



Science Behind Drugs: Decisions Grades: 8th

National Health Education Standards

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

Standard	Definition	Example
Standard 1.8.2	Differentiate between proper use and abuse of prescription medicines	Students will learn about Esmeralda, a student that began abusing prescription medications to deal with stress at home.
Standard 1.8.5	Summarize the negative consequences of using alcohol and other drugs	Students apply knowledge of negative consequences of drug through small group activities and completing decision making trees about use
Standard 1.8.8	Explain why using alcohol or other drugs is an unhealthy way to manage stress	Students will learn about Esmeralda, a student that began abusing prescription medications to deal with stress at home.
Standard 1.8.9	Explain school policies and community laws about alcohol and other drugs	Students will learn about social hosting laws in IL and how their decisions can impact their parents.
Standard 1.8.10	Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use	Students will look at consequences characters in the class face with alcohol use at a party. In addition, they will explore polydrug use of alcohol and marijuana and alcohol and opioids.
Standard 1.8.11	Determine the benefits of being alcohol- and other drug-free	Students will look at the benefits of decisions to not use alcohol or drugs through completing decision trees in small groups for age appropriate scenarios.
Standard 1.8.12	Describe positive alternatives to using alcohol and other drugs	Students will learn positive coping skills such as how smiling, laughing and creative visualization can release endorphins.

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

Standard	Definition	Example
Standard 2.8.5	Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors	Through storytelling, students learn how some of our characters engage in risky behaviors through alcohol and marijuana use.
Standard 2.8.8	Analyze how relevant influences of media and technology affect alcohol and other drug use practices and behaviors	Students will apply knowledge to create a Snapchat story of how posting pictures on social media of drug use behaviors can impact goals
Standard 2.8.9	Analyze how relevant influences of peers affect alcohol- and other drug-use practices and behaviors	Through different small group activities and storytelling, students will discover how peers can influence drug use behavior and use decision making trees to see how decisions to use can impact goals

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health

Standard	Definition	Example
Standard 3.8.4	Describe situations that call for professional alcohol- and other drug-use treatment services	Through storytelling, students will learn how talking with a trusted adult when you suspect someone you know or if you are in a situation where there is

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 4.8.3	Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs	Students will look at a scenario of how to handle a situation where a peer comes to pick them up and they have been drinking

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

Standard	Definition	Example
Standard 5.8.2	Determine when situations related to alcohol and other drug use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).	Students will analyze risks and benefits for making a decision to be alcohol or drug free in a scenario about alcohol use and if they should get into a car when a peer has been drinking
Standard 5.8.4	Explain how family, culture, media, peers and personal beliefs affect a decision related to alcohol and other drug use	Students will look at a variety of scenarios where influences play a part in decision making to use alcohol, vaping or marijuana
Standard 5.8.6	Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use.	Students will explore healthy and unhealthy consequences if one of the characters chooses to drink at a party.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health

Standard	Description	Example
Standard 6.8.3	Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.	Students will look at how the goals of the characters can be impacted by choosing to use alcohol or marijuana

ISBE Health Standards

Standard 22 A: Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

Standard	Description	Example
Standard 22.A.3a	Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances)	Students will explore coping strategies such as smiling, laughing and creative visualization to manage stress

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

Standard	Description	Example
Standard 23.B.3a	Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	Students will explore how alcohol, nicotine, marijuana and opioids will affect the brain and body

Standard 23 C: Describe factors that affect growth and development.

Standard	Description	Example
Standard 23.C.3a	Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	Students will look at risk factors, that can influence drug use behaviors and how those risk factors cause stress as they look at a scenario that involves opioid use

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

Standard	Description	Example
Standard 24.B.3a	Apply a decision-making process to an individual health concern.	Students will complete in small groups and individually a decision-making tree to in a scenario involving drug use

ISBE Social Emotional Learning Standards

Standard 1 C: Demonstrate skills related to achieving personal and academic goals

Standard	Description	Example
Standard 1C.3b	Analyze why one achieved or did not achieve a goal.	Students will look at how decision made by characters will impact their short and long-term goals

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

Standard	Decision	Example
Standard 3B.3b	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities	Students will look at different options by analyzing decisions to use in situations related to alcohol or marijuana use