

Too Good for Drugs Curriculum Correlations

Correlated with California Health Education
Content Standards and Benchmarks

Grade 3

Lesson One: *Go For Your Goal*

Objectives: The student will be able to:

- Define a goal.
- Recite 5 steps to use when going for a goal.
- Set a personal goal.
- Describe personal progress toward the goal.

Mental, Emotional, and Social Health

Standard 6: Goal Setting

The student will demonstrate the ability to:

3.6.M.10 Make a plan to help at home and show responsibility as a family member.

Personal and Community Health

Standard 6: Goal Setting

The student will demonstrate the ability to:

3.6.P.12 Set a short-term goal for positive health practices.

Lesson Two: *Your Magnificent Machine*

Objectives: The student will be able to:

- Discuss the functions of body organs: brain, heart, lungs, stomach, and liver.
- Discuss things the body needs to function well.
- Discuss things that damage the body: tobacco, alcohol, and other drugs.

Growth and Development

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.G.3 Identify major internal and external body parts and their functions.

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

3.2.G.4 Explain how individual behaviors, family, and school influence growth and development.

Personal and Community Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.P.3 Identify positive health practices that reduce illness and disease.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.P.15 Support others in making positive health choices.

Lesson Three: *Making My Day*

Objectives: The student will be able to:

- Define stress.
- Describe symptoms of stress.
- List at least three sources of stress.
- List at least five healthy ways to reduce stress.

Growth and Development

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

3.2.G.4 Explain how individual behaviors, family and school influence growth and development.

Mental, Emotional, and Social Health

Standard 3: Accessing Valid Information

The student will demonstrate the ability to:

3.3.M.6 Access trusted adults at home, school, and in the community who can help with mental, emotional, and social health concerns.

Standard 5: Decision Making

The student will demonstrate the ability to:

3.5.M.8 Describe effective strategies for coping with changes within the family.

Standard 7: Practicing Health-Enhancing Behaviors

The student will demonstrate the ability to:

3.5.M.11 Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in self and others.

Lesson Four: *Connect-a-Kid*

Objectives: The student will be able to:

- List ways that s/he is connected to the family, school, and community.
- Demonstrate ways to begin, continue, and end a conversation.

Growth and Development

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

3.4.G.7 Identify how to show respect for individual differences.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

3.1.M.3 Explain the benefits of positive relationships with family and friends.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

3.4.M.7 Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.M.13 Object appropriately to teasing of peers and family based on personal characteristics.

3.8.M.15 Demonstrate the ability to support and respect people with differences.

Lesson Five: *I-Messages*

Objectives: The student will be able to:

- Review feelings.
- Recite and effective communication formula: I feel _____ when you _____ because _____. I want _____.
- Discuss reasons for using I-messages.

Growth and Development

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

3.4.G.7 Identify how to show respect for individual differences.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
3.1.M.3 Explain the benefits of positive relationships with family and friends.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

3.4.M.7 Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.M.13 Object appropriately to teasing of peers and family based on personal characteristics.
3.8.M.15 Demonstrate the ability to support and respect people with differences.

Lesson Six: *Decision Making*

Objectives: The student will be able to:

- Review the stop and think decision-making model.
- Describe 4 more steps in the decision-making model: (1) Picture a positive outcome. (2) List choices and consequences. (3) Act out the best plan. (4) Now tell yourself how you did.
- Discuss decisions and consequences.

Growth and Development

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

3.2.G.4 Explain how individual behaviors, family, and school influence growth and development.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

3.4.G.7 Identify how to show respect for individual differences.

Standard 5: Decision Making

The student will demonstrate the ability to:

3.5.G.8 Examine why a variety of behaviors promote healthy growth and development.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

3.1.M.4 Discuss the importance of setting and the ways to set personal boundaries for privacy, safety, and expression of emotions.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.M.15 Demonstrate the ability to support and respect people with differences.

Personal and Community Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.P.3 Identify positive health practices that reduce illness and disease.

3.1.P.5 Describe how a healthy environment is essential to personal and community health.

Standard 6: Goal Setting

The student will demonstrate the ability to:

3.6.P.12 Set a short-term goal for positive health practices.

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.P.15 Support others in making positive health choices.

Lesson Seven: *Too Good for Alcohol*

Objectives: The student will be able to:

- Describe the negative effects of drinking alcohol on balance, vision coordination, speech, and thinking.
- Discuss the risks associated with underage drinking of alcohol.
- Demonstrate making good decisions about alcohol.

Growth and Development

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.G.3 Identify major internal and external body parts and their functions.

Mental, Emotional, and Social Health

Standard 5: Decision Making

The student will demonstrate the ability to:

3.5.M.9 Evaluate situations in which a trusted adult should be asked for help.

Personal and Community Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.P.4 Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning).

Standard 6: Goal Setting

The student will demonstrate the ability to:

3.6.P.12 Set a short-term goal for positive health practices.

Lesson Eight: *The Truth About Tobacco Advertising*

Objectives: The student will be able to:

- Describe the harmful effects of smoking cigarettes and cigars.
- Describe the social influence of advertising on decisions about smoking.
- Describe the actual incidence and prevalence of cigarette smoking.

Growth and Development

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.G.3 Identify major internal and external body parts and their functions.

Mental, Emotional, and Social Health

Standard 5: Decision Making

The student will demonstrate the ability to:

3.5.M.9 Evaluate situations in which a trusted adult should be asked for help.

Personal and Community Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.P.4 Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning).

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

3.2.P.7 Identify how culture, family, friends, and media influence positive health practices.

Standard 6: Goal Setting

The student will demonstrate the ability to:

3.6.P.12 Set a short-term goal for positive health practices.

Lesson Nine: *Peer Pressure*

Objectives: The student will be able to:

- Define peer pressure.
- Describe the effects of peer pressure on decision-making.
- Demonstrate ways to handle peer pressure: Say No, Ignore, Walk Away, A Better Idea.
- Describe the physical, social and mental effects of marijuana.

Growth and Development

Standard 8: Health Promotion

The student will demonstrate the ability to:

3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

3.1.M.3 Explain the benefits of positive relationships with family and friends.

Standard 3: Accessing Valid Information

The student will demonstrate the ability to:

- 3.3.M.6 Access trusted adults at home, school, and in the community who can help with mental, emotional, and social health concerns.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 3.4.M.7 Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 3.8.M.12 Promote a positive and respectful school environment.
3.8.M.13 Object appropriately to teasing of peers and family based on personal characteristics.
3.8.M.15 Demonstrate the ability to support and respect people with differences.

Lesson Ten: *Third Grade Game Show*

Objectives: The student will be able to:

- Review the concepts learned in Too Good for Drugs, Grade Three.
- Perform role-plays to demonstrate the decision to stay drug free.

Growth and Development

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 3.1.G.2 Recognize that there are individual differences in growth and development.
3.1.G.3 Identify major internal and external body parts and their functions.

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

- 3.2.G.4 Explain how individual behaviors, family, and school influence growth and development.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 3.4.G.7 Identify how to show respect for individual differences.

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 3.1.M.3 Explain the benefits of positive relationships with family and friends.

Standard 3: Accessing Valid Information

The student will demonstrate the ability to:

- 3.3.M.6 Access trusted adults at home, school, and in the community who can help with mental, emotional, and social health concerns.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 3.4.M.7 Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 3.8.M.12 Promote a positive and respectful school environment.
- 3.8.M.13 Object appropriately to teasing of peers and family based on personal characteristics.
- 3.8.M.15 Demonstrate the ability to support and respect people with differences.