and feelings with my parent/guardian(s) | | | | | |
|     Definitely not true | 7.0 | 10.2 | 10.6 | 8.0 | 8.6 |
|     Mostly not true | 18.4 | 20.9 | 22.2 | 27.0 | 31.2 |
|     Mostly true | 44.9 | 47.4 | 45.4 | 47.5 | 38.7 |
|     Definitely true | 29.7 | 21.4 | 21.7 | 17.5 | 21.5 |

**Table 40. Positive family involvement**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| My parent/guardian(s): | | | | | |
| Gives lots of chances to do fun things with them and my family. | | | | | |
|     Definitely not true | 1.1 | 3.1 | 3.4 | 1.5 | 4.8 |
|     Mostly not true | 8.2 | 10.7 | 13.1 | 10.0 | 18.8 |
|     Mostly true | 33.7 | 41.8 | 45.1 | 49.0 | 45.2 |
|     Definitely true | 57.1 | 44.4 | 38.3 | 39.5 | 31.2 |
| Gives me help and support. | | | | | |
|     Definitely not true | 0.5 | 1.0 | 1.9 | 0.5 | 1.1 |
|     Mostly not true | 2.2 | 6.1 | 6.3 | 3.0 | 7.5 |
|     Mostly true | 21.5 | 25.5 | 25.1 | 34.0 | 36.0 |
|     Definitely true | 75.8 | 67.3 | 66.7 | 62.5 | 55.4 |
| Asks if my homework is done. | | | | | |
|     Definitely not true | 2.7 | 4.6 | 2.4 | 4.0 | 9.7 |
|     Mostly not true | 5.4 | 6.7 | 13.0 | 12.1 | 14.1 |
|     Mostly true | 21.6 | 26.7 | 27.5 | 32.7 | 35.7 |
|     Definitely true | 70.3 | 62.1 | 57.0 | 51.3 | 40.5 |
| Participates in activities at my school. | | | | | |
|     Definitely not true | 14.5 | 13.8 | 18.0 | 21.5 | 19.0 |
|     Mostly not true | 31.7 | 29.6 | 24.9 | 22.5 | 23.9 |
|     Mostly true | 33.3 | 33.7 | 42.0 | 39.0 | 37.5 |
|     Definitely true | 20.4 | 23.0 | 15.1 | 17.0 | 19.6 |

# SECTION 5. SCHOOL DOMAIN

**Table 41. School performance**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| What kinds of grades do you usually get? | | | | | |
|     Mostly A's | 32.4 | 27.9 | 20.2 | 21.5 | 23.5 |
|     A's and B's | 44.9 | 35.5 | 44.7 | 43.5 | 42.8 |
|     Mostly B's | 18.4 | 25.9 | 22.6 | 27.5 | 24.1 |
|     B's and C's | 2.2 | 9.1 | 7.7 | 6.5 | 3.7 |
|     Mostly C's | 2.2 | 1.5 | 2.4 | 1.0 | 4.3 |
|     C's and D's | 0.0 | 0.0 | 1.0 | 0.0 | 1.1 |
|     Mostly D's | 0.0 | 0.0 | 1.0 | 0.0 | 0.5 |
|     D's and F's | 0.0 | 0.0 | 0.5 | 0.0 | 0.0 |
|     Mostly F's | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| On average, how many hours a day do you spend doing homework? | | | | | |
|     None | 0.0 | 0.5 | 1.0 | 0.5 | 2.1 |
|     Less than 1 hour | 43.9 | 31.5 | 12.5 | 18.5 | 13.4 |
|     1-3 hours | 56.1 | 61.9 | 59.6 | 56.0 | 59.9 |
|     3-5 hours | 0.0 | 4.6 | 21.2 | 20.0 | 17.6 |
|     More than 5 hours | 0.0 | 1.5 | 5.8 | 5.0 | 7.0 |

**Table 42. Perception of school enforcement of policies on substances**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| What is most severe discipline if student is caught at school: | | | | | |
| With an alcoholic beverage? | | | | | |
|     Nothing | 0.5 | 0.5 | 0.0 | 1.0 | 0.5 |
|     Sent to principal's office | 0.5 | 0.5 | 3.4 | 0.5 | 0.0 |
|     Detention | 0.5 | 1.5 | 4.8 | 4.0 | 6.0 |
|     Suspension | 36.4 | 27.4 | 48.3 | 53.3 | 45.6 |
|     Expulsion | 34.2 | 44.7 | 22.2 | 24.6 | 27.5 |
|     I don't know | 27.7 | 25.4 | 21.3 | 16.6 | 20.3 |
| Smoking a cigarette? | | | | | |
|     Nothing | 0.5 | 0.5 | 1.9 | 0.0 | 1.1 |
|     Sent to principal's office | 2.7 | 0.5 | 3.8 | 3.5 | 5.9 |
|     Detention | 0.0 | 1.5 | 6.3 | 13.1 | 18.3 |
|     Suspension | 33.0 | 28.9 | 41.8 | 51.8 | 41.4 |
|     Expulsion | 31.4 | 38.1 | 16.3 | 11.6 | 5.4 |
|     I don't know | 32.4 | 30.5 | 29.8 | 20.1 | 28.0 |
| In possession of marijuana? | | | | | |
|     Nothing | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
|     Sent to principal's office | 0.0 | 0.0 | 0.5 | 0.5 | 0.5 |
|     Detention | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 |
|     Suspension | 11.9 | 10.7 | 35.0 | 37.0 | 36.1 |
|     Expulsion | 65.4 | 68.9 | 47.1 | 53.5 | 48.6 |
|     I don't know | 22.2 | 19.9 | 16.0 | 8.5 | 14.2 |

**Table 43. Commitment to school**

| Questions and responses | Grade | | | | |
| --- | --- | --- | --- | --- | --- |
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| I try hard to do good work at school. | | | | | |
|    Definitely not true | 1.1 | 1.0 | 1.0 | 0.5 | 1.1 |
|    Mostly not true | 1.6 | 2.0 | 3.4 | 3.5 | 5.9 |
|    Mostly true | 38.2 | 38.1 | 38.9 | 46.5 | 42.5 |
|    Definitely true | 59.1 | 58.9 | 56.7 | 49.5 | 50.5 |
| I want very much to get more education after high school. | | | | | |
|    Definitely not true | 0.5 | 0.0 | 1.0 | 2.0 | 1.1 |
|    Mostly not true | 3.2 | 1.5 | 1.9 | 2.0 | 1.6 |
|    Mostly true | 14.6 | 14.7 | 15.4 | 15.5 | 10.2 |
|    Definitely true | 81.6 | 83.8 | 81.7 | 80.5 | 87.1 |
| It is important to me to get good grades. | | | | | |
|    Definitely not true | 1.1 | 0.0 | 1.0 | 1.0 | 0.0 |
|    Mostly not true | 2.7 | 1.6 | 1.9 | 5.0 | 3.8 |
|    Mostly true | 19.9 | 22.8 | 21.6 | 25.5 | 25.7 |
|    Definitely true | 76.3 | 75.6 | 75.5 | 68.5 | 70.5 |
| I have given up on school. | | | | | |
|    Definitely not true | 93.5 | 82.7 | 81.6 | 73.9 | 68.6 |
|    Mostly not true | 3.8 | 13.8 | 13.5 | 18.1 | 22.2 |
|    Mostly true | 2.2 | 2.6 | 2.4 | 5.0 | 5.9 |
|    Definitely true | 0.5 | 1.0 | 2.4 | 3.0 | 3.2 |
| I feel safe at school. | | | | | |
|    Definitely not true | 1.1 | 2.0 | 1.0 | 4.0 | 0.0 |
|    Mostly not true | 4.3 | 4.1 | 3.8 | 4.5 | 7.1 |
|    Mostly true | 47.8 | 56.1 | 48.6 | 41.7 | 34.4 |
|    Definitely true | 46.7 | 37.8 | 46.6 | 49.7 | 58.5 |

**Table 44. School environment**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| **How true are the following?** | | | | | |
| **A lot of drugs are available in my school.** | | | | | |
| Definitely not true | 81.1 | 58.4 | 10.7 | 8.6 | 9.1 |
| Mostly not true | 15.7 | 36.0 | 35.0 | 27.3 | 22.6 |
| Mostly true | 2.7 | 3.6 | 35.4 | 42.4 | 43.5 |
| Definitely true | 0.5 | 2.0 | 18.9 | 21.7 | 24.7 |
| **Adults in my school try to keep kids off drugs.** | | | | | |
| Definitely not true | 5.4 | 5.6 | 1.5 | 2.0 | 5.9 |
| Mostly not true | 3.3 | 4.6 | 3.9 | 6.0 | 8.1 |
| Mostly true | 6.0 | 21.8 | 28.6 | 36.7 | 41.1 |
| Definitely true | 85.3 | 68.0 | 66.0 | 55.3 | 44.9 |
| **In my school kids are often bullied.** | | | | | |
| Definitely not true | 9.2 | 5.2 | 6.3 | 10.0 | 5.3 |
| Mostly not true | 54.1 | 45.6 | 48.6 | 46.0 | 55.1 |
| Mostly true | 26.5 | 28.5 | 27.9 | 30.0 | 24.1 |
| Definitely true | 10.3 | 20.7 | 17.3 | 14.0 | 15.5 |

# SECTION 6. COMMUNITY DOMAIN

**Table 45. Perception of neighborhood environment**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| In my neighborhood: | | | | | |
| There are lots of things for young people to do | | | | | |
|     Definitely not true | 4.9 | 10.2 | 14.3 | 15.1 | 27.3 |
|     Mostly not true | 14.2 | 27.6 | 26.1 | 34.2 | 38.8 |
|     Mostly true | 36.6 | 32.1 | 44.3 | 32.2 | 26.8 |
|     Definitely true | 44.3 | 30.1 | 15.3 | 18.6 | 7.1 |
| It is a safe place | | | | | |
|     Definitely not true | 2.7 | 4.6 | 1.0 | 0.5 | 4.4 |
|     Mostly not true | 2.2 | 6.6 | 6.4 | 5.6 | 3.8 |
|     Mostly true | 42.3 | 56.1 | 48.0 | 49.2 | 45.4 |
|     Definitely true | 52.7 | 32.7 | 44.6 | 44.6 | 46.4 |
| Kids are often taunted to hurt their feelings | | | | | |
|     Definitely not true | 8.2 | 6.2 | 6.9 | 9.0 | 8.7 |
|     Mostly not true | 56.0 | 49.7 | 49.0 | 53.5 | 57.1 |
|     Mostly true | 26.6 | 25.4 | 33.2 | 24.5 | 20.7 |
|     Definitely true | 9.2 | 18.7 | 10.9 | 13.0 | 13.6 |

**Table 46. Neighborhood drug involvement**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| In my neighborhood: | | | | | |
| A lot of drugs are sold | | | | | |
|     Definitely not true | 50.0 | 30.3 | 10.8 | 8.0 | 6.0 |
|     Mostly not true | 37.5 | 43.1 | 41.4 | 35.2 | 34.2 |
|     Mostly true | 8.2 | 19.5 | 33.0 | 41.2 | 43.5 |
|     Definitely true | 4.3 | 7.2 | 14.8 | 15.6 | 16.3 |
| A lot of kids I know are into using drugs | | | | | |
|     Definitely not true | 51.4 | 25.0 | 4.9 | 5.6 | 3.3 |
|     Mostly not true | 38.3 | 51.5 | 35.5 | 26.4 | 17.4 |
|     Mostly true | 6.6 | 16.3 | 44.3 | 43.1 | 41.8 |
|     Definitely true | 3.8 | 7.1 | 15.3 | 24.9 | 37.5 |
| People are trying to keep kids off drugs | | | | | |
|     Definitely not true | 3.8 | 5.1 | 1.5 | 1.0 | 7.6 |
|     Mostly not true | 1.6 | 5.6 | 9.4 | 11.1 | 15.2 |
|     Mostly true | 20.2 | 33.0 | 44.3 | 50.8 | 46.7 |
|     Definitely true | 74.3 | 56.3 | 44.8 | 37.2 | 30.4 |

Table 47. Perception of strategies to prevent alcohol use

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How important do you think the following are in preventing kids from drinking alcohol? | | | | | |
| High price | | | | | |
| Very important | 13.0 | 21.3 | 12.6 | 8.5 | 14.2 |
| Somewhat important | 29.9 | 33.5 | 38.8 | 40.7 | 35.0 |
| Not important | 47.8 | 37.1 | 45.1 | 48.7 | 47.5 |
| I don't know | 9.2 | 8.1 | 3.4 | 2.0 | 3.3 |
| Checking ID's in stores and bars | | | | | |
| Very important | 67.9 | 64.0 | 45.4 | 38.4 | 40.4 |
| Somewhat important | 18.5 | 23.4 | 31.9 | 40.4 | 40.4 |
| Not important | 6.0 | 5.6 | 21.3 | 19.2 | 18.0 |
| I don't know | 7.6 | 7.1 | 1.4 | 2.0 | 1.1 |
| Ads that show the problems associated with drinking | | | | | |
| Very important | 40.2 | 27.0 | 23.3 | 8.0 | 6.0 |
| Somewhat important | 37.0 | 36.7 | 26.7 | 28.1 | 22.5 |
| Not important | 13.6 | 27.6 | 45.6 | 62.8 | 65.9 |
| I don't know | 9.2 | 8.7 | 4.4 | 1.0 | 5.5 |
| Friends who don't drink | | | | | |
| Very important | 46.7 | 45.9 | 38.2 | 37.9 | 25.8 |
| Somewhat important | 38.6 | 37.2 | 39.1 | 44.4 | 47.3 |
| Not important | 9.2 | 9.7 | 19.3 | 16.2 | 24.7 |
| I don't know | 5.4 | 7.1 | 3.4 | 1.5 | 2.2 |
| Friends who disapprove of drinking | | | | | |
| Very important | 56.5 | 57.1 | 33.8 | 38.2 | 25.7 |
| Somewhat important | 29.3 | 27.0 | 42.0 | 38.7 | 44.3 |
| Not important | 8.7 | 10.7 | 21.3 | 22.1 | 27.9 |
| I don't know | 5.4 | 5.1 | 2.9 | 1.0 | 2.2 |
| Parental strictness about drinking | | | | | |
| Very important | 64.1 | 57.9 | 38.3 | 34.8 | 33.3 |
| Somewhat important | 27.2 | 32.8 | 45.1 | 45.5 | 44.8 |
| Not important | 3.8 | 6.7 | 15.0 | 18.7 | 20.8 |
| I don't know | 4.9 | 2.6 | 1.5 | 1.0 | 1.1 |
| Driver's license suspension | | | | | |
| Very important | 55.7 | 57.4 | 49.3 | 50.3 | 42.9 |
| Somewhat important | 27.3 | 25.4 | 35.3 | 35.7 | 39.6 |
| Not important | 7.7 | 9.6 | 11.1 | 11.1 | 13.2 |
| I don't know | 9.3 | 7.6 | 4.3 | 3.0 | 4.4 |
| Fine of $200 | | | | | |
| Very important | 57.6 | 56.9 | 43.7 | 37.7 | 32.4 |
| Somewhat important | 24.5 | 22.8 | 32.5 | 37.2 | 34.1 |
| Not important | 12.5 | 13.7 | 19.4 | 21.6 | 28.6 |
| I don't know | 5.4 | 6.6 | 4.4 | 3.5 | 4.9 |

**Table 47. Perception of strategies to prevent alcohol use, continued**

| Questions and responses | Grade | | | | |
|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 |
| | % | % | % | % | % |
| How important do you think the following are in preventing kids from drinking alcohol? | | | | | |
| Alcohol education in school | | | | | |
|     Very important | 52.2 | 33.5 | 23.7 | 11.6 | 7.7 |
|     Somewhat important | 29.9 | 36.0 | 37.7 | 35.7 | 25.1 |
|     Not important | 11.4 | 22.3 | 35.7 | 50.3 | 62.3 |
|     I don't know | 6.5 | 8.1 | 2.9 | 2.5 | 4.9 |
| Alcohol-free activities | | | | | |
|     Very important | 44.6 | 40.6 | 30.0 | 17.1 | 10.4 |
|     Somewhat important | 26.1 | 31.5 | 31.9 | 29.6 | 32.4 |
|     Not important | 21.2 | 19.8 | 33.8 | 51.3 | 52.2 |
|     I don't know | 8.2 | 8.1 | 4.3 | 2.0 | 4.9 |
| Fear of addiction | | | | | |
|     Very important | 49.7 | 47.2 | 25.6 | 15.2 | 11.5 |
|     Somewhat important | 29.5 | 27.4 | 31.4 | 29.8 | 26.2 |
|     Not important | 16.4 | 19.8 | 37.7 | 50.5 | 55.7 |
|     I don't know | 4.4 | 5.6 | 5.3 | 4.5 | 6.6 |
| Blood alcohol or breathalyzer tests at school or home | | | | | |
|     Very important | 42.9 | 42.3 | 33.2 | 34.2 | 23.6 |
|     Somewhat important | 29.7 | 31.6 | 41.5 | 46.2 | 50.5 |
|     Not important | 16.5 | 17.9 | 21.0 | 17.6 | 22.5 |
|     I don't know | 11.0 | 8.2 | 4.4 | 2.0 | 3.3 |

## SECTION 7. COMPARISONS

**Table 48. Lifetime substance use prevalence**

| Substance (any amount) | Grade 8 | | | Grade 10 | | |
|---|---|---|---|---|---|---|
| | Westport 2011 | MTF 2010 | DRG A-C 2008-11 | Westport 2011 | MTF 2010 | DRG A-C 2008-11 |
| | % | % | % | % | % | % |
| Cigarettes | 4.6 | 30.0 | 5.4 | 10.1 | 51.3 | 18.4 |
| Alcohol | 34.5 | 35.8 | 25.9 | 65.0 | 58.2 | 59.8 |
| Marijuana | 3.6 | 17.3 | 4.8 | 33.0 | 33.4 | 26.2 |
| Cocaine | 0.5 | 2.6 | 0.3 | 0.5 | 3.7 | 1.6 |
| Crack Cocaine | 0.0 | 1.5 | 0.2 | 0.0 | 1.8 | 0.5 |
| Heroin | 0.5 | 1.3 | 0.1 | 0.0 | 1.3 | 0.5 |
| Hallucinogens | 0.5 | 3.4 | 0.9 | 2.5 | 6.1 | 4.5 |
| Angel Dust (PCP) | 0.5 | n/a | 0.4 | 0.5 | n/a | 0.9 |
| MDMA (ecstasy) | 0.5 | 3.3 | 0.2 | 1.5 | 6.4 | 1.2 |
| Ketamine | 0.5 | n/a | 0.2 | 0.0 | n/a | 0.6 |
| GHB | 0.0 | 0.9 | 0.1 | 0.0 | 1.4 | 0.2 |
| Salvia | 0.5 | n/a | 2.0 | 4.0 | n/a | 12.7 |
| Methamphetamine | 0.5 | 1.8 | n/a | 0.0 | 2.5 | n/a |
| K2 or Spice | 0.0 | n/a | n/a | 2.5 | n/a | n/a |
| Any illicit drug other than marijuana | 1.0 | 10.6 | n/a | 7.5 | 16.8 | n/a |
| Steroids | 1.0 | 1.1 | 1.0 | 0.0 | 1.6 | 0.3 |
| Downers | 6.1 | n/a | 3.8 | 8.0 | n/a | 7.3 |
| Tranquilizers | 0.5 | 4.0 | 0.4 | 1.5 | 7.3 | 1.3 |
| Uppers (e.g., stimulants, amphetamines) | 0.0 | 5.7 | 0.8 | 0.5 | 10.6 | 3.8 |
| Pain meds (e.g., Oxycontin, Vicodin) | 10.7 | n/a | 4.6 | 6.5 | n/a | 11.2 |
| Over-the-counter meds (e.g., cough med, mouthwash) | 2.1 | n/a | 4.1 | 3.0 | n/a | 7.2 |
| Any non-prescribed med | 15.2 | n/a | 9.1 | 14.5 | n/a | 14.9 |
| Inhalants | 5.1 | 14.5 | 3.7 | 6.5 | 12.0 | 7.3 |
| Energy drinks | 61.4 | n/a | 63.5 | 67.5 | n/a | 76.1 |

* n/a = data not available

Table 49. 30-Day substance use prevalence

| Substance (any amount) | Grade 8 | | | Grade 10 | | |
|---|---|---|---|---|---|---|
| | Westport 2011 | MTF 2010 | DRG A-C 2008-11 | Westport 2011 | MTF 2010 | DRG A-C 2008-11 |
| | % | % | % | % | % | % |
| Cigarettes | 0.5 | 7.1 | 1.9 | 3.0 | 13.6 | 8.6 |
| Alcohol | 8.1 | 13.8 | 7.4 | 37.0 | 28.9 | 32.2 |
| Marijuana | 1.0 | 8.0 | 2.7 | 16.5 | 16.7 | 16.4 |
| Cocaine | 0.0 | 0.6 | 0.0 | 0.0 | 0.9 | 0.2 |
| Crack Cocaine | 0.0 | 0.4 | 0.0 | 0.0 | 0.5 | 0.2 |
| Heroin | 0.0 | 0.4 | 0.0 | 0.0 | 0.4 | 0.1 |
| Hallucinogens | 0.0 | 1.0 | 0.0 | 0.0 | 1.6 | 1.9 |
| Angel Dust (PCP) | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 |
| MDMA (ecstasy) | 0.5 | 1.1 | 0.0 | 0.5 | 1.9 | 0.5 |
| Ketamine | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.1 |
| GHB | 0.0 | 0.2 | 0.1 | 0.0 | 0.3 | 0.0 |
| Salvia | 0.5 | n/a | 4.0 | 0.0 | n/a | 3.8 |
| Methamphetamine | 0.0 | 0.7 | n/a | 0.0 | 0.7 | n/a |
| K2 or Spice | 0.5 | n/a | n/a | 1.0 | n/a | n/a |
| Any illicit drug other than marijuana | 0.5 | 3.5 | n/a | 1.5 | 5.8 | n/a |
| Steroids | 1.0 | 0.3 | 0.1 | 0.0 | 0.5 | 0.3 |
| Downers | 1.5 | n/a | 0.2 | 2.0 | n/a | 2.1 |
| Tranquilizers | 0.0 | 1.2 | 0.0 | 0.0 | 2.2 | 0.7 |
| Uppers (e.g., stimulants, amphetamines) | 0.5 | 1.8 | 0.3 | 1.5 | 3.3 | 1.6 |
| Pain meds (e.g., Oxycontin, Vicodin) | 3.0 | n/a | 0.9 | 1.5 | n/a | 3.5 |
| Over-the-counter meds (e.g., cough med, mouthwash) | 1.5 | n/a | 1.3 | 1.0 | n/a | 2.0 |
| Any non-prescribed med | 5.1 | n/a | 0.0 | 4.0 | n/a | 0.0 |
| Inhalants | 0.5 | 3.6 | 0.6 | 2.0 | 2.0 | 0.8 |
| Energy drinks | 28.6 | n/a | 35.6 | 21.8 | n/a | 33.1 |

* n/a = data not available

Table 50. Perception of harm and availability

| Substance | Grade 8 | | | Grade 10 | | |
|---|---|---|---|---|---|---|
| | Westport 2011 | MTF 2010 | DRG A-C 2008-11 | Westport 2011 | MTF 2010 | DRG A-C 2008-11 |
| | % | % | % | % | % | % |
| **Perception of "great harm" with regular use** | | | | | | |
| Cigarettes (pack per day) | 73.0 | 60.9 | 72.7 | 73.5 | 67.2 | 68.3 |
| Alcohol (1-2 per day) | 39.5 | 32.3 | 37.2 | 26.8 | 33.1 | 27.8 |
| Marijuana (regularly) | 65.8 | 68.0 | 71.6 | 25.5 | 57.2 | 38.5 |
| **Parents would feel it "very wrong" for me to use:** | | | | | | |
| Cigarettes | 82.7 | n/a | 80.8 | 79.5 | n/a | 72.2 |
| Alcohol | 58.7 | n/a | 59.4 | 35.4 | n/a | 40.0 |
| Marijuana | 87.8 | n/a | 89.6 | 67.3 | n/a | 72.3 |
| **Substance "fairly" or "very " easily available** | | | | | | |
| Cigarettes | 33.5 | 55.5 | 37.9 | 60.3 | 75.6 | 71.6 |
| Alcohol | 77.2 | 61.1 | 67.6 | 84.4 | 80.0 | 86.7 |
| Marijuana | 28.9 | 41.4 | 22.9 | 68.3 | 69.4 | 68.0 |

Table 51. Comparison in Westport: Tobacco

| Measurement | Grades 7-8 | | Grades 9-10 | |
|---|---|---|---|---|
| | 2000 | 2011 | 2000 | 2011 |
| | % | % | % | % |
| Lifetime cigarette use | 19.9 | 3.1 | 54.4 | 7.9 |
| 30-day cigarette use | 8.4 | 0.5 | 25.8 | 2.5 |
| Parent(s) smoke | 17.3 | 7.1 | 26.7 | 9.6 |
| Very easy to get | 13.3 | 8.1 | 45.4 | 24.1 |
| Source sometimes or often: | | | | |
| Friends | 14.2 | 1.0 | 50.6 | 4.5 |
| Parents, no permission | 7.1 | 1.0 | 12.7 | 1.8 |
| Store | 5.7 | 0.3 | 29.1 | 1.4 |
| Perceived great harm, regular use | 76.0 | 74.6 | 73.8 | 71.7 |
| Most close friends use | 1.8 | 0.8 | 16.7 | 1.0 |
| Very wrong for teen to use | 50.5 | 91.3 | 14.8 | 58.7 |
| Parent feels very wrong for me | 80.5 | 84.0 | 57.3 | 78.9 |

**Table 52. Comparison in Westport: Alcohol**

| Measurement | Grades 7-8 | | Grades 9-10 | |
|---|---|---|---|---|
| | 2000 | 2011 | 2000 | 2011 |
| | % | % | % | % |
| Lifetime use | 47.6 | 27.2 | 78.3 | 57.0 |
| 30-day use | 20.5 | 6.3 | 56.6 | 31.0 |
| Drunk 3 or more times | 5.6 | 0.5 | 26.1 | 20.6 |
| Drink 4 or more at a time | 3.2 | 0.0 | 19.9 | 13.8 |
| Family rule discourages use | 68.6 | 54.6 | 46.8 | 37.8 |
| Parent(s) drink | 63.0 | 85.6 | 65.9 | 89.2 |
| Problem drinking in family | 19.0 | 9.7 | 24.8 | 16.7 |
| Very easy to get | 28.4 | 35.1 | 42.0 | 53.2 |
| Source sometimes or often: | | | | |
|     Friends | 30.1 | 4.4 | 70.7 | 41.8 |
|     Parents, no permission | 17.5 | 4.7 | 43.8 | 23.0 |
|     Store | 3.8 | 0.3 | 17.7 | 2.5 |
| Place of alcohol or drug use | | | | |
|     At home | 9.0 | 20.4 | 30.0 | 20.9 |
|     Homes of other people | 8.1 | 5.9 | 40.4 | 42.8 |
| Perceived great harm, regular use | 50.5 | 37.7 | 56.4 | 30.4 |
| Most close friends use | 2.3 | 1.8 | 33.5 | 29.2 |
| Very wrong for teen to use | 36.2 | 66.4 | 6.1 | 20.8 |
| Parent feels very wrong for me | 57.5 | 61.2 | 32.5 | 42.4 |
| Very important in preventing teens from drinking | | | | |
|     High price | 28.1 | 17.3 | 17.6 | 10.6 |
|     Checking IDs | 74.8 | 65.9 | 57.4 | 42.0 |
|     Friends who don't drink | 58.1 | 46.3 | 44.6 | 38.0 |
|     Parental strictness | 50.0 | 61.0 | 27.2 | 36.6 |
|     Alcohol education in school | 41.6 | 42.5 | 23.4 | 17.7 |

Table 53. Comparison in Westport: Drugs

| Substance / Measurement | Grades 7-8 | | Grades 9-10 | |
|---|---|---|---|---|
| | 2000 | 2011 | 2000 | 2011 |
| | % | % | % | % |
| Marijuana | | | | |
| Lifetime use | 5.9 | 2.6 | 39.3 | 23.1 |
| 30-day use | 4.1 | 1.1 | 27.1 | 11.8 |
| Very easy to get | 6.2 | 8.7 | 33.8 | 33.1 |
| Perceived great harm, regular use | 78.6 | 72.1 | 66.0 | 34.6 |
| Most close friends use | <1.0 | 0 | 15.3 | 8.2 |
| Very wrong for teen to use | 71.8 | 89.2 | 24.7 | 44.1 |
| Parent feels very wrong for me | 91.0 | 90.3 | 73.3 | 68.8 |
| Downers (barbiturates, sleeping pills, quaaludes | | | | |
| Lifetime use | 6.8 | 6.0 | 14.2 | 6.4 |
| 30-day use | <1.0 | 7.8 | <1.0 | 6.7 |
| Pain meds (codeine, percodan, dilaudid) | | | | |
| Lifetime use | 11.9 | 7.8 | 17.4 | 6.7 |
| 30-day use | <1.0 | 2.6 | <1.0 | 2.2 |
| In past year: | | | | |
| Sold illegal drugs | 1.4 | 1.3 | 6.9 | 2.5 |
| Bought illegal drugs | 2.8 | 1.6 | 19.1 | 9.7 |
| Lot of drugs definitely sold in my neighborhood | 3.6 | 5.8 | 16.2 | 15.2 |
| People in my neighborhood definitely trying to keep kids off drugs. | 42.4 | 65.0 | 23.6 | 41.0 |

## SECTION 8. CORRELATIONS – 30-DAY ALCOHOL USERS VS. NON-USERS

Tables in this section compare respondents (in all grades) who reported drinking alcoholic beverages within the past 30 days (Users) with those who reported they did not (Non-Users). Mean scores reported in each table are derived from the same data used to generate the tables in previous sections of this report. Mean scores are ascending intensity scales, as explained in footnotes. The rescaling calculation and determination of statistical significance are explained in METHODS. Statistical significances indicated are: n.s. = no significant difference (p>0.05), 0.05 = [p=0.01 to 0.05], **0.01** = [p=0.001 to 0.01],**0.001** = [p<0.001 to 0.001], **<0.001** = [p<0.001]. SeeMETHODS.

### Table 54. Prevention strategies

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| How important do you think the following are in preventing kids from drinking? | | | | |
| High price | n.s. | 34.4 | | |
| Checking ID's in stores and bars | n.s. | 73.1 | | |
| Ads showing problems associated with drinking | **0.001** | 45.0 | 19.7 | 43.7 |
| Friends who don't drink | **0.001** | 67.0 | 48.3 | 72.0 |
| Friends who disapprove of drinking | **0.001** | 67.6 | 48.7 | 72.0 |
| Parental strictness about drinking | 0.05 | 70.8 | 56.0 | 79.1 |
| Driver's license restriction | n.s. | 74.2 | | |
| Fine of $200 | **0.001** | 68.3 | 52.0 | 76.2 |
| Alcohol education in school | **<0.001** | 52.4 | 21.7 | 41.4 |
| Alcohol-free activities | **<0.001** | 53.7 | 25.1 | 46.7 |
| Fear of addiction | **0.001** | 53.6 | 27.2 | 50.8 |
| Blood alcohol or breathalyzer tests | n.s. | 60.8 | | |

Statistical significance: p-value > 0.05 = n.s. (see Methods for further explanation).

* Mean scores are based on the 3-point scale of Table **, rescaled to 100.
   Higher score indicates a perception of MORE EFFECTIVE prevention.

### Table 55. Social supports

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| When you have a problem that bothers you, how often do you talk about it with: | | | | |
| Parents or guardians | **<0.001** | 49.0 | 35.2 | 72.0 |
| A relative other than parent | 0.05 | 20.5 | 13.8 | 67.6 |
| A teacher | 0.05 | 13.0 | 7.2 | 55.0 |
| An adult who is not family or a teacher | n.s. | 12.7 | | |
| A brother or sister | n.s. | 30.5 | | |
| A friend | 0.05 | 60.9 | 73.0 | 119.8 |
| Nobody. I keep it to myself. | n.s. | 47.0 | | |

* Mean scores are based on the 4-point scale of Table **, rescaled to 0-100.
   Higher score means GREATER likelihood of talking with person(s) indicated.

**Table 56. Attitudes toward antisocial behavior**

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| How wrong do you think it is for someone your age to: | | | | |
| Drink alcoholic beverages | **<0.001** | **70.3** | **25.0** | **35.6** |
| Smoke cigarettes | **<0.001** | **86.4** | **65.7** | **76.0** |
| Use marijuana | **<0.001** | **81.8** | **42.7** | **52.3** |
| Purposely damage property not belonging to them | **0.001** | **88.1** | **86.7** | **98.4** |
| Carry a knife, gun or other weapon | 0.05 | 88.5 | 86.5 | 97.8 |
| Steal something worth less than $100 | 0.05 | 83.3 | 77.8 | 93.4 |
| Pick a fight with someone (not family) | **<0.001** | **74.8** | **66.5** | **88.9** |
| Attack someone to hurt them | 0.05 | 89.4 | 84.9 | 95.0 |
| Taunt someone to hurt their feelings | n.s. | 86.8 | | |
| Do nothing if a friend bullies someone | 0.05 | 75.4 | 71.5 | 94.8 |
| Use inhalants | n.s. | 90.3 | | |
| Cheat on a test at school | **<0.001** | **73.2** | **54.0** | **73.8** |
| Drink and drive | n.s. | 94.3 | | |
| Play games for money, like poker | **0.001** | **54.7** | **37.9** | **69.2** |
| Place bets on-line | **0.001** | **58.7** | **42.1** | **71.6** |
| Play scratch tickets for money | n.s. | 47.6 | | |

\*   Mean scores are based on the 4-point scale of Table \*\*, rescaled to 0-100.

Higher score means the act was considered MORE WRONG by the average respondent.

**Table 57. Time spent after school**

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| How many hours a week do you usually spend: | | | | |
| Exercising, working out, or playing sports | n.s. | 57.1 | | |
| Playing or practicing organized sports | n.s. | 46.1 | | |
| In clubs (like school clubs, scouts, boys/girls club) | n.s. | 16.8 | | |
| Watching TV | n.s. | 48.1 | | |
| Reading books, magazines or newspapers | 0.001 | 37.5 | 29.8 | 79.6 |
| Hanging out with friends in private homes | <0.001 | 31.3 | 39.6 | 126.5 |
| Working at a paying job | <0.001 | 19.0 | 31.2 | 164.8 |
| Helping around the house | n.s. | 35.2 | | |
| Doing volunteer work | n.s. | 17.7 | | |
| In a band, choir, or playing a musical instrument | n.s. | 28.1 | | |
| Attending religious services | n.s. | 17.2 | | |
| Using a computer unrelated to school | 0.001 | 62.6 | 74.5 | 118.9 |
| Playing video games | n.s. | 26.0 | | |
| Talking on the telephone | <0.001 | 46.5 | 66.5 | 142.8 |
| Listening to music | <0.001 | 58.4 | 74.0 | 126.8 |

\* Mean scores are based on the 4-point scale of Table \*\*, rescaled to 0-100.
Higher score means more time spent in the activity by average respondent.

**Table 58. Self concept**

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| How much do you disagree or agree with the following: | | | | |
| I am good at making friends. | n.s. | 74.5 | | |
| I feel no one understands me. | n.s. | 31.9 | | |
| At times, I think I am no good at all. | n.s. | 35.2 | | |
| I feel lonely. | n.s. | 32.1 | | |
| I am good at making decisions. | n.s. | 71.3 | | |
| I feel that no one really cares about me. | 0.05 | 20.2 | 23.3 | 115.3 |
| I feel I do not have much to be proud of. | n.s. | 23.9 | | |
| I think I have a good sense of humor. | n.s. | 74.7 | | |
| I often have trouble sleeping. | n.s. | 36.1 | | |
| I feel sad most of the time. | n.s. | 22.5 | | |
| On the whole, I like myself. | n.s. | 75.2 | | |
| I have so much energy, I don't know what to do. | n.s. | 39.3 | | |
| I have less energy than I think I should. | n.s. | 32.2 | | |
| I have a number of good qualities. | n.s. | 77.0 | | |
| All in all, I am glad I am me. | n.s. | 79.6 | | |
| I am restless and can't sit still | 0.05 | 35.4 | 39.5 | 111.8 |
| I have trouble concentrating. | **<0.001** | **39.3** | **54.6** | **138.8** |
| I would stick up for someone being bullied. | n.s. | 73.2 | | |

\* Mean scores are based on the 4-point scale of Table \*\*, rescaled to 0-100.
  Higher score means STRONGER AGREEMENT by average respondent.

**Table 59. Perceived reasons for drinking**

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| For people your age who drink, how important are the following reasons? | | | | |
| Fit in with friends | **<0.001** | **64.9** | **50.6** | **77.9** |
| Family members drink | n.s. | 29.9 | | |
| Alcohol easily available | n.s. | 49.1 | | |
| Family tradition for special occasions | n.s. | 44.9 | | |
| Personal choice | **0.001** | **62.1** | **76.4** | **123.1** |
| Fits chosen lifestyle | n.s. | 50.5 | | |
| Boredom | n.s. | 48.8 | | |
| Relieve stress | n.s. | 59.7 | | |
| Curiosity | n.s. | 68.1 | | |
| To have fun | n.s. | 72.5 | | |
| Don't know | **0.001** | **38.1** | **33.1** | **87.1** |

\* Mean scores are based on the 3-point scale of Table \*\*, scale inverted and rescaled to 0-100.
  Higher score means MORE IMPORTANCE attached by average respondent.

**Table 60. Perceived reasons NOT to drink**

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| For people your age who do not drink, how important are the following reasons? | | | | |
| Personal choice | n.s. | 89.7 | | |
| Disapproval of parents | n.s. | 82.7 | | |
| Disapproval of friends | 0.001 | 69.1 | 50.6 | 73.2 |
| Bad experiences of family, friends | n.s. | 73.7 | | |
| Education about alcohol | 0.001 | 64.9 | 43.0 | 66.3 |
| Health reasons | n.s. | 72.2 | | |
| Legal reasons | n.s. | 69.7 | | |
| Ethical or moral reasons | n.s. | 73.0 | | |
| Does not fit lifestyle | n.s. | 71.0 | | |
| Alcohol not available | n.s. | 42.9 | | |

\* Mean scores are based on the 3-point scale of Table \*\*, scale inverted and rescaled to 0-100. Higher score means MORE IMPORTANCE attached by average respondent.

**Table 61. Other characteristics related to alcohol consumption**

| Question and response choices | Statistical Significance | Scale Score, Recent Alcohol Consumption | | |
|---|---|---|---|---|
| | | NO | YES | YES/NO |
| | p-value | % of max | % of max | % |
| Have asthma | 0.05 | 9.1 | 11.5 | 127.0 |
| Weekday time after school without adult present | <0.001 | 43.6 | 57.4 | 131.5 |
| Does either parent drink alcohol? | n.s. | 85.9 | | |
| Do siblings drink alcohol? | <0.001 | 21.5 | 32.2 | 149.4 |
| Anyone in family ever had problems with alcohol | 0.001 | 11.9 | 23.0 | 192.3 |
| How many close friends drink alcohol? | <0.001 | 27.1 | 80.4 | 296.7 |
| What kinds of grades do you mostly get? | n.s. | 85.9 | | |
| How many hours a day doing homework? | n.s. | 64.7 | | |

# Appendix.

## Survey Instrument
## Westport Youth Survey 2011

**ELLIOTT LANDON**
*Superintendent of Schools*

To:        Board of Education

From:      Elliott Landon
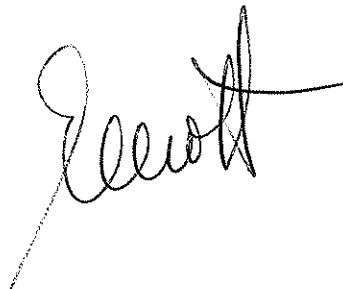
Subject:   Enrollment Report: October 1, 2011

Date:      October 11, 2011

Appended to this memorandum may be found the report entitled, "Enrollment & Class Size Based on Actual October 1, 2011 Registered." The report delineates the following:

1. Numbers of students by grade and by school, K-5
2. Numbers of class sections by grade and by school, K-5
3. Average class size by grade and by school, K-5
4. Comparisons between 2011-12 actual enrollments/numbers of class sections and 2011-12 budget projections of enrollments/numbers of class sections, by grade and by school, K-5
5. Numbers of students by grade and by school, Bedford Middle School and Coleytown Middle School
6. Comparisons between 2011-12 actual enrollments and 2011-12 budget enrollment projections, Bedford Middle School and Coleytown Middle School.
7. Numbers of students by grade, Staples High School
8. Comparisons between 2011-12 actual enrollments and 2011-12 budget enrollment projections, Staples High School.

Of interest to note is the fact that our actual total enrollment, K-12, as compared to our projected total enrollment, is up by 54 students, approximately 1%.

# WESTPORT PUBLIC SCHOOLS
## ENROLLMENT & CLASS SIZE BASED ON ACTUAL OCTOBER 1, 2011 REGISTERED

| School | PRE K | K (MAX 22) | 1 | 2 | 3 (MAX 25) | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total 11-12 | BUDGE 11-12 | BUD TO DIF 11-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Coleytown El | 39 | 55 | 72 | 82 | 90 | 79 | 102 | | | | | | | | 480 | 474 | 6 |
| # sections | | 3 | 4 | 4 | 4 | 4 | 5 | | | | | | | | 24 | 22 | 2 |
| estimated class size | | 18.33 | 18.00 | 20.50 | 22.50 | 19.75 | 20.40 | | | | | | | | 20.00 | | |
| Green's Farms | | 64 | 75 | 70 | 72 | 83 | 89 | | | | | | | | 453 | 461 | (8) |
| # sections | | 4 | 4 | 3 | 3 | 4 | 4 | | | | | | | | 22 | 24 | (2) |
| estimated class size | | 16.00 | 18.75 | 23.33 | 24.00 | 20.75 | 22.25 | | | | | | | | 20.59 | | |
| Kings Highway | | 71 | 66 | 86 | 83 | 86 | 76 | | | | | | | | 468 | 476 | (8) |
| # sections | | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | 24 | 24 | - |
| estimated class size | | 17.75 | 16.50 | 21.50 | 20.75 | 21.50 | 19.00 | | | | | | | | 19.50 | | |
| Long Lots | | 85 | 99 | 101 | 100 | 93 | 123 | | | | | | | | 601 | 587 | 14 |
| # sections | | 5 | 5 | 5 | 5 | 4 | 6 | | | | | | | | 30 | 28 | 2 |
| estimated class size | | 17.00 | 19.80 | 20.20 | 20.00 | 23.25 | 20.50 | | | | | | | | 20.03 | | |
| Saugatuck | | 81 | 89 | 84 | 97 | 87 | 84 | | | | | | | | 522 | 507 | 15 |
| # sections | | 4 | 5 | 4 | 4 | 4 | 4 | | | | | | | | 25 | 25 | - |
| estimated class size | | 20.25 | 17.80 | 21.00 | 24.25 | 21.75 | 21.00 | | | | | | | | 20.88 | | |
| Pre-K-5 Total | 39 | 356 | 401 | 423 | 442 | 428 | 474 | | | | | | | | 2,524 | 2,505 | 19 |
| # sections | | 20 | 22 | 20 | 20 | 20 | 23 | | | | | | | | 125 | 123 | 2 |
| estimated class size | | 17.80 | 18.23 | 21.15 | 22.10 | 21.40 | 20.61 | | | | | | | | 20.19 | | |
| Bedford Middle | | | | | | | | 286 | 282 | 284 | | | | | 852 | 846 | 6 |
| Coleytown Middle | | | | | | | | 174 | 154 | 172 | | | | | 500 | 492 | 8 |
| 6-8 Budget Total | | | | | | | | 460 | 436 | 456 | | | | | 1,352 | 1,338 | 14 |
| Staples High School | | | | | | | | | | | 467 | 463 | 471 | 428 | 1,829 | 1,808 | 21 |
| Total K-12 | | | | | | | | | | | | | | | 5,705 | 5,651 | 54 |
| Pre-K | | | | | | | | | | | | | | | 39 | 54 | (15) |
| Placed Out (K-12) | | | | | | | | | | | | | | | 26 | 35 | (9) |
| Grand Total Students: | | | | | | | | | | | | | | | 5,770 | 5,740 | 30 |

*Source: E SCHOOL ENROLLMENT

OCT 1, 2011

**MARJORIE B. CION**
*Director of Human Resources*

To:         Elliott Landon

From:       Marge Cion

Subject:    Staffing Report for the 2011- 2012 School Year

Date:       October 11, 2011

At this time, the District is fully staffed for the 2011-12 school year. This year, we hired a total of 28 new certified staff members, down slightly from the 33 that were hired last year. Four of the new 28 certified staff members are administrators, including Julie Droller, Principal of Saugatuck Elementary School, Johanna Davis, Assistant Principal at Coleytown Elementary School, Christopher Wermuth, Assistant Principal at Long Lots Elementary School, and Maria Zachery, World Language Department Chair. In addition to these four administrators, we hired 14 teachers, 4 at the elementary level, 5 at the middle schools and 5 at the high school. We also hired one guidance counselor, a social worker, three psychologists and a speech and language pathologist.

These openings in the District occurred for a variety of reasons, including relocation (5 positions), performance concerns (5 positions), increased enrollment at individual schools (3 positions), resignations or leaves of absence for childrearing (2 positions), retirement (2 positions), and illness (2 positions).

While we continue to attract much of our certified staff from local universities, this year, due to expanded recruiting efforts, we hired 5 teachers with degrees from Ivy League institutions. We were also able to attract teachers from the University of Michigan, Colgate, George Washington, Fordham, New York University and the University of Connecticut. All of our new certified staff have masters degrees and two have doctorates. Eleven of the fourteen new teachers have prior teaching experience; the new teachers worked an average of 4.7 years before coming to Westport.

In addition to the certified staff, we hired 17 non certified staff personnel, including our Health Services Supervisor, a physical therapist, 8 paraprofessionals, 2 health assistants and several custodians.

# WESTPORT PUBLIC SCHOOLS

**ELLIOTT LANDON**
*Superintendent of Schools*

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To:          Members of the Board of Education

From:       Elliott Landon

Subject:     Middle School Social Studies Curricular Revision/2012-15 School Years
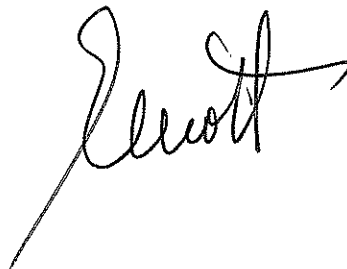
Date:       October 11, 2011

Major revisions to the Social Studies curriculum in grades 6-8 have been of interest to our administrative and teaching staffs for the past several years. Now, with the implementation of the Board of Education-approved 9th Grade Global Themes course at Staples in the current school year, revisions to the middle school Social Studies program have become more urgent.

Under the direction of James D'Amico, 6-12 Department Chair, Social Studies, a team of middle school teachers worked diligently this past summer to develop a middle school Social Studies curriculum that would link seamlessly to the 9th Grade Global Themes course. The effort of their work, presented to the Board at the meeting of September 26, demonstrates how content has been integrated within the context of thematic questions, aligns with the Connecticut Social Studies Curriculum Framework, and is consistent with the National Curriculum Standards for the Social Studies endorsed by the National Council for the Social Studies.

The curriculum developed focuses on having students think critically and creatively. Students will be required to examine the social studies through a global lens in cross-disciplinary fashion with Science, as well as with English/Language Arts, consistent with our Westport Education 2025 objective of preparing all students for success in addressing 21st century challenges.

This curricular proposal is being presented to you at the meeting of October 11 for Board of Education approval.

# Executive Summary

This document proposes a revision of the social studies curriculum for grades six though eight. The changes proposed address several factors, including alignment with the Connecticut Social Studies Frameworks, National Council for the Social Studies standards, and the Westport Public Schools' goals.

The proposals for change have their basis in the latest professional standards, literature, and research related to social studies education and 21st Century curriculum design. The curriculum structure proposed would also restructure the middle school social studies curriculum to provide students with the opportunity to think in ways that will help them when they reach Staples High School.

Much like the recently implemented Global Themes course for ninth grade at Staples High School, in this curriculum, the social studies department has attempted to address what internationally recognized curriculum expert Heidi Hayes Jacobs has called the "divisive nature of the traditional social studies model." The proposed curriculum is not a chronological sequence of historical events, but a continuum of courses that explore all of the social sciences. By design, individual content units can be flexible to allow for deeper inquiry, interdisciplinary projects, and the flexibility to spend more time on topics that are engaging to students, or that can be applied to real-world situations.

Studies at each grade level are guided by an essential question for the year, and questions within each unit that ask students to think about content in different ways. The questions and units have also been designed to complement many of the big ideas from the middle school science curricula to foster more teaming among middle school teachers and the creation of interdisciplinary problems and assessments.

The proposed timeline for implementation would be to begin these curriculum changes in 2012-13 for grade 6, 2013-14 for grade 7, and 2014-15 for eighth grade. These curriculum changes will also require coordination with the K-5 Social Studies coordinating Principal to ensure that any core concepts and content required by state frameworks that were previously part of the middle school curriculum will be addressed in the appropriate elementary grade level.

The Social Studies Department believes that these proposed changes to the middle school social studies curriculum represent a necessary shift toward the skills and content that our students need to thrive in the 21st Century, and that move our curriculum toward fulfilling the mission of social studies education to create effective global citizens.

# The Global Citizen Curriculum

## Middle School Social Studies Curriculum Revision Proposal to the Westport Board of Education

September 26, 2011

**Westport Public Schools**
**Grades 6-8 Social Studies Department**

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# Global Connections and the "Global Citizen" Curriculum

The middle school social studies curriculum has been redesigned to help students on the important journey to becoming more globally competent and literate citizens. Experts across different areas of study and all levels of education agree that it is imperative that schools prepare students to function in a world where success requires the knowledge and ability to cooperate and compete with people from around the world. This requires knowledge of world regions, cultures, economies, global issues and instills values of respect for other cultures and the disposition to engage responsibly as an individual in a global context.[1]

Much like the recently implemented Global Themes course for ninth grade at Staples High School, in this curriculum, the social studies department has attempted to address what internationally recognized curriculum expert Heidi Hayes Jacobs has called the "divisive nature of the traditional social studies model", in which the disciplines of geography, history, anthropology, sociology, economics, and political science are approached separately, if at all[2]. What has been developed is a curriculum in which teachers can teach critical thinking skills and present content in the context of thematic questions that ask students to examine their world.

It is also important to note that in 6th and 7th grade, we are not presenting a global studies curriculum in the absence of the United States. In fact, many of the experts in the field of social studies education such as Stephen Thornton of Teachers College, Columbia University, support this approach as a way of educating Americans who now live "in a world in which vital civic concerns routinely cross national boundaries."[3] As part of the obligation of a social studies curriculum to teach students about their country's place in the world and their role as citizens of their country and the world, there is a compelling need for young Americans to understand how they affect and are affected by the geography, economics, and history of the world.[4] This coincides with the National Council for the Social Studies' position that "developing [a] global perspective is attentive to the interconnectedness of the human and natural environment and the interrelated nature of events, problems or ideas. An important characteristic of global studies is the analysis of problems, issues, or ideas from a perspective that deals with the nature of change and interdependence."[5]

With that overarching idea of interdependence in mind, we have given each of the three grade level courses of study a title beginning with the phrase "Global Connections" to make it clear that the goal of the social studies program in Westport's middle schools is to enable students to understand that the world they live in is complex, with countless interactions between people, ideas, and resources. This is also why in the overview of themes below we have included correlations to possible connections to the science curriculum frameworks. This new curriculum document will give middle school teams a sense of where interdisciplinary approaches will enhance students' understanding of key concepts in both Social Studies and Science. While teachers of Social Studies and English/Language Arts have long found opportunity to connect their classroom, the connections to science may be particularly fruitful in helping students develop a world view that connects the social sciences with the natural and physical sciences.

# 21<sup>st</sup> Century Skills

The middle school social studies curriculum is designed to help lead students to be able to think in ways that help them in their development as citizens of the world, through the lens of the social sciences. The curriculum is also designed to maximize the potential for interdisciplinary connections, helping students see that examination of real-world issues is not a subject area-specific endeavor. The curriculum structure presented here is designed to allow for the infusion of key attributes of Problem Based Learning, including an emphasis on being able to address authentic, realistic, complex, intriguing, ill-defined problems that students will need to become increasingly comfortable addressing.[6]

By design, individual content units can be flexible to allow for deeper inquiry, interdisciplinary projects, and the flexibility to spend more time on topics that are engaging to students, or that can be applied to real-world situations. By focusing on key generalizations, or concepts that can be applied to a variety of topics, situations, and assessment types that become increasingly complex each year, this curriculum is a step toward fostering more sophisticated thinking about the world by our students[7]. This structure is supported by the National Council for the Social Studies' philosophy that the most effective social studies programs and teachers do not diffuse their efforts by trying to "cover" too many topics, and that the best social studies curricula are integrative, combining studies of the different social sciences as well as other subject areas.[8]

This is evident in different aspects of the curriculum:
1. Each year-long course of study is organized according to broad themes
2. Each theme is divided into units where an essential question has been developed to guide lesson planning, assessments, and class activities.
3. In various units throughout the three-year course of study, connections to the Connecticut Science frameworks are highlighted, so that teachers on the grade-level teams can use them to facilitate the creation of co-taught lessons, collaborative projects, and common assessments.
4. The final essential question for each year requires that students examine issues facing the world today, requiring that students use skills and knowledge developed over the course of the year to research issues, craft solutions, and present their ideas.

Successful implementation of the three-year middle school social studies curriculum is tied directly into the use of technology tools for research, creativity, presentation skills, and collaboration within and outside of the classroom and school building. During the curriculum development process, teachers have identified resources that the school district already has, resources that we can obtain for little or no cost, and resources that the social studies department will work with the technology department to obtain, or find ways to perform similar tasks.

# Proposed Grade Level Themes

## Grade 6: Global Connections: Geography and Culture

**Theme 1:** Looking at the World through the Social Sciences
    Unit I: Tools and Methods of Social Scientists
    Unit II: Looking at the World Geographically

**Theme 2:** The Impact of Geography on culture
    Unit I: Characteristics of Culture
    Unit II: The Impact of Geography on a Region's Economy
    Unit III: The Development of a Culture's Government

**Theme 3:** Geographical Connections to Global Challenges and Possible Solutions

| Connections to Science |
| --- |
| **Ecosystems** <br> • Relationship between environmental factors and where humans can thrive <br> • How populations are affected by availability and quality of resources <br> **Energy** <br> • Effect of weather and climate on human populations <br> **Water** <br> • Effect of human development on water supply |

## Grade 7: Global Connections: Progress in an Interconnected World

**Theme 1:** The Development of Nations
    Unit I: National Identity and Revolution
    Unit II: Modernization and Progress

**Theme 2:** The Interaction of Nations
    Unit I: Global Expansion
    Unit II: Global Conflict

**Theme 3:** National Progress and Competition's Connection to Global Challenges and Possible Solutions

| Connections to Science |
| --- |
| **Energy and Machines** <br> • Understanding of basic physics in mechanizing production of goods <br> **Technology** <br> • Agricultural science's role in development of societies <br> • Impact of food preservation methods on human populations |

## Grade 8: Global Connections: The American Identity

**Theme 1:** Conflict and Competition
    Unit I: Foundations of American Identity
    Unit II: America and International Conflict
    Unit III: Technological Advancements

**Theme 2:** Justice and Equality
    Unit I: From Slavery to Modern Day Struggles for Civil Rights
    Unit II: Justice and the Individual
    Unit III: Individuals vs. Society

| Connections to Science |
| --- |
| **Solar System/Inertia** <br> • Understanding of physics of inertia lead to the possibility of space exploration <br> **Heredity/Genetics** <br> • Connections between understandings of human genetics and human rights issues <br> • Influence of scientific advancements on society |

# Connection to Standards

In each unit of curriculum, there are connections to the Connecticut Social Studies Curriculum Framework and the Curriculum Standards of the National Council for the Social Studies (NCSS).

Concerning the Connecticut Frameworks, these connections are limited for the purposes of the proposal to *Standard 1: Content Knowledge* and *Standard 3: Civic Engagement*. Connections to *Standard 2: History/Social Studies Literacy* will be part of the writing of detailed unit guides and common assessments.

The National Curriculum Standards for Social Studies are organized thematically. They are not content standards per se, but rather a thematic framework for teaching, learning, and assessment[9]. Within the NCSS documentation, there are several questions for exploration, knowledge outcomes, processes and products listed. In our curriculum overview, we have chosen to correlate to the themes if any of those characteristics are addressed. The number used in the curriculum overview refers to those themes. They are:

1: Culture
2: Time, Continuity, and Change
3: People, Places, and Environments
4: Individual Development and Identity
5: Individuals, Groups, and Institutions
6: Power, Authority, and Governance
7: Production, Distribution, and Consumption
8: Science, Technology, and Society
9: Global Connections
10: Civic Ideals and Practices

# Implementation Timeframe

Upon approval by the Board of Education, this curriculum would be implemented by grade level, beginning with the 2012-13 school year for sixth grade, 2013-14 school year for seventh grade and the 2014-15 school year for eighth grade. However, as the time for full implementation approaches, teachers will be encouraged to pilot units from the new curriculum into their teaching.

This will allow the middle school teachers to function as a team, and use professional development time to assist their colleagues in developing lessons, assessments, and resources as each grade level approaches full implementation. It will also allow teachers to be trained in their responsibilities as a part of the Response to Intervention (RTI) program before the curriculum is changed for their grade level. Additionally, this implementation schedule will allow the district to spread out the cost of new materials and professional development over a three-year period.

These curriculum changes will also require coordination with the K-5 Social Studies coordinating Principal to ensure that any core concepts and content required by state frameworks that were previously part of the middle school curriculum will be addressed in the appropriate elementary grade level.

# Texts and Materials

Many of the materials and resources required for implementing this new curriculum are already available, such as databases purchased through the media centers and subscriptions paid for by the social studies budget at the middle schools and Staples High School. Some texts that are already owned will be able to be used by other grade levels if necessary. For example, the eighth grade teachers will be able to utilize the current sixth grade textbook for parts of their course.

The teachers are currently researching and examining possible new texts, e-books, and other resources for the new curriculum. All of the primary texts under consideration have extensive online interactive resources, specialized features for students who need help with reading comprehension, and organizational aesthetics that are student and parent-friendly. Upon approval of this curriculum, teachers will work with the reading specialists and other colleagues to determine the best option for their students. Titles currently under consideration for use in sixth grade are:

| | Text (w/online resources) | | Online Only (6-yr access) *(1-yr access)* | |
|---|---|---|---|---|
| *Exploring Our World* (Glencoe) | $ 76.95 w/6-yr online access | $ 36551.25 | $ 76.95 *$ 19.26* | $ 36551.25 *$ 9148.50* |
| *myWorld Geography* (Pearson) | $ 82.47 w/6-yr online access | $ 39173.25 | $ 70.97 *$ 33.97* | $ 33710.75 *$ 16135.75* |
| *World Cultures and Geography* (Holt McDougal) | $ 77.15 | $ 36646.25 | N/A | N/A |
| *World Geography* (Holt McDougal) | $ 63.45 $ 69.80 w/ 6y online | $ 30138.75 $ 33155.00 | $ 47.60 *$ 18.00* | $ 22610.00 $ 8550.00 |

The cost of these resources is based on current enrollment in grade 5, and will be part of the 2012-13 budget proposal for the Curriculum Center. Materials for grades seven and eight will be a part of future budget proposals.

# Detailed Proposal for Curriculum Change

The following pages contain the detailed proposal for change to the grades 6-8 social studies curriculum for the Westport Public Schools. Each year-long course of study contains the following common elements: Course Title, Essential Question(s) for the year, Themes, organized by Units each with its own essential question(s), and topics that will support in-depth study of the essential questions and ideas of the course of study. Each unit of each theme is correlated to the Connecticut Frameworks as well NCSS standards.

In grades six and seven, the content structure is organized around a series of case studies of various regions, countries, and ideas important to support the curriculum. Eighth grade is structured slightly differently, emphasizing core content, reflecting the Connecticut Frameworks' emphasis on that grade level being a core U.S. History year.

# Grade 6
## Global Connections: Geography and Culture

**Essential Questions for the Year:**
- **What are the forces that shape the cultures of the world?**
- **How can geography help us to identify and think critically about global challenges and possible solutions?**

## Theme 1: Looking at the World through the Social Sciences

| | |
|---|---|
| **Unit 1: Tools and Methods of Social Scientists** <br> Essential Questions: <br> • What are the social sciences? <br> • What tools and methods do social scientists use to gather/interpret information about the world and its peoples? <br>     o Study of artifacts from different societies <br>     o Study of ways of life of different peoples <br>     o Study of current issues to understand the role of social sciences <br>     o Study of different forms of government around the world <br>     o Study of different economic systems around the world | CT <br> 6-1.7-16 <br> 6-1.10-20 <br> 6-1.11-21 <br> 6-1.13-24 <br><br> NCSS <br> 1-10 |
| **Unit 2: Looking at the World Geographically** <br> Essential Questions: <br> • What is geography? <br> • Why is it important to study geography? <br> • What tools are used to study geography? <br>     o Study of careers, uses of geography and geographic information in the world | CT <br> 6-1.4-9, 10, 11 <br> 6-1.6-15 <br><br> NCSS <br> 3, 9 |

## Theme 2: The Impact of Geography on Culture

| | |
|---|---|
| **Unit 1: Characteristics of Culture** <br> Essential Questions: <br> • What are the characteristics of a culture? <br> • How do people live and adapt to a place on earth? <br> • What are the forces that enable a culture to progress, thrive, and evolve? <br> Suggested Case Studies: <br>     o Mesopotamia, beginnings of culture <br>     o Native American Cultures <br>     o New Guinea <br>     o African Cultures <br>     o East Asian Cultures | CT <br> 6-1.2-4 <br> 6-1.3-5, 7, 8 <br> 6-1.5-13 <br> 6-1.6-15 <br> 6-1.13-24, 25, 26 <br><br> NCSS <br> 1, 2, 4, 9 |

| Unit 2: The Impact of Geography on a Region's Economy | CT |
|---|---|
| Essential Questions: | 6-1.3-6 |
| • How are economies around the world similar and different? | 6-1.5-12, 13 |
| ○ What are the different cultural definitions of economic progress or wealth? | 6-1.6-14 |
| ○ What role does technology play in a society's economic growth? | 6-1.10-20 |
| • What are other factors that contribute to the wealth of a region? | 6-1.12-22, 23 |
| • How do regions differ in their use of available natural resources? | NCSS |
| Suggested Case Studies: | 3, 7, 8, 9 |
| ○ Brazil | |
| ○ Middle East | |
| ○ China | |
| ○ USSR/Russia | |
| Unit 3: The Development of a Culture's Government | CT |
| Essential Questions: | 6-1.1-2, 3 |
| • What are the forces that influence the development of different types of government? | 6-1.3-6 |
| | 6-1.8-17, 18 |
| | 6-1.9-19 |
| • How do different cultures resolve the struggle between individual rights and the interests of the state? | |
| Suggested Case Studies: | NCSS |
| ○ Ancient Greece | 5, 6, 10 |
| ○ Medieval Europe | |
| ○ United States | |

# Theme 3: Geographical Connections to Global Challenges and Possible Solutions

| Unit 1: Contemporary Problem-Based-Learning Experience | CT |
|---|---|
| Essential Questions: | 6-1.1-1 |
| • How can 21st Century challenges be understood more effectively by understanding connections to geographical studies? | 6-3.1-1, 2 |
| | 6-3.2-3, 4 |
| | 6-3.3-5 |
| • How do 21st Century challenges and solutions require a base of knowledge in the social sciences and current issues? | |
| | NCSS |
| | 2, 9, 10 |

# Grade 7
## Global Connections: Progress in an Interconnected World

**Essential Question for the Year:**
- **How does a nation's search for progress affect its own people as well as people around the world?**

## Theme 1: Development of Nations

| | |
|---|---|
| **Unit I: National Identity and Revolution**<br>Essential Questions:<br>• What is a nation? Native Americans, Germanic tribes as examples of nations before modern nation-states<br>• What is revolution? How do revolutions occur?<br>• What role does revolution play in forming a national identity?<br><br>Case studies:<br>    o American Revolution as an example of an independence movement<br>    o French Revolution as an example of a social and economic movement<br>    o Iranian Revolution as an example of a revolution based on religious unity<br>    o Arab Spring as an inquiry into the causes of current day revolutions<br><br>Essential Question:<br>• How does a system of government (constitution) express the identity and goals of a nation?<br>Case Studies:<br>    o US Constitution<br>    o French constitutions since the French Revolution<br>    o Comparisons: Great Britain, Iran, Mexico<br>    o Development of constitutions today (Arab nations, South Sudan, Iceland) | CT<br>7-**1.1**-1, 2, 3<br>7-**1.3**-5, 7, 8<br>7-**1.4**-10, 11<br>7-**1.8**-18, 19<br>7-**1.9**-20<br><br><br>NCSS<br>1, 3, 4, 5, 6, 10 |
| **Unit II: Modernization and Progress**<br>Essential Questions:<br>• What is the impact of modernization on traditional aspects of a society?<br>• What are the positive and negative implications of technological advancements?<br><br>Case Studies:<br>    o The Industrial Revolution in the United States and its impact on society<br>    o India--historically, as a British colony, today<br>    o Japan--19th century modernization vs. traditional culture, today<br>*Choice of:*<br>    o using technology to form a nation (Middle East, Netherlands, US (railroads))<br>    o increased population in water-poor regions (Middle East, California)<br>    o medical technology/increased life span (Science connection?)<br>    o Examination of modern food production (advancements? in agriculture, use of chemicals) | CT<br>7-**1.2**-4<br>7-**1.4**-9<br>7-**1.5**-12<br>7-**1.6**-13<br>7-**1.10**-21<br>7-**1.11**-22, 23<br><br>NCSS<br>2, 8, 9 |

# Theme 2: Interaction of Nations

| | |
|---|---|
| **Unit I: Global Expansion**<br>Essential Questions:<br>• What are the forces that encourage globalization?<br>• How does industrialization lead to increased interaction among nations and regions?<br>Case Studies:<br> o Improvements in transportation and trade: Suez and Panama Canals, telecommunications<br> o Examination of a specific product or industry today to examine interaction of goods, services, people<br><br>Essential Question:<br>• How does increased global interaction impact individuals?<br>Case Studies:<br> o Impact of effect of global industry on people in non-industrialized regions (Amazonian Brazil, Aboriginal Australia)<br><br>Essential Questions:<br>• What is imperialism?<br>• Does a stronger nation have the right and/or responsibility to intervene in the affairs of a weaker nation?<br>Case Studies:<br> o European expansion into Africa, Asia, Latin America<br> o U.S. Expansion into the Pacific and Latin America | CT<br>7-**1.5**-12<br>7-**1.6**-13, 15<br>7-**1.7**-16, 17<br>7-**1.8**-18<br>7-**1.10**-21<br>7-**1.11**-22, 23<br><br>NCSS<br>3, 4, 7, 8, 9 |
| **Unit II: Global Conflict**<br>Essential Questions:<br>• What is the impact of multi-national conflicts on the countries involved?<br>• What responsibilities do nations involved in conflict have when the fighting is over?<br>Case Studies:<br> o Human and economic consequences of WWI<br> o Impact of the Treaty of Versailles<br> o Causes of WWII<br> o Human and economic consequences of WWII | CT<br>7-**1.3**-6, 8<br>7-**1.6**-13, 14, 15<br>7-**1.7**-16<br>7-**1.8**-19<br>7-**1.9**-20<br><br>NCSS<br>2, 8, 9, 10 |

# Theme 3: National Progress and Competition's Connection to Global Challenges and Possible Solutions

| | |
|---|---|
| **Unit I: Contemporary Problem-Based-Learning Experience**<br>Essential Questions:<br>• What are the major sources of conflict between nations in the 21st century?<br>• How can we use our knowledge of internal and external issues of nations to avoid and/or resolve these conflicts? | CT<br>7-**1.1**-1, 2, 3<br>7-**1.3**-8<br>7-**3.1**-1, 2<br>7-**3.2**-3, 4<br>7-**3.3**-5<br><br>NCSS<br>1, 2, 9, 10 |

# Grade 8
## Global Connections: The American Identity

**Essential Question for the Year:**
- **What is America's identity on the world stage?**

## Theme One: Conflict and Competition

| | |
|---|---|
| **Unit I: Foundation of America**<br>Essential Questions:<br>• How do national and world events impact the role and responsibilities of citizens?<br>• How does the US Constitution shape American identity?<br><br>Core Concepts and Content:<br>  o Development of Democracy<br>    ▪ Political & Economic System of America<br>    ▪ Review of Constitutional Powers<br>    ▪ Separation of powers<br>    ▪ Three branches<br>  o Review Bill of Rights<br>    ▪ Document Based Essay on Bill of Rights<br>    ▪ Provisions of the 1st Amendment<br>  o Evolution of presidential power<br>    ▪ Impact of presidential power<br>    ▪ Case study: President Truman<br>      • Using primary sources- the Inaugural or State of the Union addresses to compare presidents<br>    ▪ Other Case Study Options:<br>      • President Lincoln and the Emancipation Proclamation & Suspension of Habeas Corpus<br>      • FDR and Japanese Internment;<br>      • President Johnson and Vietnam<br>      • President Bush and Afghanistan/Iraq post-9/11<br>  o Contemporary Connection: President Obama & Egypt or Libya<br>    ▪ Reactions from U.S. citizens & the global community | CT<br>8-1.1- 1, 5, 7, 10<br>8-1.4- 15<br>8-1.7-18<br>8-1.8-19<br>8-1.9-20<br><br>NCSS<br>2, 5, 6, 9, 10 |
| **Unit II: America and International Conflict**<br>Essential Questions:<br>• How do conflict and competition impact America and the relationship with the global community?<br>• Does a stronger nation ever have the right and/or responsibility to intervene in the affairs of other nations around the world?<br>• How does fear and vulnerability impact American decision-making?<br><br>Core Concepts and Content:<br>  o Development of Cold War: Does fear dictate a nation's politics?<br>  o Economic systems: Communism vs. capitalism<br>  o McCarthyism- treatment of Muslims today<br>  o Vietnam War: Foreign & domestic policies<br>    ▪ Amendments 24, 26<br>  o 1950s, progress post- WWII, highways, migration to suburbs | CT<br>8-1.1- 2, 8<br>8-1.2-11<br>8-1.3-14<br>8-1.4- 15<br>8-1.7- 18<br>8-1.8-19<br>8-1.9-22<br>8-1.11-24<br>8-1.12- 25, 26<br><br>NCSS<br>2, 3, 7, 8, 9 |

| | |
|---|---|
|             ▪   local connections with Bridgeport and Westport<br>       o   American Identity as shaped by the Cold War | |
| **Unit III Technological Advancements**<br>Essential Questions:<br>  • How have technological developments impacted American society and the world?<br>  • How has competition for power influenced the course of national and world events?<br><br>Core Concepts and Content:<br>    o   The development and use of nuclear technology:<br>         ▪   How has the development of nuclear technology impacted American society and the world?<br>         ▪   Should a country ever use a source of technology simply because it is available?<br>         ▪   Contemporary Connection: Nuclear development in Iran<br>    o   The development of space technology:<br>         ▪   How has the ability to explore space impacted American society and the world?<br>         ▪   How has this development impacted America's identity in the world? | <u>CT</u><br>8-1.2-11<br>8-1.5-16<br>8-1.10- 23<br><br><u>NCSS</u><br>6, 8, 9 |

# Theme 2: Justice and Equality

| | |
|---|---|
| **Unit I: From Slavery to Modern Day Struggles for Civil Rights in the U.S.**<br>Essential Questions:<br>  • How do Americans interpret justice and equality?<br>  • How do conflicts over those interpretations impact society?<br>  • How do people use belief systems to justify a behavior or action?<br><br>Core Concepts and Content:<br>    o   Slavery and its Legacy in the U.S.<br>         ▪   Review of the institution of slavery<br>         ▪   How the individual influenced the end of slavery<br>         ▪   Civil Rights Amendments: 13, 14, 15<br>         ▪   Plessy v. Ferguson<br>    o   Jim Crow Era<br>    o   Civil Rights Movement of the 1950's and 1960's<br>         ▪   Important figures of the Civil Rights movement<br>         ▪   *Brown v. Board of Education*<br>         ▪   Important events of the Civil Rights movement | <u>CT</u><br>8-1.1-2, 3, 4, 5<br>8-1.3- 12, 13<br>8-1.9- 20, 21, 22<br>8-1.13-27, 28, 29<br><br><u>NCSS</u><br>1, 2, 4, 5, 6 |

| Unit II: Contemporary Justice & Civil Rights | CT |
|---|---|
| Essential Questions:<br>• How do Americans interpret justice and equality?<br>• How do conflicts over those interpretations impact society?<br>• How do people use belief systems to justify a behavior or action?<br><br>Core Concepts and Content:<br>  o  Overview of U.S. Criminal Justice System<br>      ■ Possible Assessment: Mock Trial<br>          • Rules of Mock Trial<br>          • *Selection of a Mock Trial Case using forensic evidence as interdisciplinary work with science*<br>  o  Contemporary Civil Rights Case Study Options:<br>      ■ African Americans<br>      ■ Women<br>      ■ Homosexuals/Gay Marriage<br>      ■ Teens<br>      ■ Immigrants<br>      ■ Elderly<br>      ■ Disabled<br>  o  How has the U.S. application of (civil) justice shaped the U.S. image abroad? | 8-1.7-18<br>8-1.8-19<br>8-1.9-20, 21, 22<br><br>NCSS<br>1, 4, 9, 10 |
| Unit III: Individuals vs. Society | CT |
| Essential Questions:<br>• How do societies interpret justice and equality?<br>• How do conflicts over those interpretations impact society?<br>• How do societies use belief systems to justify a behavior or action?<br>• How do people react to/recover from tragedy?<br>• What is an individual's moral obligation to intervene when human rights are violated, if any?<br>• What are nations' and/or the international community's moral obligation to intervene when human rights are violated, if any?<br>• How can I be a responsible local, national, and global citizen?<br><br>Core Concepts and Content:<br>  o  What are Human Rights?<br>      ■ UN Declaration of Human Rights<br>          • Human Rights in the U.S.<br>          • Global Perspectives of U.S. post-9/11<br>  o  Definition of Genocide<br>      ■ Review of Holocaust<br>      ■ Other Case Study Options:<br>          • European Colonization of the Americas<br>          • Cambodia<br>          • Bosnia<br>          • Rwanda<br>          • Kosovo<br>          • Sudan<br>  o  Current global Human Rights abuses<br>  o  How has the U.S. application of (humanitarian) justice shaped the U.S. image abroad? | 8-1.3-14<br>8-1.5-16<br>8-1.13-29<br><br>NCSS<br>3, 4, 5, 6, 9, 10 |

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# CT Social Studies Curriculum Framework Grades PK-12

The *Connecticut Social Studies Framework Grades PK-12* is a comprehensive document that provides a roadmap for teachers to understand what students should know and be able to do from prekindergarten through high school. The framework assists teachers in teaching content from the variety of history and social studies disciplines at every grade level instead of teaching these disciplines in isolation. Integration is a key tenet of this framework — the integration of the various social studies disciplines; the integration of content, literacy skills and application of knowledge; and the integration of social studies with other content areas, especially in the elementary grades.

Content integration within social studies strands is essential to create meaning from any one strand. Geographers remind us that "history takes place" so for students to better understand history, they must know something about the place as well as the people and their government, their culture and their economic systems. These are all significant elements of history. Thus, teachers are expected to combine *Content Knowledge* (Standard 1) strands and grade-level expectations (GLEs) to develop comprehensive units and lessons. Integration must also extend beyond the scope of this framework to include language arts, science, art and music as these disciplines enrich understandings of culture and history and can provide background for a student's understanding and appreciation of social studies.

Besides the integration of multiple content strands, teachers must also integrate content with *History/Social Studies Literacy Skills* (Standard 2) to reinforce these skills across the curriculum. Standard 2 provides specific ways to incorporate literacy skills into the social studies curriculum in addition to the expectation that teachers provide frequent opportunities to practice and improve reading and writing skills throughout the school year. As students explore and master content, they must improve their ability to locate and interpret information and their ability to share that information through reading, writing, listening, speaking, viewing and presenting. Social studies information comes in a variety of formats, from text to picture to graph, from newspaper to blog to geographic information system. Some of these formats may challenge students, but they need to experience all these media to build the analytical and evaluative skills of effective citizens. The literacy strands and GLEs included in this framework align with the Connecticut State Department of Education's publication *Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas* and the *PreK-8 English Language Arts Curriculum Standards*.

Teachers must engage students in applying content and skills to historical and contemporary issues through the integration of the Civic Engagement (Standard 3) GLEs. Suggested activities in this strand ask students to apply the information and skills they have acquired in Standards 1 and 2 to a deeper awareness and understanding of contemporary issues. The GLEs of this stand encourage students to distinguish the irrelevant form the significant; students must rigorously weigh evidence and examine other points of view. Ultimately, the student should evaluate alternative viewpoints in order to build, refine and support his or her own historical point of view. The Civil Engagement standard also asks students to use social studies skills that have developed to create thoughtful solutions for real world problems of today.

The GLEs of this strand help students develop empathic awareness, which is particularly important when studying peoples of the U.S. and other parts of the world. Teachers should help students to understand differences between individuals and societies and how these differences began and how they might be overcome. When working with this standard students should realize that seeing an issue through another's viewpoint promotes awareness; it does not require acceptance of a different value, culture, or point of view. Global studies experiences can open students' eyes and minds as a first step to understanding the world with all its opportunities and problems.

It is in this context that every social studies curriculum must include attention to and integration of current events as part of the Civic Engagement standard. Every current event has a historical background and geographic, economic, political and cultural components. This framework leads teachers to provide opportunities for responsible student engagement with real problems in the school,

community and world around them. As students mature and gain knowledge, skills and experience, they need to consider taking a more active part in solving local problems and weighing in on national and global issues. Since social studies is ultimately about encouraging informed, active and responsible citizenship, Connecticut's students must come to see the connections between past and present and between their social studies curriculum and the everyday world.

# A Comprehensive Approach to Curriculum

As described above, district social studies curriculum must integrate the content and skills in this framework and embed literacy throughout. Beyond this, several other important aspects, including 21st century skills, cultural responsiveness and developmental progression must be considered as districts develop their curriculum and implement with fidelity. For further information and assistance in the development of curriculum, consult the Connecticut Curriculum Development Guide.

## Integrating 21st Century Skills

At all grade levels and in all subjects, it is essential to provide students with skills and understandings to best prepare them for today's world. As districts develop curriculum for social studies based on this framework, consider a 21st century learning environment where interactive learning, higher-level thinking skills, and student engagement are pervasive. Curriculums, teaching strategies and learning tools must be continually adapted to incorporate the changing demands of our 21st century societies. To meet the expectations, students are asked to think critically and set up and solve real-world problems; they are challenged to create and innovate; they learn to communicate effectively with a variety of audiences and in a variety of ways; they use technology strategically and effectively to learn and to convey ideas; and they understand their part in our global community. Particularly in social studies, these 21st century skills are *essential skills* and must be integrated into all aspects of the curriculum in meaningful ways.

## Culturally Responsive Curriculum

As social studies curriculum translates into classroom practice, it is important to recognize that students' cultures play a significant role in their learning. The curriculum and classroom experiences should reflect and capitalize on the beliefs, values, customs and perspectives of the students. The grade-level expectations in this social studies framework provide the basic material for teachers to promote students' rich cultural experiences and make connections between students' home and school lives. Support for a culturally responsive curriculum also means taking into account the various styles and strategies that students employ for learning, styles influenced by individual personalities, cultural backgrounds and life experiences. Teachers using this framework must employ a variety of teaching and assessment strategies that support and extend the learning styles of the students in the classroom and allow students to be successful. For example, to meet the expectations in this framework, teachers can provide students with opportunities for active and collaborative learning, to choose between making oral or written contributions or for demonstrating a performance as evidence of learning. Being a culturally responsive educator also requires that teachers examine personal biases and take precautions to ensure that these biases do not adversely affect the teaching, learning and assessment process. While this framework is ripe with opportunities to develop students' cultural awareness, it is up to the educators at the school level to deliver a culturally responsive curriculum.

## Developmental Progression

Development occurs on a continuum, with children first mastering skills and acquiring knowledge related to themselves and their immediate environment. Their skills and knowledge then broaden to include family, community and the wider world. In social studies, content in the earliest grades must be related to children's personal experiences and the experiences of those around them. The introduction of new information should be related to children and significant people in their lives, including family

members, classmates, etc. Teachers need to find ways to increase children's opportunities to learn about the wider world to help broaden their skills and knowledge. They should draw upon the personal experiences of all students and their families to expand knowledge of the wider community, the nation, and other countries and cultures beginning at the earliest grades. In addition, classroom materials should intentionally expose children to a variety of cultures and diversity.

This framework identifies grade-level expectations; however, it allows districts flexibility to select specific content that must be taught at each grade level. Districts can take different approaches to help students meet the GLEs. The purpose of this framework is to identify specific standards, strands and GLEs that each student should be expected to know and be able to do, while allowing the flexibility for individual districts to determine the organization of the content at each grade level.

*Addressing Grade-Level Expectations*

The content outline that follows suggests how a district might address the GLEs each year, grounded in present practice, while including suggestions by many who responded to earlier drafts of this framework. To include more international experiences for young children, add comparisons to one's family, town and state in the early grades. For Grades 5-8 and the high school, avoid repetition and consider more recent events in U.S. history by creating curriculum that emphasizes different periods of time. Similarly, for Grades 6, 7 and the high school, arrange content for world history/international studies to minimize repetition and allow for greater depth of study of the historical periods and geographic areas selected. The following table provides suggestions for content to address the GLEs by grade level.

| Suggestions for Content to Address Grade-Level Expectations by Grade | |
|---|---|
| **Prekindergarten** | The individual and his/her immediate and familiar environment, including home, school and community. Use opportunities from the lives of children and significant others to explore the wider world. |
| **Kindergarten** | The individual and his/her environment; include more opportunities related to the broader community. Continue to use opportunities from the lives of children and significant others to explore the wider world. |
| **Grade 1** | Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries. |
| **Grade 2** | One's town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut. |
| **Grade 3** | One's town as a context to expand knowledge of geography, history, human interdependence, etc., incorporating international comparisons. This may include comparing the history and geography of the local community with at least one other town in the United States and at least two towns or regions in other parts of the world. |
| **Grade 4** | The study of significant events, people, and geographic features of Connecticut in the past and today, with comparisons to other U.S. states and one or more states, provinces, and/or areas in other countries. |
| *Note: By selecting comparisons with families, towns, regions and states from a different part of the United States and a different part of the world for Grades 1-4, students will become more familiar with a range of regions in the U.S. and the world during these four years.* | |

| Grade 5 | The study of events, documents, and people addressing the founding of the United States as a nation, with connections to Connecticut and local history, emphasizing how government works today, with the use of primary source materials. |
|---|---|
| Grade 6 | World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials. |
| Grade 7 | World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials. |

*Note: By the end of the two-year World Regional Studies program (grades 6 and 7) students should have had exposure to various regions in Africa, Latin America and the Caribbean, Asia, Europe, and Australia and Oceania.*

| Grade 8 | The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials. |
|---|---|
| High School | American History — This required course should emphasize 20th/21st century events with review of earlier events where necessary to provide appropriate background and context.<br>World History/International Studies—Whether using a chronological or thematic approach, this required course should include a significant amount of 20th/21st century material with review of earlier events where necessary to provide appropriate background and context.<br>Civics — The half-year required course should go beyond the organization and structure of government to emphasize applications to local, state and national issues.<br>Electives — Most districts offer economics, geography, psychology, and other social science courses. |

**Framework Organization**

The *Connecticut Social Studies Curriculum Framework* is organized around the following three interrelated standards:

**Standard 1: Content Knowledge**
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

**Standard 2: History/Social Studies Literacy Skills**
Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

**Standard 3: Civic Engagement**
Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.

Within each standard, strands identify important understandings. Grade-level expectations are a guide for what students should know and be able to do at the end of that grade in preparation for the next level. Many GLEs include suggestions (in parentheses) to clarify what those GLEs mean and show possible approaches to them. These examples are simply that — suggestions — and are not the only illustrative examples one might choose to use.

**Correlations**
The *Connecticut Social Studies Curriculum Framework* is carefully aligned with key state and national documents:
Blue - 21st Century Skills Social Studies Map
Green – National Council for the Social Studies National Curriculum Standards for Social Studies (2010)
Orange - Common Core State Standards for English Language Arts & Literacy in History/Social Studies
Pink – Connecticut Information and Technology Literacy Framework

World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.

**Standard 1: Content Knowledge**
*Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.*

| Strand<br>*Demonstrate an understanding of:* | Grade Level Expectations<br>*Students will be able to:* | Correlations |
|---|---|---|
| **1.1 - Significant events and themes in United States history.** | 1. Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)<br>2. Compare and contrast historical events in other nations with those in U.S. history (e.g. settlement, revolution, U.S. Constitution, effects of natural disasters)<br>3. Compare and contrast the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King). | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>NCSS 1, "Culture"<br>NCSS 2, "Time, Continuity, and Change" |
| **1.2 – Significant events in local and Connecticut history and their connections to United States history.** | 4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide. | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>NCSS 2, "Time, Continuity, and Change"<br>NCSS 4, "Individual Development and Identity" |
| **1.3 – Significant events and themes in world history/international studies.** | 5. Explain how a civilization/ nation's arts, architecture, music and literature reflect its culture and history.<br>6. Analyze how specific individuals and their ideas and beliefs influenced world history.<br>7. Compare and contrast cultural contributions of a variety of past and present civilizations.<br>8. Identify examples where cultural differences have contributed to conflict among civilizations or nations. | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>1.3.5 NCSS 1 "Culture"<br>4 NCSS 4, "Individual Development and Identity"<br>7 NCSS 1, "Culture"<br>8 NCSS 5, "Individuals, Groups, and Institutions" |
| **1.4 – Geographical space and place.** | 9. Locate and describe specific places on a map using latitude and longitude.<br>10. Examine geographic factors that help explain historical events or contemporary issues.<br>11. Explain the distribution of physical features | Critical Thinking and Problem Solving Skills<br>Information Literacy<br>Global Literacy<br>Communication |

| | across the Earth's surface using appropriate maps. | I&TL: 3<br>9 NCSS 3, "People, Places, and Environments"<br>10 NCSS 3, "People, Places, and Environments"<br>11 NCSS 3, "People, Places, and Environments" |
|---|---|---|
| **1.5 – Interaction of humans and the environment.** | 12. Describe how civilizations used technology to manipulate the environment (e.g. canals, dams, landfill projects).<br>13. Analyze and illustrate how the environment affects a nation/civilization's economic and social development. | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>12 NCSS 7, "Production, Distribution, and Consumption",<br>8, "Science, Technology, and Society"<br>13 NCSS 7, "Production, Distribution, and Consumption |
| **1.6 – Patterns of human movement across time and place.** | 14. Compare and contrast significant world trade patterns in both the past and present.<br>15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region. | Critical Thinking and Problem Solving Skills<br>I&TL: 1, 2, 3, 5, 6<br>14 NCSS 3, "People, Places, and Environments"<br>9, "Global Connections"<br>15 NCSS 3, "People, Places, and Environments"<br>7, "Production, Distribution, and Consumption" |
| **1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.** | 16. Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament). | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>NCSS 6, "Power, Authority, and Governance" 10, "Civic Ideals and Practices" |
| **1.8 – The interactions between citizens and their government in the making and implementation of laws.** | 17. Compare and contrast the roles of citizens in different forms of governments.<br>18. Analyze and critique examples where governments in other nations have changed through violent or peaceful means. | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>NCSS 6, "Power, Authority, and Governance", 10, "Civic Ideals and Practices" |
| **1.9 – The rights and responsibilities of citizens.** | 19. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. | Critical Thinking and Problem Solving Skills<br>Civic Literacy<br>I&TL: 1, 2, 3, 5, 6<br>NCSS 10, "Civic Ideals and Practices" |
| **1.10 – How limited resources influence economic decisions.** | 20. Compare and contrast the availability and distribution of resources across world regions. | Critical Thinking and Problem Solving Skills<br>Financial Literacy |

| Strand | Grade Level Expectations | Correlations |
|---|---|---|
| | | I&TL: 1, 2, 3, 5, 6 NCSS 7, "Production, Distribution, and Consumption" |
| **1.11 – How different economic systems organize resources.** | 21. Compare and contrast different economic systems in the world. | Critical Thinking and Problem Solving Skills Global Awareness Financial Literacy I&TL: 1, 2, 3, 5, 6 NCSS 7, "Production, Distribution, and Consumption |
| **1.12 – The interdependence of local, national and global economies.** | 22. Identify economic resources in the world and analyze their relationship to international trade.<br>23. Analyze the impact of specialization on production and trade. | Critical Thinking and Problem Solving Skills Global Awareness Financial Literacy I&TL: 1, 2, 3, 5, 6 NCSS 9, "Global Connections" NCSS 7, "Production, Distribution, and Consumption" |
| **1.13 – The characteristics of and interactions among culture, social systems and institutions.** | 24. Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions).<br>25. Analyze the relationship among culture, government and social systems in various countries.<br>26. Describe how social, cultural and economic circumstances influence individual lives. | Critical Thinking and Problem Solving Skills Civic Literacy Communication I&TL: 1, 2, 3, 5, 6 24 NCSS, 3, "People, Places, and Environments" 9, "Global Connections" 25 NCSS 9, "Global Connections" 10, "Civic Ideals and Practices" 26 NCSS 7, "Production, Distribution, and Consumption" , 9, "Global Connections" 10, "Civic Ideals and Practices |

| **Standard 2 – History/Social Studies Literacy** |
|---|
| *Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.* |

| Strand | Grade Level Expectations<br>*Students will be able to:* | Correlations |
|---|---|---|
| **2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps,** | 1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and maps<br>2. Cite specific textual evidence to support analysis of primary and secondary sources. | RH- 1, 2, 3, 10 RI6-3 WHST- 7,8 Communication Information Literacy |

| charts, graphs, images, artifacts, recordings and text). | 3. Answer questions about content gathered from print and non-print sources<br>4. Summarize information about primary and secondary sources<br>5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.<br>6. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered)<br>7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.<br>8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | ICT Literacy<br>I&TL: 1, 2, 3, 5, 6 |
|---|---|---|
| **2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).** | 9. Compare information about the same event using a variety of primary sources.<br>10. Analyze the relationship between a primary and secondary source on the same topic.<br>11. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.<br>12. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.<br>13. Distinguish among fact, opinion, and reasoned judgment in a text.<br>14. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.<br>15. Describe how a text presents information (e.g. sequentially, comparatively, causally).<br>16. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.<br>17. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.<br>18. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).<br>19. Analyze maps and charts to support conclusions about historical events.<br>20. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | Communication<br>Information Literacy<br>ICT Literacy<br>RH-4, 5, 6, 7, 9<br>RI6- 8, 9<br>WHST-8<br>SL6-3<br>I&TL: 1, 2, 3, 5, 6 |

| | | |
|---|---|---|
| **2.3 – Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.** | 21. Write arguments using discipline-specific content.<br>22. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue.<br>23. Integrate information from multiple print and digital sources while avoiding plagiarism. | RH-1<br>WHST-1, 2, 6, 8<br>Communication<br>Information Literacy<br>I&TL: 4, 5, 6, 7 |
| **2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.** | 24. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.<br>25. Respond orally to opposing points of view and cite appropriate evidence.<br>26. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | Communication<br><br>SL6- 1, 3, 4<br><br>I&TL: 1, 2, 3, 5, 6 |
| **2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).** | 27. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound) to clarify information.<br>28. Create maps of areas, regions or nations and provide relevant information.<br>29. Make and use maps, globes, models and databases to analyze spatial distributions and patterns. | Communication<br><br>SL6-4, 5<br><br>I&TL: 1, 2, 3, 4, 5, 6, 7 |

**Standard 3: Civic Engagement**
*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

| Strand | Grade Level Expectations<br>*Students will be able to:* | Correlations |
|---|---|---|
| **3.1 – Use evidence to identify, analyze and evaluate historical interpretations.** | 1. Evaluate the impact of historical background on a specific event or issue.<br>2. Evaluate the quality of evidence from various sources supporting a point of view. | Information Literacy<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.** | 3. Compare and contrast how two or more groups or nations might view a historical or contemporary issue.<br>4. Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences). | Flexibility and Adaptability<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **3.3 - Apply appropriate historical, geographic, political, economic and** | 5. Identify and evaluate the significance of any one factor influencing a contemporary event. | Critical Thinking and Problem Solving Skills<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |

| | | |
|---|---|---|
| cultural concepts and methods in proposing and evaluating solutions to contemporary problems. | | |

World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.

**Standard 1: Content Knowledge1**
*Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.*

| Strand<br>*Demonstrate an understanding of:* | Grade Level Expectations:<br>*Students will be able to:* | Correlations |
|---|---|---|
| **1.1 – Significant events and themes in United States history.** | 1. Evaluate the impact of interactions between the United States and other countries/areas worldwide.<br>2. Compare and contrast historical events in other nations with those in American history (e.g. settlement, Revolution, U.S. Constitution).<br>3. Compare and contrast the influence of leaders in other nations with those in U.S. History. | Critical Thinking and Problem Solving<br>Civic Literacy<br>Global awareness<br>1 NCSS 9 "Individuals, Groups, and Institutions"<br>2 NCSS 5, "Individuals, Groups, and Institutions"<br>3 NCSS 5, "Individuals, Groups, and Institutions" |
| **1.2 – Significant events in local and Connecticut history and their connections to United States history.** | 4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide. | Critical Thinking and Problem Solving<br>Civic Literacy<br>Global Awareness<br>4 NCSS 5, "Individuals, Groups, and Institutions" |
| **1.3 – Significant events and themes in world history/international studies.** | 5. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.<br>6. Analyze how specific individuals and their ideas and beliefs influenced world history.<br>7. Evaluate the cultural contributions of a variety of past and present civilizations.<br>8. Analyze how cultural differences sometimes contributed to conflict among civilizations or nations. | Critical Thinking and Problem Solving<br>Civic Literacy<br>I&TL: 1, 2, 3, 4, 5, 6,<br>5. NCSS 1, "Culture"<br>6. NCSS 3, "People, Places, and Environments"<br>7. NCSS 2, "Time, Continuity, and Change"<br>8. NCSS 1, "Culture"8-NCSS 1 |
| **1.4 – Geographical space and place.** | 9. Identify selected countries and determine the advantages and challenges created by their geography.<br>10. Examine geographic factors that help explain historical events and contemporary issues.<br>11. Analyze settlement patterns in different world regions using appropriate maps. | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Information Literacy<br>Communication<br>9. NCSS 3 "People, Places, and Environments"<br>10. NCSS 3 "People, |

| | | Places, and Environments"<br>11. NCSS 3 "People, Places, and Environments" |
|---|---|---|
| **1.5 – Interaction of humans and the environment.** | 12. Compare and contrast the impact of technology on the environment at different times and in different places. | I&TL: 1, 2, 3, 4, 5, 6, 7<br>Critical Thinking and Problem Solving<br>Information Literacy<br>12 NCSS 8 "Science, Technology, and Society" |
| **1.6 – Patterns of human movement across time and place.** | 13. Analyze and describe how technology influenced migration patterns in a region/ country.<br>14. Assess how ideas/religions affected migration in different regions (e.g. Crusades, South African trek, founding of Israel).<br>15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region. | I&TL: 1, 2, 3, 4, 5, 6, 7<br>Critical Thinking and Problem Solving<br>Information Literacy<br>Global Awareness<br>13. NCSS 8 "Science, Technology, and Society"<br>14. NCSS 1 "Culture"<br>15. NCSS 3 "People, Places, and Environment" |
| **1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.** | 16. Identify the powers and functions of international governmental bodies.<br>17. Evaluate the strengths and weaknesses of different forms of government in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament). | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Civic Literacy<br>Information Literacy<br>16-NCSS 6, "Power, Authority, and Governance"<br>17-NCSS 6 "Power, Authority, and Governance" |
| **1.8 – The interactions between citizens and their government in the making and implementation of laws.** | 18. Analyze the factors that led to the rise of different types of governments worldwide.<br>19. Analyze and critique examples where governments in other nations have changed through violent or peaceful means. | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Civic Literacy<br>Information Literacy<br>18-NCSS 6, "Power, Authority, and Governance"<br>19-NCSS 5, "Individuals, Groups, and Institutions" |
| **1.9 – The rights and responsibilities of citizens.** | 20. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Civic Literacy<br>Global Awareness<br>Information Literacy<br>20. NCSS 10, "Civic, Ideals, and Practices" |
| **1.10 – How limited resources influence economic decisions.** | 21. Analyze how resources or lack of resources influenced a nation/region's development (e.g. diversification vs. one-crop economies). | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Financial Literacy |

| | | Information Literacy<br>21. NCSS 7, "Production, Distribution, and Consumption" |
|---|---|---|
| **1.11 – How different economic systems organize resources.** | 22. Compare and contrast different economic systems in the world.<br>23. Analyze how different economic systems guide production and distribution | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Global Awareness<br>Financial Literacy<br>Information Literacy<br>22-NCSS 7, "Production, Distribution, and Consumption"<br>23-NCSS 7, "Production, Distribution, and Consumption" |
| **1.12 – The interdependence of local, national and global economies.** | 24. Identify economic resources in the world and analyze their relationship to international trade.<br>25. Analyze the impact of specialization on production and trade. | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Global Awareness<br>Financial Literacy<br>Information Literacy<br>24- NCSS 7, "Production, Distribution, and Consumption"<br>25-NCSS 7, "Production, Distribution, and Consumption" |
| **1.13 – The characteristics of and interactions among culture, social systems and institutions.** | 26. Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions).<br>27. Analyze the relationship among culture, government and social systems in various countries.<br>28. Recognize how values, beliefs and attitudes develop in different cultures. | I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Global Awareness<br>Civic Literacy<br>Information Literacy<br>26-NCSS 1, "Culture"<br>27-NCSS 9, NCSS 3 "People, Places, and Environments"<br>28-NCSS 1, "Culture" |

**Standard 2: History/Social Studies Literacy**
*Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.*

| Strand | Grade Level Expectations<br>*Students will be able to:* | Correlations |
|---|---|---|
| **2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps,** | 1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and thematic maps<br>2. Cite specific textual evidence to support analysis of primary and secondary sources. | RH- 1, 2, 3, 10<br>RI7-3<br>WHST-7, 8<br>I&TL: 1, 2, 3, 5, 6<br>Information Literacy |

| | | |
|---|---|---|
| charts, graphs, images, artifacts, recordings and text). | 3. Answer questions about content gathered from print and non-print sources<br>4. Summarize information about primary and secondary sources<br>5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.<br>6. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered)<br>7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.<br>8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Media Literacy<br>ICT Literacy |
| **2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).** | 9. Compare information about the same event using a variety of primary sources.<br>10. Explain why one would use a primary or secondary source in a specific context.<br>11. Analyze the relationship between a primary and secondary source on the same topic.<br>12. Assess primary and secondary sources including Internet sources to determine accuracy and validity.<br>13. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.<br>14. Distinguish among fact, opinion, and reasoned judgment in a text.<br>15. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.<br>16. Describe how a text presents information (e.g. sequentially, comparatively, causally)<br>17. Assess an author's purpose and point of view and respond in literal, critical and evaluative ways.<br>18. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.<br>19. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.<br>20. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).<br>21. Analyze and interpret maps and charts to support conclusions about historical events.<br>22. Integrate visual information (e.g. in charts, | RH-4, 5, 6, 7, 9<br>RI7- 8, 9<br>WHST-8<br>SL7-3<br>I&TL: 1, 2, 3, 5, 6<br>Critical Thinking and Problem Solving<br>Communication<br>Information Literacy<br>Media Literacy<br>ICT Literacy |

| Strand | Grade Level Expectations | Correlations |
|---|---|---|
| | graphs, photographs, videos, or maps) with other information in print and digital texts. | |
| **2.3 - Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.** | 23. Create written work expressing more than one point of view (e.g. perspective from a historical figure's viewpoint or persuasive piece) and properly cite evidence. <br> 24. Write arguments on discipline-specific content. <br> 25. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue. <br> 26. Integrate information from multiple print and digital sources while avoiding plagiarism. | RH-1 <br> WHST-1, 2, 6, 8 <br> I&TL: 1, 2, 3, 4, 5, 6, 7 <br> Critical Thinking and Problem Solving <br> Communication |
| **2.4 - Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.** | 27. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly. <br> 28. State and defend points of view using relevant evidence. <br> 29. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples, use appropriate eye contact, adequate volume, and clear pronunciation. | SL7-1, 3 <br> I&TL: 1, 2, 3, 5, 6 <br> Critical Thinking and Problem Solving <br> Communication <br> Information Literacy |
| **2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).** | 30. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound) to clarify claims and findings and emphasize salient points. <br> 31. Create maps of areas, regions or nations and provide relevant information. <br> 32. Compare two countries/regions or two historical periods in the same country/ region using visual representations (e.g. charts, maps, graphs). <br> 33. Make and use maps, globes, models and databases to analyze spatial distributions and patterns. | SL7-4, 5 <br> I&TL: 1, 2, 3, 4, 5, 6, 7 <br> Critical Thinking and Problem Solving <br> Communication <br> Information Literacy <br> Media Literacy |

**Standard 3: Civic Engagement**
*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

| Strand | Grade Level Expectations <br> *Students will be able to:* | Correlations |
|---|---|---|
| **3.1 – Use evidence to identify, analyze and evaluate historical interpretations.** | 1. Use evidence to describe and/or predict the impact of history on a nation's policies or behavior. <br> 2. Evaluate the quality of evidence from various sources supporting a point of view. | I&TL: 1, 2, 3, 4, 5, 6, 7 <br> Critical Thinking and Problem Solving <br> Communication <br> Information Literacy |

| 3.2 – **Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.** | 3. Compare, contrast and evaluate two or more views of a contemporary national issue (e.g. immigration, economy, energy, civil liberties).<br>4. Explain the point of view of people engaged in a historical event (e.g. immigrant experience, wartime experiences) using primary sources. | I&TL: 1, 2, 3, 4, 5, 6, 7<br>Critical Thinking and Problem Solving<br>Communication<br>Information Literacy |
|---|---|---|
| 3.3 - **Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.** | 5. Compare, contrast and evaluate the significance of any one factor influencing a contemporary event. | I&TL: 1, 2, 3, 4, 5, 6, 7<br>Critical Thinking and Problem Solving<br>Communication<br>Information Literacy |

The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.

**Standard 1: Content Knowledge**
*Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.*

| Strand<br>*Demonstrate an understanding of:* | Grade Level Expectations<br>*Students will be able to:* | Correlations |
|---|---|---|
| **1.1 – Significant events and themes in United States history.** | 1. Create historical timelines and interpret the data presented in the timelines.<br>2. Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).<br>3. Evaluate the influences that contributed to American social reform movements.<br>4. Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity.<br>5. Analyze how specific individuals and their ideas and beliefs influenced U.S. history.<br>6. Compare and contrast the causes and effects of the American Revolution and the Civil War.<br>7. Examine the significance of Supreme Court precedents established during the Federalist era.<br>8. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism.<br>9. Evaluate the impact of America's westward expansion on Native American nations (e.g. Trail of Tears, Dawes Act).<br>10. Evaluate the impact of the compromises made at the Constitutional Convention. | Critical Thinking and Problem Solving<br>Civic Literacy<br>Communication<br>2, 3, 4. NCSS 1 "Culture"<br>4, 5,6,7,8, 9,10 NCSS 2 "Time, Continuity and Change"<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.2 – Significant events in local and Connecticut history and their connections to United States history.** | 11. Analyze the connections between and among local, state and national historical events (e.g. immigration, Civil War participation, trade, manufacturing). | Critical Thinking and Problem Solving<br>Civic Literacy<br>Financial literacy<br>11 NCSS 2 "Time, Continuity and Change"<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.3 – Significant events and themes in world history/international studies.** | 12. Assess the slave trade's impact on American social institutions.<br>13. Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition). | Critical Thinking and Problem Solving<br>Financial Literacy<br>Global awareness<br>Civic Literacy |

| | 14. Evaluate U.S. influence on other cultures and world events (e.g. trade, wars, Monroe Doctrine). | 12, 13, 14 NCSS 2 "Time, Continuity and Change" I&TL: 1, 2, 3, 4, 5, 6, 7 |
|---|---|---|
| **1.4 – Geographical space and place.** | 15. Examine how geography influenced the economic and political development of the United States | Critical Thinking and Problem Solving Communication Information Literacy 15. NCSS 3 "People, Places and Environments" I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.5 – Interaction of humans and the environment.** | 16. Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment. | Critical Thinking and Problem Solving 16. NCSS 3 "People, Places and Environments" 16. NCSS 7 "Production, Distribution and Consumption" I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.6 – Patterns of human movement across time and place.** | 17. Analyze and draw conclusions about the impact of immigration on the United States at different stages in its history. | Critical Thinking and Problem Solving Information Literacy Communication Civic literacy 17. NCSS 3 "People, Places and Environments" I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.** | 18. Differentiate the functions (including checks and balances) of the United States' three branches of government, using contemporary examples. | Critical Thinking and Problem Solving Civic Literacy 18. NCSS 6 "Power, Authority and Governance" I&TL: 3 |
| **1.8 – The interactions between citizens and their government in the making and implementation of laws.** | 19. Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens (e.g. amendments, court cases). | Critical Thinking and Problem Solving Civic Literacy 19. NCSS 10 "Civic Ideals and Practices" I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.9 – The rights and responsibilities of citizens.** | 20. Analyze U.S. citizens' rights and responsibilities under the Constitution. 21. Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights. 22. Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain). | Critical Thinking and Problem Solving Civic Literacy Communication Information Literacy 20. NCSS 6 "Power, Authority and Governance" 21, 22. NCSS 10 "Civic Ideals and Practices" I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.10 – How limited resources** | 23. Analyze how technology has influenced | Critical Thinking and |

| influence economic decisions. | productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, computers). | Problem Solving ITC Literacy 23. NCSS 7 "Production, Distribution, and Consumption" 23. NCSS 8 "Science, Technology, and Society" I&TL: 1, 2, 3, 5, 6 |
|---|---|---|
| **1.11 – How different economic systems organize resources.** | 24. Analyze the relationship between supply and demand and the prices of goods and services in a market economy. | Critical Thinking and Problem Solving Financial Literacy 24. NCSS 7 "Production, Distribution and Consumption" I&TL: 1, 2, 3, 5, 6 |
| **1.12 – The interdependence of local, national and global economies.** | 25. Identify and analyze specific factors that promoted growth and economic expansion in the United States. 26. Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, "cotton culture"). | Critical Thinking and Problem Solving Financial Literacy 25. NCSS 5 "Individuals, Groups and Institutions" 26. NCSS 7 "Production, Distribution and Consumption" I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.13 – The characteristics of and interactions among culture, social systems and institutions.** | 27. Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems. 28. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time. 29. Examine how stereotypes develop and explain their impact on history and contemporary events. | Critical Thinking and Problem Solving Civic Literacy Communication 27. NCSS 1 "Culture" 28. NCSS 2 "Time, Continuity and Change" 29. NCSS 5 "Individuals, Groups, and Institutions" I&TL: 1, 2, 3, 4, 5, 6, 7 |

**Standard 2: History/Social Studies Literacy**
*Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.*

| Strand | Grade Level Expectations *Students will be able to:* | Correlations |
|---|---|---|
| **2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)** | 1. Gather information from multiple print and digital sources. 2. Cite specific textual evidence to support analysis of primary and secondary sources. 3. Determine the central ideas or information of a primary or secondary source and provide an accurate summary. 4. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered). | RH-1, 2, 3, 10 RI8-3 WHST- 7, 8 Communication Information Literacy ICT Literacy I&TL: 1, 2, 3, 5, 6 |

| | 5. Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.<br>6. Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
|---|---|---|
| **2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)** | 7. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.<br>8. Describe how a text presents information (e.g. sequentially, comparatively, causally).<br>9. Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.<br>10. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.<br>11. Compare information about the same event using a variety of primary sources.<br>12. Analyze the relationship between a primary and secondary source on the same topic.<br>13. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.<br>14. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.<br>15. Distinguish among fact, opinion, and reasoned judgment in a text.<br>16. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).<br>17. Analyze maps and charts to support conclusions about historical events.<br>18. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | RH-4, 5, 6, 7, 9<br>RH- 8, 9<br>WHST-8<br>SL8-3<br>Communication<br>Information Literacy<br>ICT Literacy<br>1, 2, 3, 5, 6 |
| **2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues** | 19. Write arguments using discipline-specific content.<br>20. Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.<br>21. Write informative/explanatory texts, including the narration of historical events.<br>22. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.<br>23. Integrate information from multiple print and digital sources without plagiarism. | RH-1<br>WHST-1, 2, 6, 8<br>Communication<br>Information Literacy<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |

| | | |
|---|---|---|
| **2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation** | 24. Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.<br>25. Orally present information on social studies events or issues and support with primary and secondary evidence.<br>26. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | SL8- 1, 4<br>Communication<br>Information Literacy<br>Flexibility and Adaptability |
| **2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).** | 27. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.<br>28. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest. | RI8-7<br>SL8-5<br>Communication<br>Information Literacy |

**Standard 3: Civic Engagement**
*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

| **Strand** | **Grade Level Expectations**<br>*Students will be able to:* | **Correlations** |
|---|---|---|
| **3.1 Use evidence to identify, analyze and evaluate historical interpretations** | 1. In a group or team, work together to reach a decision on an issue and explain the reasons for the decision<br>2. Compare and contrast two or more interpretations of a historical event.<br>3. Cite evidence to support and/or critique a historian's interpretation of an event. | Communication<br>Information Literacy<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view** | 4. Analyze the options available to an individual in a historical or contemporary situation.<br>5. Justify why people might have different points of view on a historical or contemporary issue. | Communication<br>Information Literacy<br>I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems** | 6. Develop a plan of action to provide a solution to a local, state or national issue.<br>7. Compare and contrast possible solutions to a current issue citing relevant information. | Communication<br>Information Literacy<br><br>I&TL: 1, 2, 3, 4, 5, 6, 7 |

# Scaffolding Social Studies for Global Awareness

Merry M. Merryfield

**Today's students are entering** a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness.[1] More and more, their lives will be shaped by the dynamics of a global economy, technological innovation, environmental change, and changing demographics.[2] At the same time, our students, their families and communities are having a profound effect on people and places across the planet. The immense purchasing power of Americans shapes global demand for raw materials, services, and products from petroleum and high tech metals to seafood and specialty coffees, from inexpensive textiles and clothing to ever-changing electronics. When less than 5 percent of the world's people consume 35 percent of the world's resources, there is a compelling need for young Americans to understand how they both affect and are affected by changes in the world's use of land, water, and other finite resources, the development of new products, transfer of capital, and the daily lives of people across the planet.[3] Today's students need to see the world as one interrelated system in which increased demand for particular goods and services, lack of jobs, or acceleration of local religious and ethnic conflicts often lead to regional and global movement of people, increased urbanization, conflicts (over identity, land, and resources), and other societal and political problems.[4]

Yet how many students sitting in our social studies classes today understand how the world affects them or how they and others in their community and nation are shaping the future of the planet? In the world of 2008, our students need global awareness in order to survive.[5] In this article, I share some ways social studies teachers in the United States have worked to scaffold knowledge, skills, and dispositions that over time create global awareness and worldmindedness—habits of the mind that foster knowledge, interest and engagement in global issues, local/global connections, and diverse cultures.

In my research, I have found that teachers share several assumptions about students becoming globally aware.

First, there is the assumption that closed-mindedness and parochialism must be addressed if students are to understand the world and its people. An open mind is fundamental to acquiring the knowledge that leads to global awareness. Second, teachers expect students to master a multi-disciplinary, global body of knowledge about how the world works (global economic, political, environmental, socio-cultural systems) if they are to understand why the world is changing so quickly, how power is wielded, and how individuals or groups affect change. Final assumptions rest on relevance and authentic work. In teaching students about their connectedness to the larger world, teachers believe they must make use of what is most relevant and mean-

ingful to their students' lives. They select resources, research, and assessments to be authentic in applying the knowledge and skills needed in the real world so that students are continually modeling what globally-minded adults would be expected to do.[6]

Below are three strategies teachers use to scaffold the development of global awareness and engagement: (1) reflection on one's own cultural assumptions and the frameworks in which other people make sense of the world, (2) learning from people and scholarship in other countries, and (3) making connections to engage as citizens of the world. These are synergistic as often activities and assessments bring them together or reinforce previous learning with more complex tasks.

## Reflection on Cultural Lenses

When students enter our classrooms, they bring with them cultural beliefs and values that shape their view of events, issues, and people under study. This "cultural baggage" may have ethnic, racial, gendered, historical, religious, geographic, linguistic, political, environmental, or other complex dimensions. If they come from relatively homogeneous backgrounds, students may equate their worldview simply as "American" or "normal" and assume people who see things differently are strange, ignorant, or simply wrong. Teachers concerned with developing global awareness often

begin the first few weeks of school with a series of activities that help students recognize their own cultural norms and how they shape their assumptions about human behavior. These activities grow more complex over the school year as students develop the habit of seeking out and identifying the experiences, knowledge and values that shape the worldviews of people under study in order to understand their decisions or interpretation of events or issues.

In an American high school, a world history teacher began a yearlong process of self-reflection with three photos taken from world newspapers. Students saw these images: (1) a Chinese girl with a red scarf holding a banner, her hand extended, standing in front of a building; (2) a Palestinian teen, with a microphone, standing in front of a curtain talking to other teenagers; and (3) a white American man approaching a group of African American teens on a city street. Working in pairs, the students were asked to write out an explanation as to why they thought these pictures were in a newspaper. In the full-class discussion that followed, the students came to some consensus that the Chinese girl was making some sort of political statement, the Palestinian boy was trying to organize others or talk them into something (possibly something violent, some students said), and the white man was about to "hassle" the African American kids. The students listed their evidence (For example, for the Chinese girl, they thought the red scarf signified the Communist Party, the banner with large script looked like a political message, and her body language indicated she was trying to get her point across).

Then students were given the articles that accompanied the photos. The girl was advertising a new restaurant (the name was on the banner and the restaurant itself was behind her), the Palestinian boy was the lead singer in a new Palestinian rap band, and the white man was a teacher taking the kids on a walking field trip as part of an oral history project. Class discussion explored how students' knowledge, experiences,

and beliefs had led to their assumptions and how assumptions shape interpretations of not only images, but events and issues. Then the teacher asked them to speculate on the implications of the lesson for their study of global issues.

Recognizing the impact of one's own as well as other peoples' cultural lenses cannot be taught in a few lessons. This is a skill that develops over time with practice and purposeful thought. Reflection on one's own worldview often provokes curiosity about the knowledge, beliefs, and experiences of people in other cultures.[7]

## Listening to Voices from across the World.

Students cannot understand the 95 percent of the world's peoples beyond North American borders if they only listen to American media or read American authors. Voices from the world are now available on practically every social studies topic imaginable. Often teachers scaffold primary sources (such as editorials, speeches, political documents, or websites) and literature written by people in other countries (autobiographies, children's stories, or historical fiction) to meet both developmental needs (reading levels or topics of interest to a particular age group) and curricular mandates. Authentic sources from diverse world regions create layers of complexity as they enrich concept learning and provide global perspectives on past events or current issues.

Teachers often infuse voices from the world within the study of important ideas and events. Wanting her students to appreciate the universal human drive for self-determination, a high school U.S. history teacher used primary sources from several countries to expand upon her students' understanding of major events and issues at different points in the school year. When studying the American civil rights movement, she infused voices from South Africa into three days of lessons. Students analyzed a variety of primary sources (constitutions, laws, autobiographies, editorials, speeches, and other

documents from national archives) to identify what characterized the ways in which Americans and South Africans have worked to extend political rights to all citizens.[8] Although they found unique historical and cultural contexts, they also discovered many commonalities: the significance of leadership, the intersection of political and economic rights, and the effects of racism.[9] In a Socratic seminar in which they discussed the ideas and experiences of Nelson Mandela, Steve Biko, Martin Luther King Jr., Malcolm X, and Mahatma Gandhi, the students began to suggest ways in which the South African experience should be important to all Americans because of the need for people to work together and care for each other's rights.[10]

Many teachers infuse materials from the country under study into instruction in world geography or world cultures in order for students to develop the habit of seeking out primary rather than secondary sources to understand other cultures (and because it is often motivating and fun). An elementary teacher introduced contemporary Japan to her students through Kids World Japan.[11] Her fourth graders worked in small groups to "visit" an elementary school, compare climates across the country, take a bike ride around Kyoto, learn how Japanese protect their environment, explore Hokkaido and meet the Imperial Family (all links under the Explore Japan section). The teacher read the students stories by Japanese authors and shared Japanese picture books from websites and her local library. Students were also able to see Japan through photos and webcams on many Japanese city websites.[12] When Japanese visitors came to the school later in the year, students were ready to ask informed questions and behaved in ways that put their guests at ease.

## Making Connections to Engage as Citizens of the World

How can social studies teachers create learning experiences that allow students to develop and practice the behaviors they will need as engaged citizens in

a global age? Analyzing the effects of cultural lenses and learning from voices around the world provide scaffolding to participate in the larger world. Global awareness becomes meaningful when students begin to act upon their interconnectedness with people across the planet. This stage is often characterized by collaboration across regions on authentic global problems in efforts to work for the common good.

Following the Southeast Asian tsunami, middle school students in a global cultures class were asking all sorts of questions about the countries and cultures affected. Seeing a teachable moment, their teacher developed a project in which students researched environmental, economic, cultural and political connections between their city and Southeast Asia. Initial research identified religious (Buddhist temples), artistic (puppets and paintings in a museum), and economic (Thai and Indonesian restaurants, teak furniture imported, and a local multinational had factories in Indonesia) connections. But it was research in local grocery stores that led to the issue that mobilized the class. Several students discovered that most of the shrimp for sale in local grocery stores came from Thailand. Other students began to check their refrigerators and more than half the class found that their parents were buying seafood from countries affected by the tsunami.

Research by the environmental group found that most shrimp exported to the U.S. came from shrimp farming, a process that destroys mangroves, which protect the coasts from tidal surges. The students realized that American demand for inexpensive shrimp had led to farmers taking advantage of new technologies to farm and export shrimp and other seafood. And because of the destruction of mangroves, the water had run much further inland, which increased loss of life and destruction of buildings. The teacher asked the students what they should do. In working groups, they developed quite different
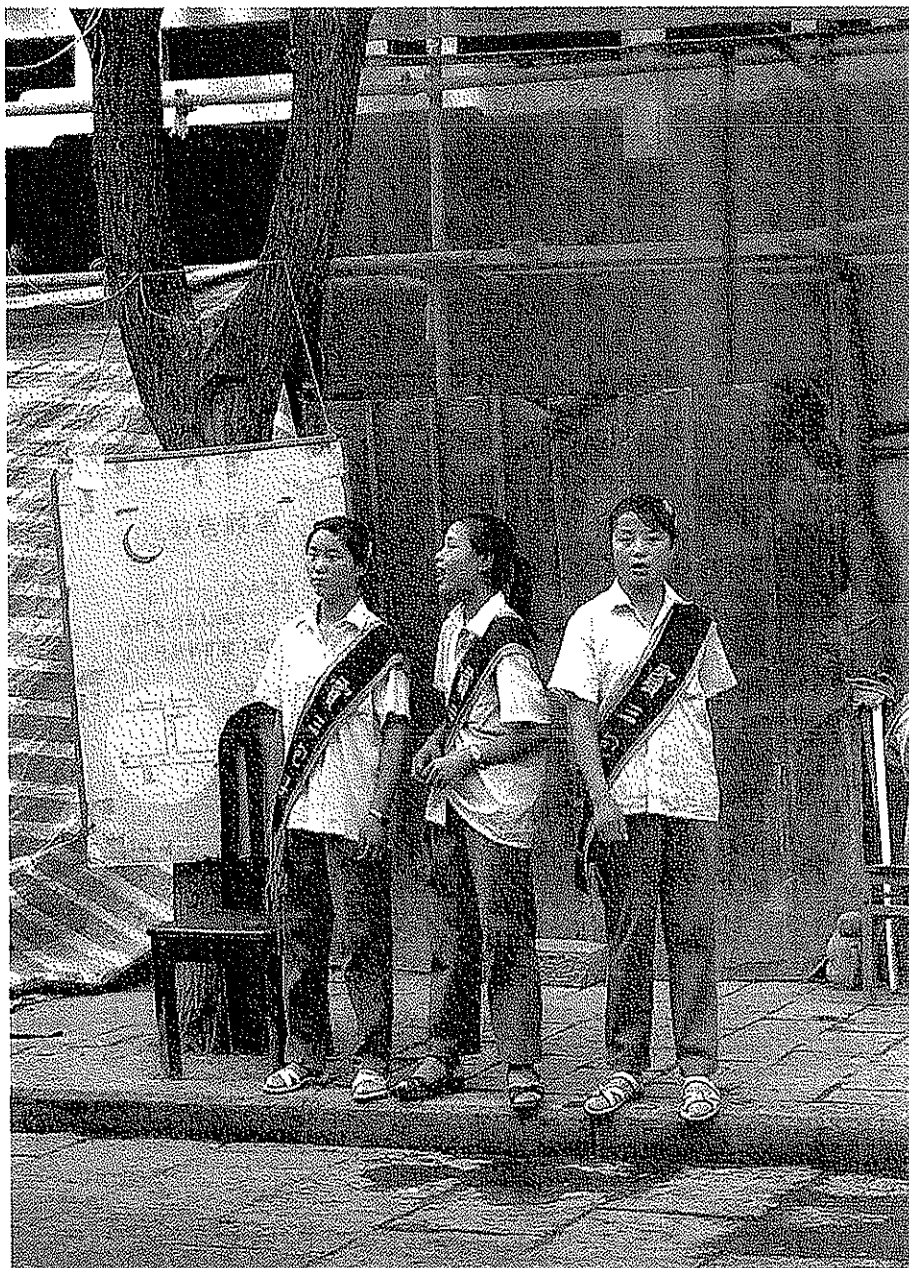


This photograph of three girls advertising a restaurant (similar to one described on p.364) was taken by Assistant Principal Deborah Cooney during an educators' study trip to China in 2006.

ideas: they should stop eating shrimp so the farmers would stop cutting down mangroves; they should send the people aid to help out regardless of the shrimp issue; they should ask people there what they want; they should develop a flyer for their grocery stores that informs people about what happened with the fish farming, mangroves, and tsunami.

In the end, the students decided they needed to talk to people in Southeast Asia to understand what they wanted.

The owner of a local Thai restaurant connected the students to his nephew's school in Bangkok; and eventually, two students and the teacher communicated with an English teacher there. Through those discussions (and ones with Thais and Indonesians living in their city), the students became much more aware of the interconnectedness of poverty, jobs, and environmental issues. And a meal with shrimp would never be looked at the same way again.

## Conclusion

These three instructional strategies provide scaffolding to increase student skills and knowledge over time. However, it should be noted that a few lessons here and there over 12 years of social studies are not enough. In order to develop the habit of thinking globally and in-depth knowledge of global systems, students need consistent application and scaffolding of more complex tasks and knowledge over time.

In working with teachers who are dedicated to fostering global awareness, I have observed some rewards that often follow this work. When students become engaged in the world, its people or issues, they become excited and engrossed—as authentic knowledge and tasks of real-life citizens are intrinsically interesting. Although this engagement in learning may not be evident every day, when students see connections to their lives

regularly over a course, the social studies comes alive because it is relevant and meaningful.

Globalization will continue to change life on the planet. Citizenship education will meet these challenges by fostering civic responsibility and engagement without borders. Global perspectives will be infused into education of citizens because we cannot isolate our nation's wellbeing, and that of future generations, from that of others across the planet. 🖼

### Notes

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11. Kids World Japan, web-jpn.org/kidsweb/index.html.

12. See www.yamaneko.org/einfo/mgzn/jcb_e0303.htm and www.city.kyoto.jp/koho/eng/kyoto/life/. Most Japanese cities have websites in English with many photos and webcams.

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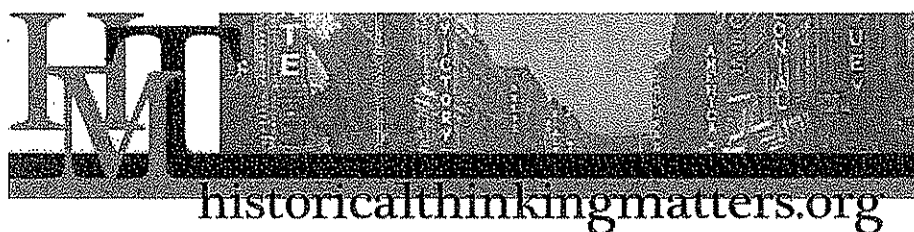
## WHY HISTORICAL THINKING MATTERS
### a multimedia introduction to historical thinking

### STUDENT INVESTIGATIONS

- an introductory movie framing a question of historical debate;
- a digital notebook containing ten sources;
- guided questions that promote historical thinking;
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- directed webquests.

### Student Investigations

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- The Scopes Trial and American Culture
- Social Security and the New Deal
- Rosa Parks and the Civil Rights Movement

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# 6

# A CLASSROOM
## as Wide as the World

### Vivien Stewart

The world in which today's students will graduate is fundamentally different from the world in which we grew up. The quickening pace of globalization over the past 20 years—driven by profound technological changes, the rise of China and India, and the accelerating pace of scientific discovery—has produced a whole new world. Companies manufacture goods around the clock and around the world; ideas and events traverse the Internet in seconds; a financial crisis in the United States affects farmers in Africa; and pollution in China influences the air in Los Angeles.

As never before, education in the United States must prepare students for a world where the opportunities for success require the ability to compete and cooperate on a global scale. But we have not emphasized global knowledge and skills in our schools. Indeed, compared to their peers in other countries, U.S. students are woefully ignorant of other world cultures, international issues, and foreign languages. A 2007 report from the National Academy of Sciences warns, "The pervasive lack of knowledge of foreign cultures and languages threatens the security of

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the United States as well its ability to compete in the global marketplace and produce an informed citizenry" (Committee to Review the Title VI and Fulbright-Hays International Education Programs, 2007, p. 1).

Moreover, although the United States led the world in high school and college attendance for much of the 20th century, other countries are now catching up and even surpassing us in high school attendance and graduation rates, and in math and science achievement. So we have a gap in both global knowledge and global achievement.

We can no longer afford to be lagging behind other countries in high school graduation rates and in math and science standards, while producing graduates who lack the world knowledge, skills, and perspectives to be successful in this global era. All of our students will be left behind if we don't transform their education with this new global context in mind.

What are the key global trends that we need to pay attention to? What does a well-educated person in the 21st century need to know and be able to do? How can we get all of our students globally ready? This chapter analyzes major global trends that will affect education, describes what innovative schools are doing to produce students who are college-ready and globally competent, and suggests what steps policymakers need to take to make such education available to all our students.

## Global Trends

Five global trends are transforming the context for future generations. These trends are related to economics, science and technology, demographics, security and citizenship, and education.

### Economic Trends

The globalization of economies and the rise of Asia are central facts of the early 21st century. The economies of China, India, and Japan, which represented 18 percent of the world's gross domestic product (GDP) in 2004, are expected to represent 50 percent of the world's GDP within 30 years (Wilson, 2005). And other parts of the world, such as Russia and Brazil, are also projected to grow in importance, as part of "the rise of the rest" (Zakaria, 2008). Already, one in five U.S. jobs is tied

to international trade, a proportion that will continue to increase (U.S. Census Bureau, 2004a). Moreover, the majority of future growth for most U.S. companies, whether small, medium, or large, will be in overseas markets, which means that they will increasingly require a workforce with international competence. According to the Committee for Economic Development (2006), a nonprofit organization of more than 200 business leaders and university presidents,

to compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners. (pp. 1–2)

## Trends in Science and Technology

In his famous work *The World Is Flat*, Thomas Friedman (2005) describes how the "wiring of the world" and the digitization of production since 1998 are making it possible for people to do increasing amounts of work anywhere and anytime. As a result, more and more things are going to be made in global supply chains. In addition, scientific research, a key driver of innovation, is increasingly being conducted by international teams as other countries increase their scientific capacity. So the ability to collaborate with people in different time zones, across languages and across cultures, at a professional level, becomes ever more important.

## Demographic Trends

If there were just 100 people in the world, only 5 would be American. Although this proportion was not consequential when economies were largely national, since 1990, more than 3 billion people in China, India, and the former Soviet Union have moved from closed economies into the global economy. Another effect of globalization is also readily apparent in our own backyards. New immigrants from regions such as Asia and Central and South America are generating a diversity in U.S. communities that mirrors the diversity of the world, and they are transforming the cultures of local communities, workplaces, and even the local

mall. The Hispanic population is 15 percent of the estimated total U.S. population—and will continue to grow. The Asian population is projected to grow 213 percent from 2000 to 2050 compared to a 49 percent increase in the population as a whole over the same period (U.S. Census Bureau, 2004b). Life in the United States increasingly involves interacting and working with individuals from vastly different backgrounds and cultures—a challenge and an opportunity that requires new skills and perspectives.

## Trends in Security and Citizenship

The most pressing issues of our time know no boundaries. Challenges facing the United States are both more complex and more global than in the past—from environmental degradation and global warming, to pandemic diseases, to energy and water shortages, to terrorism and weapons proliferation. The effects of poverty, injustice, and lack of education elsewhere spill across borders. What we do affects others, and the actions of others affect us. The only way to solve today's challenges will be through international cooperation among governments and organizations of all kinds. More than ever, our security is intertwined with our understanding of other cultures. And as the line between domestic and international issues increasingly blurs, U.S. citizens will increasingly be called upon to vote and to act on issues—such as alternative energy sources or security measures linked to terrorism—that require greater understanding of the 95 percent of the world's population who live outside our borders.

## Trends in Education

In this interconnected world, there is also a growing global talent pool. In the second half of the 20th century, the United States set the world standard of excellence. It was the first country to pursue and achieve mass secondary education and mass higher education. This stock of human capital helped the United States become the dominant economy in the world and take advantage of the globalization and expansion of markets. However, over the past 20 years, other countries have caught up with, and in some cases have passed, the United States. International comparisons from the Organisation for Economic Co-operation and

Development (OECD) show the United States is now 18th in the world in high school graduation rates and 13th in college completion (OECD, 2008). In 2006, U.S. 15-year-olds ranked 25th in math performance and 21st in science (Schleicher & Stewart, 2008). Surveys from the Asia Society and the National Geographic Society have also shown that compared with their peers in other industrialized countries, U.S. high school students lag behind in knowledge of other countries and cultures. And while learning a second language is standard in other industrial countries, only 50 percent of U.S. high school students study a foreign language (Pufahl, Rhodes, & Christian, 2001).

## Implications of Global Trends

What are the implications of these global trends for our students? Certainly education as usual won't do. Just as our schools made the transition from teaching skills needed in an agrarian society to those needed in an industrial and scientific society, so too we need to transform our learning systems to equip students with the knowledge and skills they will need to succeed in this new global era.

International knowledge and skills are no longer just a luxury for a few would-be specialists but are a new basic for all students. Preparation for a competitive global job market and for citizenship in the interconnected world of the 21st century is critical for all young people. Our national goal should be that all students must graduate from high school college-ready and globally competent, prepared to *compete, connect, and cooperate* with their peers around the world.

Clearly, many students are at risk of being unprepared for the demands and opportunities of this global age, especially disadvantaged youth for whom U.S. schools have historically fallen short. While agreeing with the need to introduce global content, many educators fear that doing so would divert attention from accountability demands to close the achievement gap in basic skills. Even if that gap is successfully closed, standardized tests of basic skills do not measure the thinking and complex communication skills that spell success in college (Conley, 2005) or the global skills needed for the knowledge-driven global economy. For

low-income and minority students, closing the basic-skills gap is only a first step toward real equality of opportunity (Jackson, 2008). Indeed, the Asia Society's International Studies Schools Network, a national network of design-driven secondary schools in low-income and minority areas, has shown that by providing relevant and engaging global content and connections, schools can both improve scores on required standardized tests and give students the global knowledge, skills, and perspectives that will be important in the 21st century.

## Global Learning

Over the past few years, schools and districts across the United States have begun to respond to this new reality and are seeking to redesign education to produce students who are both college-ready and globally competent. What is global competence?

We do not yet have an established nomenclature for the dimensions of the newly emerging field of "global competence" or "global literacy," but it is generally agreed to include these elements:

• Knowledge of other world regions, cultures, economies, and global issues

• Skills to communicate in languages other than English, to work in cross-cultural teams, and to assess information from different sources around the world

• Values of respect for other cultures and the disposition to engage responsibly as an actor in the global context

How can schools produce global competence? Consider these examples.

The Walter Payton College Preparatory High School in Chicago, an inner-city magnet school that is one of Chicago's most ethnically diverse schools, has shown how integrating global content enhances academic excellence. Founded in 2000 and now one of the top schools in Illinois, the school's mission is to prepare students for "leadership in their community, the nation and the world." Every student studies a world language for four years and experiences a home-stay exchange with a sister

school in China, France, North Africa, Japan, Switzerland, Chile, Italy, or South Africa. Use of technology, including videoconferencing, connects Payton classrooms to their sister schools and to subject matter experts around the world. An array of international visitors, students, and seminars further develops the international spirit of the school. The school is also the flagship of Chicago's Chinese language program, the largest Chinese program in the country.

The John Stanford International School (JSIS) in Seattle is a public elementary immersion school that was started after a survey of the needs of families and the business community. Students spend half the day studying math, science, and literature in either Japanese or Spanish. They spend the other half of the day learning reading, writing, and social studies in English. The school also offers ESL classes for parents. The school is connected to an impoverished school in Mexico, for which the JSIS students raise funds for school supplies. Videoconferencing with students in Japan takes place in an after-school program. The program bridges the time difference because the participants in Seattle can stay late in their after-school program and the Japanese participants can come in early. As a result of the school's success in developing students' fluency in second languages combined with high academic standards in English, Seattle is planning to open several more internationally oriented schools.

These schools, winners of the Goldman Sachs Prizes for Excellence in Education, are clearly outstanding schools. But data collected on hundreds of schools that have applied for the prize—from more than 40 states and from rural and inner-city areas, as well as suburban and private schools—show that many schools are embarking on similar journeys. Our research on these schools and on the Asia Society's own network of internationally themed secondary schools serving low-income and minority communities around the United States shows that schools typically start in a small way, with one or two courses or a single international element such as an exchange, and gradually broaden their approaches. Over time, globally oriented schools develop key common elements (Asia Society, 2008). Typically, they do the following:

• Create a global vision and culture by revising their mission statements and graduate profiles and creating a school culture that supports internationally focused teaching and learning. Although many schools start by creating a single international element or perhaps an international strand, bringing together a school-community group to develop an internationally focused vision and mission statement, such as that of Walter Payton's, can serve as the foundation for creating an inclusive, globally focused school culture. Schools often begin the development of their international culture and focus with external symbols such as maps and flags. But day-to-day practices that go beyond this, such as regular assemblies at which speakers present different perspectives on important world issues, help to develop a school climate that is an intellectually rigorous and emotionally safe place to engage students in serious discussions from multiple vantage points.

A powerful way to gain clarity about an international vision for a school is to develop a profile of the graduate who will emerge from it. A good example of this is the Asia Society's International Studies Schools Network Graduate Profile, which describes the knowledge, skills, and dispositions that define a student's global competency as well as college readiness. Once created, the graduate profile becomes the compass for all school work. Curricular alignment, development of courses of study, and enrichment experiences enable students to meet the learning outcomes that the profile defines. The profile can also provide the yardstick of achievement for student portfolios that demonstrate the dual goals of college readiness and global competence.

• Develop an internationally oriented faculty by recruiting teachers with international interests and encouraging teachers to take advantage of the many professional development and study/travel opportunities offered through universities and international organizations. Although shockingly few teacher preparation institutions as yet prepare teachers to teach about the world (Longview Foundation, 2008), schools can actively recruit teachers who have the dispositions that are essential to effective teaching and have acquired deep international knowledge and

interests through study abroad, service in the Peace Corps, or their own linguistic or cultural heritage.

However, recognizing that many teachers have not had exposure to the world outside the United States in their own training, successful schools put in place an array of opportunities for adult learning. Most universities and colleges in the United States have increasing international expertise on their faculties, and developing partnerships with local universities can be a great source of professional development for teachers, enabling them to deepen their own knowledge of world regions and issues. Many travel and study opportunities are available through Fulbright, Rotary, and other programs that can energize and inform teaching through authentic exposure to other cultures. Schools can also create a global learning culture within the school: international book clubs and collaborative curriculum development can encourage thoughtful reflection and extend practice. In a nutshell, successful schools expand opportunities for teachers to increase their own international knowledge and to kindle their excitement about other cultures so that they can foster the same curiosity in their students.

• Integrate international content into all curriculum areas, bringing a global dimension to science and language arts, as well as social studies and languages. Although many people associate international content solely with social studies and world languages, in the 21st century, every discipline can be given a global perspective. Thus, international education is not a separate subject but an analytical framework that can transform curriculum and instruction in every discipline and provide rich content for interdisciplinary work.

Teaching and learning about the world can take place in many ways. Consider these examples:

— Social Studies—Schools can offer world geography, international economics, world history, and world religions, as well as teach U.S. history in a global context.

— English/Language Arts—Classes can be given an international dimension by expanding the traditional canon to include novels and

poetry in translation from around the world and by using literary analysis to illuminate both universal themes and differences across cultures. Students can write articles for their peers in other countries, getting real-world practice in cross-cultural communication.

— Science—Schools can use the methods of scientific inquiry to engage with world problems, and students can work collaboratively with students abroad as real scientists do.

— Mathematics—Using the world to understand mathematics and using mathematics to understand the world are key components of global competence.

— Arts—Creativity transcends borders, and the arts are a great way to connect to other cultures. Schools can use international films, cultural performances, and art exhibits, many of which are available free on the Web.

— Career and Technical Education—Courses can offer numerous opportunities to learn about the world as careers and professions of all kinds become global.

Schools use many approaches to "going global." Some use the courses and professional development of the Advanced Placement and International Baccalaureate programs as a framework. Others develop their own approach, building on the universities, businesses, and cultural organizations in their community and the vast international resources available on the Web to create programs that link to state and local standards and circumstances. Whatever approach is taken to improving student learning, this broadened curriculum must be married to the best practices in instruction. These include motivating students through engaging relevant content; combining a focus on deep content knowledge with reasoning skills and analysis of multiple perspectives; using purposeful interdisciplinary inquiry and simulations to answer large questions; using primary sources from around the world; and emphasizing interaction with people in other parts of the world as part and parcel of the learning process.

• Emphasize the learning of world languages, including less commonly taught languages such as Chinese and Arabic. In a globally oriented school, the study of world languages and cultures has to have a prominent place. In fact, opinion polls suggest that the public increasingly understands the importance of languages. A 2007 Phi Delta Kappa/Gallup poll showed that 85 percent of respondents believe that learning world languages is important, and 70 percent believe it should begin in elementary school (Rose & Gallup, 2007). But language instruction in most schools has simply been too little, too late.

Instead, successful schools are creating new models of effective language learning. Building on the large research base on effective language learning, they start earlier; focus on proficiency rather than seat time; and engage students by giving them meaningful, motivating tasks that allow them to use world language as a tool for communicating with others. Many schools are developing content-based learning, delivering lessons in another subject in a second language, as in the example of the John Stanford International School. And from podcasts to Skype to movies to online language courses, technology is allowing students to immerse themselves in language as never before. Although most world language offerings in schools have remained essentially unchanged for 50 years, a College Board survey reports a more than 200 percent increase from 2005 to 2008 in the number of schools teaching Chinese—a sure sign that parents, students, and schools think language can open doors (Asia Society & College Board, 2008).

## Global Connections

Thanks to technology and to the Internet, all children now are children of the globe, not just children of the neighborhood where they live. Today's tech-savvy kids already have the tools for global learning at their fingertips. Gone is the day when education was synonymous with a building housing a teacher and a blackboard. Today, the opportunities for learning beyond the school walls and beyond the school day abound, enabling students to connect the local to the global and back again. Globally oriented schools can do the following:

• Harness technology to tap global information sources, create international collaborations, and offer international courses and languages online, especially to underserved communities. Information and communication technology is our greatest asset in internationalizing education. It allows students to access information from every corner of the world, to overcome geographic barriers, to communicate and collaborate with their peers in other countries, to publish findings, and to share words, images, and videos with a worldwide audience—even to talk to one another in real time.

Lack of timely educational resources about other parts of the world was once a major constraint on teaching about the world. Today's students can tap into free, relevant information and networks from around the world; but at the same time they need to learn critical-thinking skills to assess the wealth of global information that can be found online. Online courses can allow students access to languages or other internationally focused courses that are not available in their local school district. And Internet-based, classroom-to-classroom projects, which allow students to learn *with*, not just *about*, their peers in other countries, are a forerunner of what one day will become truly global classrooms. These learning opportunities made possible through technology are powerful for all students but are especially valuable in rural areas, where global connections or local diversity may be limited.

• Expand learning time to give students more time and support to achieve global skills. Although we live in an interconnected world, many of America's disadvantaged young people are disconnected. Studies show that many young people from low-income communities never travel more than a few miles outside their neighborhood. We now realize that some young people need more learning time and support to reach the goals of schooling and that we need to look at the school day and school year very differently.

According to the Afterschool Alliance (www.afterschoolalliance.org), informal learning programs, such as after-school, before-school, and summer programs that take place in a wide range of settings—including

schools, community-based and faith-based organizations, cultural institutions, and museums—now serve more than 6.5 million children. The after-school environment offers many ways to promote global skills. Its traditions of project-based learning can engage young people in learning about world issues; field trips can turn local communities into living museums of local-global connections; and involving families can expose young people to the diverse cultures in their communities and around the world through exploring identity, heritage, and universal cultural pursuits. For older students, programs can provide a voice and an opportunity to develop leadership skills by allowing them to take action on issues of local or global relevance or learn about international options for college or future careers.

Most important, after-school and summer programs can help to extend global literacy opportunities to young people who might be unable to access them otherwise. They can expand horizons—from the neighborhood to the world (Asia Society, 2009a).

• Expand student experiences through internationally oriented travel, service learning, internships, and partnerships and exchanges with schools in other countries. Whether the experience consists of a week of living in a home and attending school classes, or a summer, semester-, or year-long foreign exchange program, living abroad can be life altering, bringing new perspectives, increased intercultural awareness, tolerance, and confidence in dealing with other people (AFS Intercultural Programs, 2008). School partnerships or exchanges, in which a school develops a long-term relationship with a school or schools in another part of the world, are increasing in number and bring added benefits as they enable both U.S. and international students and teachers to participate in regular exchanges, real or virtual, and deepen understanding on both sides.

Many schools value the academic and social benefits of service learning. When it is integrated into courses in a globally oriented school, service learning can also help students see the connections between their local actions and global issues. Finally, internships in local companies

or nonprofit organizations can both allow students to apply academic skills to the workplace context and give students insight into growing global interconnectedness.

*Going Global: Preparing Our Students for an Interconnected World*, a report of the Asia Society (2008), provides further concepts and examples for each of these elements, drawn from more than 70 schools in places as different as Vermont, West Virginia, North Carolina, Texas, Florida, Kansas, Wisconsin, and Oklahoma. The ways in which individual schools harness community resources to link the local to the global demonstrate that teaching and learning about the world is within reach of every type of school. Other approaches and best practices are being collected and shared through the Partnership for Global Learning, a national network of educators dedicated to ensuring that our students are prepared for work and citizenship in an interconnected world (see www.asiasociety.org).

## Going to Scale: The Role of States

Across the United States, hundreds of innovative efforts are under way in schools and local districts to add global content and connections. But as encouraging as these efforts are, they are islands of excellence. How can we get all of our students globally ready? For this we will need state and national action to take these approaches to scale.

States are critical to creating internationally oriented school systems. State governments increasingly understand the need for an internationally competitive workforce, recognizing that they are no longer competing with the state next door but with countries around the world. More than 25 states have participated in the States Network on International Education in the Schools, in partnership with the Asia Society and the Longview Foundation. They are beginning to put in place a series of steps to raise awareness about the importance of global knowledge and skills; build leadership among education, business, and political leaders; and create policies and programs that will introduce these new skills. A report by the Council of Chief State School Officers (2008), *Putting the World into World-Class Education*, reviews these developments and proposes a set of recommendations to give *all* students access to a

world-class, globally oriented education. The report recommends that each state take stock of its existing efforts and create a framework for systemic change beginning in the elementary grades and extending through high school. The framework should include the following elements:

• Redefining high school graduation requirements to include global knowledge and skills. Every state should include global competence in its overall recasting and modernizing of high school graduation requirements. Requirements should include world languages and assessment of international knowledge and skills across the curriculum. As they redesign middle and high schools to ensure that all students graduate with the skills needed for success in the 21st century, states should consider creating internationally themed schools to act as models and professional development centers.

• International benchmarking of state standards. Across the globe, countries are increasing their high school and college graduation rates, increasing their achievement in math and science, and expanding students' global knowledge and skills. States need to learn about education practices in other high-performing and rapidly improving countries and use the best of what has been observed to help us continue to grow and improve. States should review their curriculum standards and statewide assessments to ensure that they include global knowledge as well as the analytical, higher-order thinking, and cross-cultural communication skills that students will need to face the challenges of a changing world.

• Making world languages a core part of the curriculum from grades 3 through 12. States need to create a long-term plan to expand their capacity in world languages and build on effective approaches to language learning, including starting early and creating longer sequences of study, using more immersion-like experiences; focusing on proficiency rather than seat time; and harnessing technology (such as online language courses). High-quality alternative certification routes should be created to speed up the production of language teachers from heritage communities and enable the development of programs in less commonly taught languages, such as Chinese and Arabic.

• Increasing the capacity of educators to teach the world. Teachers who are being prepared for the learning environments of tomorrow need greater knowledge of the world. States need to work through their teacher certification mechanisms and, with their institutions of higher education (which are themselves becoming more global), to internationalize teacher preparation programs (Longview Foundation, 2008). States should reexamine professional development for teachers in light of the new global context and encourage international experiences for both prospective and practicing educators.

• Using technology to expand global opportunities. The 21st century is both global and digital, and technology is perhaps our biggest asset in internationalizing education. State technology offices should encourage the use of information sources from around the world, help teachers engage in classroom-to-classroom collaborations to connect students with international peers, expand opportunities for students to take internationally oriented courses and world languages online, and promote student-created international projects on the Web.

## The National Challenge

The speed of change around the world creates urgency for action at every level. Graduating the next generation of students prepared for the challenges of a diverse, globally interconnected world is a national imperative, not just a state or local one. For 50 years, the federal government has played an important role in fostering foreign language and area studies expertise at the postsecondary level; however, in the 21st century, knowledge of the world is no longer a luxury for a small group of experts but a requirement for any educated person. As the Obama administration and Congress consider the reauthorization of federal funding for elementary and secondary education, a new federal-state-local partnership could make access to an internationally competitive, world-class education and graduating globally competent citizens a national priority. Five areas of investment should help to create 21st century learning environments (Asia Society, 2009b):

• Providing states with incentives to benchmark their educational systems and standards against other countries so that school leaders can understand the changing global skill set and share best practices from around the world.

• Supporting initiatives to redesign middle and high schools to raise high school graduation rates and transform secondary schools for the 21st century in order to create college-ready and globally competent graduates.

• Investing in our education leaders' and teachers' knowledge of the international dimensions of their subjects to modernize our education workforce.

• Building national capacity in world languages from kindergarten through college by offering incentives to begin learning languages in elementary school, promote online language learning, and recruit and train language teachers from our diverse linguistic communities.

• Expanding federal programs that support the engagement of U.S. students with the rest of the world in order to better prepare our students and strengthen America's image abroad.

## Concluding Thoughts

What would a truly modern 21st century learning system look like? What would I hope for my grandchildren? I would like to see a day when our students' education is not bound by the four walls of a school but can be as wide as the world:

• When learning languages and cultures begins in the elementary years and can continue anywhere, anytime, through online learning.

• When all our secondary students have access to courses on global issues, whether in science, economics, or the arts.

• When every school in the United States has ongoing partnerships with schools in other parts of the world, enabling students to learn through real or virtual exchanges with their international peers.

- When prospective teachers have the opportunity to study abroad—to ki   e their own excitement about other cultures so that they can fos-ter the same curiosity in their students.

- When school leaders, like business leaders, share best practices from around the world, continuously benchmarking their own schools against international standards.

In short, every school would open every student's eyes to the complexity, opportunity, and challenges of a globalized world and equip students with the competence to succeed and to lead in this new era.

Given political will and some focused resources, I believe that educators can rise to these challenges. Doing so not only will make us more successful and innovative in the global economy, but also will lay an important foundation for peace and a shared global future.

# WESTPORT PUBLIC SCHOOLS

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To:        Members of the Board of Education

From:      Elliott Landon

Subject:   School System Priorities and Goals, July 1, 2011-June 30, 2012

Date:      October 11, 2011

Please find appended to this memorandum the latest draft documents of "School System Priorities: July 1, 2011-June 30, 2012," and the related Goals, Objectives and Action Plans that are consistent with the "Priorities" listed.

The Goals, Objectives and Action Plans reflect the discussions in which the Board was engaged with regard to this matter at our meetings of August 15, September 12 and September 26.

We will have the opportunity to discuss these documents once again at our meeting of October 11. The Board may elect to vote to finalize these draft documents at that meeting.

# SCHOOL SYSTEM PRIORITIES: July 1, 2011-June 30, 2012

**GOAL I.** **Continuous Improvement in Curriculum, Instruction and Assessment**

   I.1. Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.

   I.2. Evaluate the effectiveness of the elementary and middle school programs for gifted students.

**GOAL II.** **Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion**

   II.1. Develop a plan for the creation and design of prioritized capital projects that anticipates a five year need.

**GOAL III.** **Manage the schools in an efficient and cost effective manner while maintaining and improving the quality of educational programs**

   III.1. Seek long-term and permanent restructuring of all services and functions, wherever possible, including but not limited to instructional and support services, to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of services more efficiently.

   III.2. Assess, both anecdotally and with data points, the cumulative effect of budget modifications that may have impacted instructional programs.

   III.3. Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.

**GOAL IV.** **Maintain appropriate Board policies aligned with educational goals and sound educational practices**

   IV.1. Develop a visionary strategic plan that will enable all students to meet the challenges of the 21$^{st}$ century.

   IV.2. Ensure that Board of Education goals and related action plans are producing desired effects.

**GOAL V.** **Staff the school system with the highest quality of staff in all employment categories**

# BOARD OF EDUCATION GOALS, OBJECTIVES AND ACTION PLANS: 2011-12

## I.    STUDENT ACHIEVEMENT

> **GOAL: Continuous Improvement in Curriculum, Instruction and Assessment**

**Objective 1.** <u>Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.</u>

## Action Plans

- Review the Social Studies Curriculum, 6-8, and design backwards, where appropriate, to reflect and complement the new 9th grade Global Themes course. (October 2011)

- Evaluate the Singapore Math Program, K-grade 2, as a precursor to recommending next steps for implementation in grades 3-5 and re-structuring of the 6th grade mathematics program. (May 2012)

- Continue the re-alignment of all science courses with the Connecticut State Frameworks, with a special emphasis on science inquiry, K-grade 8.

- Continue to explore Science Research Opportunities in grades 6-8.

- Explore expansion of the efforts in differentiated writing challenges in English at all middle school grade levels.

- Implement and evaluate the success of Fundations in Kindergarten – Grade 3. (May 2012)

- Evaluate the K-5 Social Studies curriculum in terms of the Connecticut State Frameworks, proposed modifications to the 6-8 Social Studies curriculum, and the implementation of the 9th Grade Global Themes course.

- Continue to evaluate the World Language program, grades 7-12. (December 2011)

- Examine the feasibility of offering an elective course leading to CPR certification at Staples. (December 2011)

- Explore modifications to the English and science programs at the middle school level to develop initiatives to provide greater challenges to students who may demonstrate extraordinary talents in these areas of study.

- Review and make recommendations concerning the numbers of credits required for graduation from Staples High School in the areas of science and mathematics, as well as the distribution of credits within the existing 25 credit requirement. (June 2012)

- Develop a five year strategic technology plan for curriculum and instruction to include potential modifications to infrastructure, integration of student personal technology into district programs, estimated purchasing requirements and re-allocation of resources. (January 2012)

| **GOAL: Continuous Improvement in Curriculum, Instruction and Assessment** |
|---|

- Report bi-monthly to the Board of Education on the progress being made with Westport Education 2025: Meeting the Global Challenge, including recommendations for modifying curriculum, programs and assessments consistent with the goals of the project.

**Objective 2.** Evaluate and enhance the effectiveness of the elementary and middle school programs for gifted students.

**Action Plans**

- Prepare an interim report as follow-up to the May 2011 recommendations concerning improvements to the Program for the Gifted (August 2011)

- Workshop Curriculum Committee to meet from September-November to develop recommendations to improve and enhance the Program for the Gifted

- Building administrators to be trained in the processes of identifying gifted students.

- Professional development activities for teachers of the gifted and regular classroom teachers to be prepared to enhance their skills in working with children identified as gifted

- Singapore Math Curriculum to be examined for its impact on the grades 3-5 Program for the Gifted. (December 2011)

- The Program for the Gifted to be reviewed in the context of the goals of the *Westport Education 2025* initiative. (December 2011)

- Present a final report to the Board of Education, with budgetary recommendations if necessary, to enhance and improve the existing Program for the Gifted. (December 2011)

## II.   FACILITIES

**GOAL:  Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion**

**Objective 1.**  Develop a plan for the creation and design of prioritized capital projects that anticipates a five year need.

### Action Plans

- Include in the December 2011 preliminary budget meeting with the Board of Finance discussions of major budget assumptions, projected plans related to multi-year anticipated capital projects, and the re-establishment of a capital non-recurring fund.

- Designate a specific Board of Education budgetary workshop in January 2012 to discuss capital projects and strategies for implementation, including establishing and re-establishing priorities, methods of presentation, and positioning of the projects.

- Expand budget discussions at joint January 2012 meeting of Board of Education/Board of Finance to include prioritized multi-year projected essential capital projects as determined by the Board of Education.

## III. FISCAL MANAGEMENT

> **GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs**

**Objective 1.** Seek long-term and permanent restructuring of all services and functions, wherever possible, including but not limited to instructional and support services to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of services more efficiently.

### Action Plans

• Review and make recommendations, where appropriate, for long-term restructuring to establish permanent budgetary savings without diminishing services or adversely impacting programs.

**Objective 2.** Assess, both anecdotally and with data points, the cumulative effect of budget modifications that may have impacted instructional programs.

### Action Plans

• Provide Board of Education with interim reports, as needed.

• Re-evaluate the impact of reductions in transportation costs upon bus scheduling at the elementary level as it relates to school start times and develop recommendations to the Board of Education for modifications, if necessary, no later than December 2011.

**Objective 3.** Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.

### Action Plans

• Continue to work collaboratively with agents of the Town of Westport to locate areas of potential consolidation of services that will result in greater efficiencies and cost savings for the taxpaying residents of the Town of Westport and report to the Board of Education upon progress as part of each quarterly financial statement.

• Work collaboratively with elected representatives at the local and state levels to generate cost efficiencies by locating in-Town governmental or other appropriately zoned properties on which to permanently house and maintain school buses for transporting Westport students.

## IV. BOARD OF EDUCATION EFFECTIVENESS

> **GOAL:** Maintain appropriate Board policies aligned with educational goals and sound educational practices.

**Objective 1.** Develop a visionary strategic plan that will enable all students to meet the challenges of the 21st century.

### Action Plans

- Review existing curriculum to ensure the incorporation of 21st century skills for all students

**Objective 2.** Ensure that Board of Education goals and related action plans are producing desired effects.

### Action Plans

- Align Board of Education goals and related action plans to the BOE/Superintendent's jointly-developed Superintendent's performance objectives

- Provide opportunities for the Board of Education to engage in self-evaluation. (December 2011)

- Develop schedules of formal visitations by Board of Education members to each of the school system's schools. (December 2011)

- Establish an orientation program for all newly-elected members of the Board of Education for December 2011 or January 2012.

- Create a summary template to guide informational presentations to the Board of Education. (October 2011)

**Objective 3.** Examine the annual school calendar approval process for the purpose of structuring a standardized formula to guide its development.

- Establish a fixed policy to guide the creation of the school calendar on an annual basis. (December 2011)

## V.   HUMAN RESOURCES

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**GOAL:  Staff the school system with highest quality teachers, administrators and staff.**

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**Objective 1.** Maintain the highest quality of staff in all employment categories.

**Action Plans**

- Evaluate the PDEP process to determine that the evaluative procedures, performance indicators, and standards and procedures for setting teacher goals are producing the desired results of the retention of the highest quality staff and ensuring that all students are equipped with globally competitive learning skills.

- Incorporate the vision of the Board into all PDEP goals by aligning PDEP goals with the incorporation of 21$^{st}$ century skills into instructional practice

- Structure the professional development program for teachers and administrators so that it encompasses the incorporation of 21$^{st}$ century skills into classroom practice

- Ensure that professional development programs for administrators related to supervision and evaluation reflect an emphasis on the incorporation of 21$^{st}$ century skills for students into classroom practice.

- Expand recruitment and selection efforts with colleges and universities, employment job fairs, and other sources of employee availability.

- Perform exit interviews with all departing employees to improve and enhance the working environment to attract and retain the highest quality employee.

# WESTPORT PUBLIC SCHOOLS

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To:        Members of the Board of Education

From:      Elliott Landon

Subject:    Budget Calendar/2012-13 School Budget

Date:      October 11, 2011

Appended to this memorandum may be found a proposed calendar prepared by Nancy Harris concerning preparation of the budget of the Board of Education for the 2012-13 school year. It is similar to the budget calendars adopted by the Board in previous years.

The budget calendar provides for the first public presentation of the Superintendent's proposed budget on Tuesday, January 3; one all-day budget meeting on Friday, January 6 at the Westport Public Library; and, additional budget-related meetings scheduled for Monday, January 9; Tuesday, January 17; Monday, January 23; and, Monday, January 30. It also provides for several meetings with the Board of Finance, one on Monday, December 5 and a second on Tuesday, January 17, consistent with our practices of the past.

This budget calendar provides for delivery of the Superintendent's proposed budget to the Board of Education on Tuesday, January 3, 2011. Because of the shortened holiday week immediately preceding our first budget meeting and the resultant inability of the Business Office to fully review the budget proofs and receive the completed document from the printer in a fashion that will permit delivery to the Board, it will not be possible to deliver the final document to the Board before Tuesday, January 3. The first Board of Education meeting in January 2011, therefore, is scheduled for Tuesday, January 3.

## ADMINISTRATIVE RECOMMENDATION

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a budget calendar for the preparation of the 2012-13 school budget, said calendar to be appended to the Minutes of the meeting of October 11, 2011.**

# WESTPORT PUBLIC SCHOOLS
## PROPOSED BUDGET CALENDAR FOR FISCAL YEAR 2012-2013

| | |
|---|---|
| October 25, 2011 | Superintendent holds budget discussion with Principals and distributes forms and Handbook to Administrators |
| Oct – Nov, 2011 | Administrators work with staff to develop budget plan(s) |
| November 18, 2011 | Administrators submit budget plans, Pentamation input and required forms to Assistant Superintendent for Business. Request Narrative from Administrators |
| Nov 29 & Nov 30, 2011 | Superintendent and TSO Administrators meet with Cost Center Administrators to review budget requests (Agenda in Handbook) |
| Dec 5, 2011 | Board of Ed meets with Board of Finance (BOF) for preliminary budget discussions including major budget assumptions (such as enrollment, capital projects etc.) |
| December 13, 2011 | Superintendent and TSO Administrators meet with Cost Center Administrators to review budget requests (Room 307/309 12:30 – 4:00 pm) |
| January 3, 2012 | **Superintendent's Proposed Budget distributed to Board of Ed** |
| January 3, 2012 | Board of Education Meeting – Superintendent presents Budget |
| January 6, 2012 | Board of Education Meeting – Budget Discussions (all day meeting beginning 8:30 am) McManus Room, Westport Public Library |
| January 9, 2012 | Board of Education (Regular Meeting) – Budget Discussions |
| January 17, 2012 | Board of Education (Regular Meeting) – Budget Discussions Proposed Board of Education/Board of Finance Joint Budget Meeting – Insurance and Capital Projects |
| January 18, 2012 | Superintendent meets with Cost Center Administrators re Budget (Room 307/309 at 2:00 pm Principals Meeting) |
| January 23, 2011 | Board of Education (Regular Meeting) – Budget Discussions |
| January 30, 2012 | Board of Education (Regular Meeting) – Budget Discussions |
| February 6, 2012 | **Board of Education (Regular Meeting) – Board Approves Budget Submission** |
| February 13, 2012 | Board of Education Submits Budget Request to Town of Westport |
| March 2012 | Board of Finance Meeting – Budget Workshops *(dates determined by BOF)* *February school vacation – February 20-24* |
| March 2012 | Board of Finance Meeting – Acts on Board of Education Budget *(dates determined by BOF)* |
| April 9, 2012 | Board of Education (Regular Meeting) – Determine need for restoration request |
| April 2012 | Representative Town Meeting (RTM) – Budget Workshops with Sub Committees *(dates determined by RTM)* Restoration request as needed *April school vacation – April 16-20* |
| May 2012 | Representative Town Meeting (RTM) – Adopts Budget *(dates determined by RTM)* |
| April/May 2012 | Board of Education (Regular Meetings) - Develops 2012-2014 Goals & Objectives |
| May/June, 2012 | **Board of Education (Regular Meetings) – Adopts 2012-2013 Budget** |

Revised 10-4-11