



★  
Colorado  
Academic Standards

# Comprehensive Health



# Drug Prevention



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

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## Purpose of Comprehensive Health and Physical Education

"In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared." ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of "gym class" and "hygiene lessons." Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21<sup>st</sup> century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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<sup>1</sup> SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

<sup>2</sup> Centers for Disease Control and Prevention. What is Health Literacy. *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

## Prepared Graduates in Comprehensive Health and Physical Education

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

# Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

## **1. Movement Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **2. Physical and Personal Wellness**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

## **3. Social and Emotional Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **4. Prevention and Risk Management**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The four standards are organized across comprehensive health and physical education in the following manner:

### **Comprehensive Health standards:**

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

### **Physical Education standards:**

1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

## General Considerations for Health Education:

There has been a shift in the focus of health education instruction in the last few years. In the past, health education was very much focused on health knowledge. The current state of health education encourages comprehensive skills-based health education that addresses multiple behaviors through instruction that ensures that information is medically accurate and developmentally appropriate, while allowing students to have multiple opportunities to learn, practice, and reinforce their learning and skills to support transfer beyond the classroom. The essential health skills of accessing information, analyzing influences, decision making, goal setting, interpersonal communication, self-management, and advocacy are foundational component to the comprehensive health education standards. These standards ultimately focus on supporting healthy behaviors, life-long health, and wellness.

In revising the health education standards, the authors fully acknowledge that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the health education experience of students' PK-12 and are not intended to be a checklist, but are used to frame objectives for a standard and to provide guidance for teaching health concepts and skills. As part of the revision process, the committee identified the key health skills for each grade level expectation. This provides a specific skill focus across all grade levels.

It is important to note that local data and students' needs should drive the focus of the health education at the local level. With constantly changing health concerns regarding behaviors and drug use, it is up to the local communities to address their specific local needs regarding priority behaviors and drug use. The standards related to drug use prevention are intended to guide specific skills regarding the prevention of drug use. The specific drugs identified in the standards are not limiting, prioritized, or, comprehensive, and local schools and districts should identify their areas of focus on based on local data.



### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

### Evidence Outcomes

#### *Students Can:*

- Describe the dangers of using tobacco or non-prescribed marijuana.
- State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana.
- Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Determine the impact of tobacco and marijuana on the body's ability to function normally. (Professional Skills: Self-Advocacy)
- Explain how secondhand smoke impacts air quality. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Evaluate how effective communication skills enhance a person's ability to express wants and defend their beliefs. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

- Why do people choose to smoke when they know it is bad for them?
- Why is it important to be able to refuse something that you do not want?
- What might happen if I saw a friend pick up a cigarette and I didn't say anything...I just walked away?
- What can you do if someone is smoking and it is bothering you?

#### *Health Skills:*

- Interpersonal Communication
- Self-Management/Personal Responsibility





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

2. Identify safe and proper use of household products.

### Evidence Outcomes

#### *Students Can:*

- Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).
- Explain that taking medications incorrectly can be harmful, including vitamins.
- Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.
- Identify the dangers of edible marijuana or tobacco products.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explain the role of a pharmacist and how they protect individuals from unsafe substances or mistaken consumption of medications. (Entrepreneurial Skills: Inquiry/Analysis)
- Identify what new technologies are being developed to prevent unintentional poisoning. (Entrepreneurial Skills: Inquiry/Analysis)
- Examine why medicines must be used correctly in order to be safe and have maximum benefit. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

- What could happen if there were not any labels on medicines, foods, vitamins, or other household products?
- What are the warning symbols that indicate that a product or substance may be harmful? (e.g., poison, flammable, marijuana)
- How can you identify the intended purpose of a household product?
- How do you know the difference between food that is safe to eat and an edible tobacco or marijuana product?

#### *Health Skills:*

- Accessing Information





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

### Evidence Outcomes

#### *Students Can:*

- Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.
- Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.
- Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.
- Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use.
- Demonstrate the ability to assertively refuse an unwanted item.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Compare how drugs can be used for medicinal purposes and still be addictive and dangerous. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Explain how medical technology has identified the dangers of tobacco use. (Professional Skills: Use Information and Communications Technologies)
- Investigate how research has clearly established that tobacco has a variety of harmful effects on the body. (Professional Skills: Information Literacy)
- Demonstrate how to handle impulses and assertively refuse an unwanted item. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- How does tobacco affect the body?
- What are some of the things that could happen if I just “tried” to smoke a cigarette, or chew tobacco?
- Why are drug products that look like food products especially dangerous?

#### *Health Skills:*

- Decision-Making
- Interpersonal Communication





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Identify positive and negative uses for medicines.

### Evidence Outcomes

#### *Students Can:*

- Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems.
- Demonstrate the ability to read, understand, and follow labels such as those on common household medicines.
- Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins.
- Describe the steps to take if over-the-counter or prescription drugs are used incorrectly.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Investigate how other cultures treat common medical problems in different ways. (Civic/Interpersonal Skills: Global-Cultural Awareness)
- Explain why doctors, nurses, trusted medical websites, and pharmacists provide guidance on proper use of medications. (Professional Skills: Information Literacy)
- Summarize the effects of using medicines correctly and incorrectly. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- What could happen if I misread a medicine label?
- Is caffeine a harmful drug?
- If vitamins are good for me, why would I need to be careful when taking them?
- If someone in my family is sick and then I get sick with the exact same thing, can I take the same medication?
- Other than drugs and alcohol, what else can you be addicted to (e.g., technology, relationships)?

#### *Health Skills:*

- Accessing Information
- Self-Management/Personal Responsibility





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

2. Demonstrate the ability to use interpersonal communication skills to refuse or avoid using drugs (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- c. Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Demonstrate healthy interpersonal communication skills when conveying your personal health needs and wants. (Civic/Interpersonal Skills: Communication)
2. Explain how culture, media, and social pressures influence health behaviors and how you can resist the distractions. (Personal Skills: Perseverance/Resilience)
3. Identify the cause and effect relationship between drug use and making healthy decisions. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. Why is it important to know when to say “no,” even when it’s not popular?
2. Why is it important to know when to say “no,” even when it’s not popular?
3. Who or what impacts my ability to choose not to use drugs?
4. Why is it important for me to take personal responsibility for not using drugs?

#### *Health Skills:*

1. Interpersonal Communication
2. Analyzing Influences





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Demonstrate the ability to make good decisions about drug use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Identify sources of accurate information about the effects of alcohol, tobacco, and marijuana.
- b. Analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- c. Demonstrate a decision making process to make good decisions about the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- d. Describe the proper use of over-the-counter and prescription drugs.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore how technology has influenced credibility and availability of information. (Professional Skills: Information Literacy)
2. Identify key behavior associated with early mortality. (Entrepreneurial Skills: Inquiry/Analysis)
3. Compare and contrast varying cultural and religious beliefs surrounding alcohol and tobacco use. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify why making good health decisions requires the ability to evaluate reliable resources. (Professional Skills: Information Literacy)
5. Evaluate research on the benefits and harmful effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. What would advertising look like if the media wasn't allowed to omit relevant, but revealing negative information about their product?
2. Are over the counter drugs safer than prescription drugs?
3. How would tobacco use or exposure affect your ability to exercise or play sports?
4. Why might someone else who uses marijuana want others to do so as well?
5. If adults can legally drink alcohol, how can it be harmful?
6. Can your body system continue to operate with a malfunctioning part (e.g. liver)?
7. How do new technologies influence drug use?

#### *Health Skills:*

1. Accessing Information
2. Decision Making





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.
- Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Teens need to be able to evaluate the internal and external influences that are having the biggest impact on their choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
- It is important to address current trends of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

- How does alcohol and drug use affect the body and brain? (e.g., neurological processes)
- What does the latest research say about teen brain development and the impact it has on their choices?
- If everyone had the most accurate information available, would they still use marijuana, illegal drugs, prescription drugs, alcohol, or tobacco?
- What are the most powerful influences around a teen's decision to use alcohol or drugs?

#### *Health Skills:*

- Analyzing Influences





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Analyze the consequences of using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- Examine the social and economic, consequences of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- Explain how drugs are addictive (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Explain family rules, school policies, and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Explain how drugs alter the body and the brain (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Analyze the effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco on a person's ability to make decisions.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Identify research that identifies the impact of drug use on the brain during adolescents. (Entrepreneurial Skills: Inquiry/Analysis)
- Explore the social, emotional, and financial consequences to drug use and addiction. (Entrepreneurial Skills: Inquiry/Analysis)
- Drug abuse/misuse and addiction does not just impact oneself, but others in one's family, peer group, community, and society. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- Would drug abuse be such a prevalent issue if it did not have an addictive quality?
- What are the social, economic, cosmetic, and familial consequences of drug abuse?
- Why does someone become addicted?
- Why is the advertising of alcohol and tobacco so highly regulated, especially when it comes to youth?

#### *Health Skills:*

- Decision making
- Self-management / Personal Responsibility
- Access information





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Learning to respectfully and assertively communicate sets the foundation for healthy choices. (Professional Skills: Self-Advocacy)
2. Good decision making involves personal efficacy, accurate information, and skill development. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. Why is it important to be accountable for decisions about substance use?
2. What are effective ways to respond to situations where you want to say “no”?
3. What are effective ways to respond to situations where you want to say “no”?

#### *Health Skills:*

1. Interpersonal Communication
2. Self-Management/Personal Responsibility



### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Analyze influences that impact individuals' use or non-use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- Analyze potential risks and protective factors (e.g., personal, family, and peer) that could impact drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Determine situations that could lead to the drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Describe how mental and emotional health and life circumstances can affect the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Support groups exist to clarify, inform and support individuals who are influenced by addictive substances. (Professional Skills: Information Literacy)
- Current cultural fads that promise benefits (e.g. weight loss, performance enhancement, energy drinks, etc.) must be evaluated carefully before use. (Entrepreneurial Skills: Inquiry/Analysis)
- Understand that caffeine is a drug and is addictive. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

- How can depression, anxiety, and other mental problems influence a person's decisions related to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco?
- Why are marijuana, illegal drugs, prescription drugs, alcohol, and tobacco addictive?
- What does it take to overcome addiction to these substances?
- Is the teen brain more susceptible to addictions than the adult brain?
- What is the relationship between using drugs and alcohol and involvement in sexual activity?

#### *Health Skills:*

- Analyzing Influences



### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

2. Access valid sources of information about use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the validity of information, products, and services related to the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- b. Analyze the accuracy of images of use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco conveyed in the media, including advertisements.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Through varied technologies, there exists a proliferation of accurate and inaccurate health information. (Professional Skills: Use Information and Communication Technologies)
2. Identify community groups can provide a network of support for individuals trying to abstain from alcohol, tobacco, and other drug use. (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

1. How can you tell the difference between valid and invalid sources of information about alcohol, tobacco, and other drugs?
2. Why is it important to understand that media messaging has embedded values and points of view?
3. Should alcoholic beverage companies be allowed to sponsor athletic events? Why or why not?

#### *Health Skills:*

1. Accessing Information

### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

3. Demonstrate decision-making skills to be drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- Use a decision-making process to avoid using drugs in a variety of situations (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- Analyze choices about using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco and how these choices can affect friends and family.
- Develop personal plans to be and drug free.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explore how new technology have been developed to support recovery from addiction and drug overdose. (Entrepreneurial Skills: Creativity/Innovation)
- Analyze how creating a personal plan and setting goals can support healthy decisions. (Personal Skills: Initiative/Self-Directions)
- Describe why it is important to explore potential options and outcomes to a decision prior to making the decision. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

- Why should I care about being alcohol, tobacco, marijuana and drug free?
- Do you create situations or are you merely a participant in them?
- How do you express your values about other things to others which are firmly held intentions?
- How has technology impacted or changed drug use?

#### *Health Skills:*

- Decision-making



### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

1. Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze healthy alternatives to substance use.
- b. Predict the potential effects of an individual's substance abuse on others.
- c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs.
- d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.
- e. Describe the harmful effects of binge drinking.
- f. Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify the physical, financial, social, and psychological cost of addiction. (Professional Skills: Use Information and Communication Technologies)
2. Analyze why rules and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco products are based on the potential risks of drug and alcohol use. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Examine how marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco is related to the major causes of death, including driving a motor vehicle, and disease in the United States. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
4. Analyze the common indicators, stages, and influencing factors of addiction and chemical dependency. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
5. Analyze how knowledge about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco inform decision making related to personal wellness and the wellness of others. (Entrepreneurial Skills: Critical Thinking/Problem Solving)





*Inquiry Questions:*

1. Why does it matter whether or not I understand there are relationships between risky behaviors?
2. What could happen if I relied on substances to solve situational needs that confronted me (weight, trying to improve athletic performance, adrenalin rush etc..)?
3. Why is a person more likely to engage in risky behaviors when under the influence of alcohol or drugs than when sober?
4. What kinds of risks do people sometimes take when under the influence of alcohol or drugs?
5. How can a person's decision to use/abuse marijuana, illegal drugs, prescription drugs, alcohol, and tobacco affect other people (e.g., friends, families, strangers)?
6. What is the difference between physiological addiction and behavioral addiction?
7. How do cultural and social norms impact behavior surrounding binge drinking?
8. Is it responsible to experiment with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco in a responsible way?
9. How does genetic predisposition impact decisions surround marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco use?
10. What influences the abuse of prescription drugs?

*Health Skills:*

1. Analyze Influences
2. Decision Making



### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

2. Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Analyze how financial interests based in agriculture, lobbying, manufacturing and distribution support targeted marketing to maintain or increase sales of alcohol, tobacco, marijuana. (Professional Skills: Use Information and Communication Technologies)
- Evaluate how normal and daily socializing may present access to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Professional Skills: Use Information and Communication Technologies)

- Explore how society changes and new drugs are developed, knowledge and skills about drugs will need to be learned. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Analyze how culture, media and social pressures influence health decision-making related to marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Civic/Interpersonal Skills: CivicEngagement)
- Examine how effective decision-making, communication skills and accurate information about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can help people make healthy choices that benefit themselves and others. (Personal Skills: PersonalResponsibility)

#### *Inquiry Questions:*

- Why would I choose not to use marijuana, illegal drugs, abuse prescription drugs or, alcohol, and tobacco when it sometimes feels like "everyone is doing it"?
- How do I make the "right" decisions?
- How does the teen brain and the adult brain differ?

#### *Health Skills:*

- Analyzing Influences



### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

3. Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco.
- c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Evaluate why communication skills will need to change as communication technology changes. (Professional Skills: Use Information and Communication Technologies)
2. Identify how new technologies could be used to prevent drug use, abuse or injuries due to their use. (Entrepreneurial Skills: Creativity/Innovation)
3. Analyze how knowledge and skills about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco are needed to inform decision making related to personal wellness and the wellness of others. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

1. What would I say if my best friend wanted to drive home after drinking alcohol or using drugs at a party?
2. Are some strategies more effective than others in getting people to stop pressuring you to abuse prescription drugs or use marijuana, illegal drugs, alcohol, and tobacco?
3. What could you say or do to convince a friend not to abuse prescription drugs, or try or use marijuana, illegal drugs, alcohol, and tobacco?

#### *Health Skills:*

1. Interpersonal Communication





### Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

### Grade Level Expectation:

4. Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

### Evidence Outcomes

#### *Students Can:*

- Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).
- Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription of drugs, alcohol, and tobacco, including sexual activity and other risky behaviors.
- Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs.
- Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Examine why groups in neighborhoods and around the world exist to support alcohol, tobacco and drug-free living. (Personal Skills: Personal Responsibility)

- Evaluate why many athletes promote and demonstrate examples of how clean lifestyles bring success. (Personal Skills: Personal Responsibility)
- Analyze how the abuse of prescription drugs and use of marijuana, illegal drugs, alcohol, and tobacco has short- and long-term psychological and social effects on self and others. (Entrepreneurial Skills: Inquiry/Analysis)
- Evaluate why effective strategies should be learned to develop and promote healthy behaviors and to avoid, reduce, and cope with, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)
- Analyze why choosing a drug-free lifestyle can lead to a variety of health benefits, and can help a person set and achieve important personal goals and lead a fulfilling life. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- Under what circumstances, if any, is it “ok” to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco?
- If you make a commitment to remain or become alcohol, tobacco, marijuana and drug free, what support will you need to be successful?
- How can remaining alcohol, marijuana and drug free help you achieve your goals for the future?

#### *Health Skills:*

- Self-Management/Personal Responsibility

