



Science Behind Drugs: Foundations Grades: 4th and 5th

National Health Education Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health

Standard	Definition	Example
Standard 1.5.1	Describe the relationship between healthy behaviors and personal health	Students will learn three coping skills to deal with stress. Positive self-talk, counting and controlled breathing will be discussed and practiced.
Standard 2.5.3	Identify how peers can influence unhealthy behaviors	Students explore scenarios with peer pressure and will work in small groups to practice refusal skills. REAL: refuse, explain, avoid and leave

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard	Definition	Example
Standard 2.5.3	Identify how peers can influence unhealthy behaviors	Students explore scenarios with peer pressure

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard	Definition	Example
Standard 4.5.2	Demonstrate refusal skills that avoid or reduce health risks	Students will work in small groups to practice refusal skills. REAL: refuse, explain, avoid and leave.
Standard 4.5.4	Demonstrate how to ask for assistance to enhance personal health	Students will identify healthy and unhealthy situations, identify trusted adults and how to ask for help.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard	Definition	Example
Standard 5.5.1	Identify health-related situations that might require a thoughtful decision	Students will work in small groups to explore different drugs and using those drugs might impact a young person's brain and body
Standard 5.5.2	Analyze when assistance is needed in making a health-related decision	Students will work in small groups to identify sunny, cloudy and stormy situations and when to ask for help
Standard 5.5.4	Predict the potential outcomes when making a health-related decision	Students will work in small groups and predict outcomes if a person was to use alcohol or marijuana in the context of scenarios
Standard 5.5.5	Choose a healthy option when making a decision	When faced with a peer pressure scenario including alcohol or marijuana, students will choose a healthy option when making a decision not to use

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard	Definition	Example
Standard 7.5.3	Demonstrate a variety of behaviors to avoid or reduce health risks	Students will learn how to read medicine labels and to seek adult assistance when using any medication. Students will learn reasons to avoid using cigarettes or e-cigarettes. Students will learn refusal skills to use in peer pressure situations. Students will understand that abusing household objects as inhalants can damage the brain and body

ISBE Health Standards

Standard 22 B: Describe and explain the factors that influence health among individuals, groups, and communities.

Standard	Description	Example
Standard 22.B.2a	Describe how individuals and groups influence the health of individuals (e.g. peer pressure, media, advertising)	Students will explore peer pressure scenarios and apply refusal skills to age appropriate situations

Standard 23 A: Describe and explain the structure and functions of the human body systems and how they interrelate

Standard	Description	Example
Standard 23.A.2a	Identify basic body systems and their functions (e.g. circulatory, respiration, nervous)	Students will explore the functions of the circulatory, nervous and respiratory systems

Standard 23 B: Explain the effects of health-related actions on the body systems

Standard	Description	Example
Standard 23.B.2a	Differentiate between the positive and negative effects of health-related actions on body systems (e.g. drug use, exercise and diet)	Students will explore possible impacts alcohol, medicines, marijuana, inhalants and nicotine can have on the brain and body

Standard 23 D: Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness

Standard	Description	Example
Standard 23.D.2a	Locate, identify, and describe functions of the basic parts of the brain	Students will explore different parts of the brain to better understand the effects of drug use on the brain and body

Standard 24 C: Demonstrate skills essential to enhancing health and avoiding dangerous situations

Standard	Description	Example
Standard 24.C.2	Describe situations where refusal skills are necessary (e.g. pressure to smoke, use alcohol and other drugs, join gangs, physical abuse and exploitation)	Students will work in small groups to practice refusal skills. REAL: refuse, explain, avoid and leave in age appropriate scenarios.

ISBE Social Emotional Learning Standards

Standard 1 A: Identify and manage one's emotions and behavior

Standard	Description	Example
Standard 1A.2a	Describe a range of emotions and the situations that cause them	Students will explore how stress and other emotions of adolescence can contribute to unhealthy choices.
Standard 1A.2b	Describe and demonstrate ways to express emotions in a socially acceptable manner	Students will practice using refusal skills in an effective manner. In addition, students will learn and practice coping skills to manage stress.

Standard 3 A: Consider ethical, safety, and societal factors in making decisions

Standard	Description	Example
Standard 3A.2b	Demonstrate the knowledge of how social norms affect decision making and behavior	Students will explore how peer pressure and social norms can impact their decision making, therefore they need to have a plan when faced with situations involving drug use.

Standard 3 B: Apply decision making skills to deal responsibly with daily academic and social situations

Standard	Decision	Example
Standard 3B.2b	Generate alternative solutions and evaluate their consequences for a range of academic and social situations	Students will identify healthy and unhealthy situations, identify trusted adults and how to ask for help. Students will work in small groups and predict outcomes if a person was to use alcohol or marijuana in the context of scenarios.