

# Too Good for Drugs Curriculum Correlations

Correlated with Montana Standards for Health Enhancement

## Grade 3

### Lesson One: *Go For Your Goal*

**Objectives:** The student will be able to:

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

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

3. Explain how basic health information and resources are used in setting goals and decision making.
4. Set personal health goals and record progress toward achievement.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.

### Lesson Two: *Your Magnificent Machine*

**Objectives:** The student will be able to:

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

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
2. Describe the basic structure and function of the major human body systems, emphasizing growth and development.

4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

2. Access valid health information and resources.
3. Explain how basic health information and resources are used in setting goals and decision making.
5. Predict results of positive health decisions.

**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.

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

1. Identify problem-solving processes specific to health-related issues.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 4 students will:

3. Demonstrate healthy ways to express needs, wants, and feelings.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.

## 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.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 4 students will:

2. Demonstrate ways to communicate care, consideration, and respect of self and others.
3. Demonstrate healthy ways to express needs, wants, and feelings.

## 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.

### **Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

5. Predict results of positive health decisions.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 4 students will:

2. Demonstrate ways to communicate care, consideration, and respect of self and others.
3. Demonstrate healthy ways to express needs, wants, and feelings.

### **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.

## **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.

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

3. Explain how basic health information and resources are used in setting goals and decision making.

## **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.

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.

4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

2. Access valid health information and resources.

3. Explain how basic health information and resources are used in setting goals and decision making.

## **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.

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

2. Access valid health information and resources.

## **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.

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

1. Identify problem-solving processes specific to health-related issues.
3. Explain how basic health information and resources are used in setting goals and decision making.

## **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 4 students will:

3. Demonstrate healthy ways to express needs, wants, and feelings.
4. Demonstrate refusal skills.

## **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.

## **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.

## **Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 4 students will:

1. Describe relationships between personal health behaviors and individual well-being.

## **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 4 students will:

3. Explain how basic health information and resources are used in setting goals and decision making.
5. Predict results of positive health decisions.

## **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 4 students will:

4. Demonstrate refusal skills.

## **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 4 students will:

5. Demonstrate strategies to improve or maintain personal health.