

Grade 2: Advocacy/Alcohol, Tobacco, & Drugs

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - SHAPE 8. Advocate to promote health and well-being of self and others.	<i>Transfer</i>	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - advocating to their friends and family to be healthy will improve everyone's health. - there are a variety of ways to persuade other people to make healthy decisions.	ESSENTIAL QUESTIONS Is it important to tell others about how to stay healthy?
	<i>Acquisition</i>	
	Students will know... - that that a drug is a harmful substance that changes how the body works. - that it is dangerous to taste, sniff or swallow an unknown or harmful substance. - that children should always get medicine from an adult and follow the guidelines. - that tobacco products are cigarettes, chew/smokeless tobacco, and e-cigarettes. - that tobacco products hurt your lungs and other body parts. - that tobacco products are hard to quit using. - that people that use tobacco are not bad people and most people do not use these products. - that smoke from tobacco products is harmful for others to breathe. - that all tobacco products contain nicotine, which hooks people to use repeatedly. <u>vocabulary:</u> advocate, medicine, drug, addictive,	Students will be skilled at... - identifying harmful substances that look like drugs or tobacco. - encouraging a family member or friend not to use tobacco - describing the short- and long-term effects of using tobacco, including addiction. - explaining rules for safe use of medicines and household products, including those that can be inhaled.

	<i>nicotine, inhaled, e-cigarettes, smokeless tobacco</i>	
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>be flexible</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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