

# Grade 5: Analyze Influences/ Alcohol & Drugs

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle.</li> <li>Students will demonstrate the ability to analyze the various influences on health behaviors in order to promote a healthy lifestyle.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>SHAPE 1. Use functional health information to support health and well-being of self and others.</li> <li>SHAPE 2. Analyze influences that affect health and well-being of self and others.</li> <li>SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.</li> </ul> | <i>Transfer</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students will be able to independently use their learning to <b>make informed decisions in order to lead a healthy lifestyle.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Meaning</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>there are many internal/external factors that can influence any decision a person makes about their health.</li> <li>even though a person may feel pressured to make a certain decision, everyone has the power to make their own decisions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Do your friends and family influence your decisions about alcohol and drugs?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Acquisition</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Students will know...</p> <ul style="list-style-type: none"> <li>that there are differences between medicinal and non-medicinal drug use (ATOD).</li> <li>that correct use of medicine can have benefits to the body.</li> <li>that taking medicines incorrectly can have harmful effects and risks.</li> <li>that misusing drugs or medicines can cause addiction and affect a person physically, socially, and emotionally.</li> <li>that inhalants are items that have harmful vapors that can be breathed in and have toxic reactions in the body.</li> <li>that there are many benefits of not using ATOD (physical, social, emotional, legal, financial).</li> <li>that there are many internal/external influences in life that may impact your choices to use (morals/values, curiosity, family, friends, culture, etc...).</li> <li>that other people around you can pressure you</li> </ul> | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>identifying and analyzing external factors (media, parents, ethnic, legal, peers, geographic, societal, technology).</li> <li>identifying and analyzing internal factors (curiosity, interests, desires, fears, likes/dislikes).</li> <li>determining a variety of influences as appropriate.</li> <li>following the school rules for taking medicine while at school.</li> <li>identifying the signs and behaviors of AOD use and report them to an adult if you see them.</li> <li>employing the different ways to refuse ATOD.</li> <li>encouraging others not to use ATOD.</li> </ul> |

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|                                        | <p><i>positively or negatively to use or not to use ATOD.</i></p> <ul style="list-style-type: none"> <li>• <i>that making the decision to stay drug free has many benefits for your whole life.</i></li> </ul> <p><u><i>vocabulary:</i></u> <i>refusal skills, peer pressure, influences, medicine vs. drug, inhalants, consequences</i></p> |                                                                                                                                                                                                                                                     |
| <b>Content Area Literacy Standards</b> |                                                                                                                                                                                                                                                                                                                                              | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                               |
| not applicable                         |                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <i>reason effectively</i></li> <li>• <i>make judgments and decisions</i></li> <li>• <i>be self-directed learners</i></li> <li>• <i>be flexible</i></li> <li>• <i>use and manage information</i></li> </ul> |

| Stage 2 - Evidence         |                            |
|----------------------------|----------------------------|
| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                        |                                |
|------------------------------------------------|--------------------------------|
| Summary of Key Learning Events and Instruction |                                |
|                                                |                                |
| <b>Language Arts Integration</b>               | <b>Mathematics Integration</b> |
|                                                |                                |
| <b>Technology Integration</b>                  | <b>District Materials</b>      |
|                                                |                                |