

# The PALS Curriculum






## Interface with the Ohio State Curriculum Content Standards

### Arranged by PALS Curriculum Units








This section contains the same information as the first section but is laid out by PALS Curriculum Units, Understanding Differences, Alcohol, Tobacco, Effects of Other Drugs, and Peer Pressure and Healthy Choices.

# Color Code

## **PALS UNIT AREAS**

-  Understanding differences
-  Alcohol
-  Tobacco
-  Other Drugs
-  Peer Pressure and Healthy Choices

## **State content Area**

-  Language Arts
-  Mathematics
-  Social Studies
-  Science
-  Fine Arts
-  Technology
-  National Health Standards

# Understanding Differences

# English Language Arts and Understanding Differences and Learning Styles

## Acquisition of Vocabulary

### PALS CURRICULUM ACTIVITY

#### Reading and discussion:

##### Handouts:

- “Learning Styles and Multiple Intelligences Theory”
- “Multiple Intelligences Inventory or Card Sort”
- “How To Be A Self Advocate”

##### Worksheets:

- “Matching: Multiple Intelligences Theory”
- “The Importance of Understanding Disabilities and Learning Styles”

### BENCHMARK: Acquisition of Vocabulary

#### Grades 4-7 (page 164)

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

#### Grade 8 (page 186)

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

### INDICATORS

#### Grade 5 (page 206)

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Grade 6 (page 213) and Grade 7 (page 220)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Grade 8 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect
7. Determine the meaning and pronunciation of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Reading Process:****PALS CURRICULUM ACTIVITY****Read and Discuss:****Handouts:**

- "The Learning Styles Chart"
- "Multiple Intelligences Chart"
- "How To Be A Self Advocate"
- "Successful People with Disabilities"

**Worksheets:**

- "Multiple Intelligences Inventory or Card Sort"
- "Multiple Intelligences Inventory Card Sort Report"

**Read one of books suggested in lesson**

**BENCHMARK: Reading Process****Grades 4-7 (page 164)**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

**INDICATORS****Grade 5 (pages 206-207)**

- 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
- 2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
- 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

**Grade 6 (pages 213-214) and Grade 7 (page 221)**

- 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
- 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
- 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
- 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- 7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

# Reading Application

## **PALS CURRICULUM ACTIVITY**

### **Handouts:**

- “How To Be A Self Advocate Activity”
- “Why Study Successful People With Disabilities?”
- “Successful People with Disabilities Information Sheet #1, #2, and #3”
- “Liquid Level Indicator”

### **Worksheets:**

- “Successful People with Disabilities #1, #2, and #3”
- “The Importance of Understanding Disabilities and Learning Styles”

## **BENCHMARK: Reading Applications**

### **Grades 4 - 7 (page 165)**

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

## **INDICATORS**

### **Grade 5 (pages 207-208)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and on-line tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
7. Analyze the difference between fact and opinion.

8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

### **Grade 6 (pages 213-214)**

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

### **Grade 7 (pages 221-222)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and on-line resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.



# Writing Processes

## PALS CURRICULUM ACTIVITY

### **Worksheets:**

“Trying Another Way”

“My Future”

“Choosing A Career”

“Successful People with Disabilities #1#2, and #3”

“Successful People with Disabilities Research Project”

“Successful People with Disabilities Research worksheet”

“Successful People with Disabilities Research Project, Research  
Worksheet Guided Notes”

### **Activity:**

Researching and reporting on a successful person with a disability

**BENCHMARK: Writing Processes****Grades 4 - 7 (page 166)**

- A. Generate writing topics and establish a purpose appropriate for the audience.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- C. Clarify ideas for writing assignments by using graphics or other organizers.
- D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- E. Select more effective vocabulary when editing by using a variety of resources and reference materials.
- F. Edit to improve fluency, grammar and usage.
- G. Apply tools to judge the quality of writing.
- H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**Grades 8 (page 166)**

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**INDICATORS****Grade 5 (pages 209-210)**

- 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- 2. Conduct background reading, interviews or surveys when appropriate.
- 3. State and develop a clear main idea for writing.
- 4. Determine a purpose and audience.
- 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
- 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
- 7. Vary simple, compound and complex sentence structures.

8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

### **Grade 6 (pages 216-217)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 7 (pages 223-224)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

**Grade 8 (pages 230-231)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

# Writing Applications

## **PALS CURRICULUM ACTIVITY**

### **Activity:**

Researching and reporting on a successful person with a disability

## **BENCHMARK: Writing Applications**

### **Grades 5 - 7 (page 166)**

D. Produce informational essays or reports that convey a clear and accurate perspective and support the main idea with facts, details, examples and explanation.

### **Grade 8 (page 170)**

D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

## **INDICATORS**

### **Grade 5 (page 210)**

4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures, when appropriate (e.g., cause-effect, comparison-contrast) and includes facts, details and examples to illustrate important ideas.

### **Grade 6 (page 217) and Grade 7 (page 224)**

4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.

### **Grade 8 (page 231)**

4. Write informational essays or reports, including research, that:
  - a. Pose relevant and tightly drawn questions that engage the reader;

- b. Provide a clear and accurate perspective on the subject;
- c. Create an organizing structure appropriate to the purpose, audience and context;
- d. Support the main idea with facts, details, examples and explanations from sources; and
- e. Document sources and include bibliographies.

## Research

### **PALS CURRICULUM ACTIVITY**

**Activity:**

**Research a person with a disability.**

**Present research in format of student's choosing:**

Examples: Written, Song, Art work, Poetry, Video, Other

### **BENCHMARK: Research**

**Grades 5-7 (page 167)**

- A. Formulate open-ended research questions, suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used. Communicate findings orally, visually in writing or through multimedia.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Generate a topic, assigned or personal interest, and opened-ended question for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Grade 6 (page 218)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, point of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

### **Grade 7 (page 225)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).



3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## **Communication: Oral and Visual**

### **PALS CURRICULUM ACTIVITY**

#### **Teacher presentation and Discussion:**

Understanding Learning Styles  
Understanding Disabilities

#### **Simulations:**

“Learning Another Way Simulations”

#### **Self Advocacy Role Plays:**

“How to be a Self Advocate”

#### **Student presentations of research on a person with a disability**

**Presentations on the book about learning styles the student selected and read.**

**BENCHMARK: Communication: Oral and Visual****Grades 4-7 (page 167)**

- B. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- C. Vary language choice and use effective presentation techniques including voice modulation and enunciation.
- E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
- F. Give presentations using a variety of delivery methods, visual materials and technology.

**Grade 8 (page 171)**

- A. Use a variety of strategies to enhance listening comprehension.
- C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
- G. Give presentations using a variety of delivery methods, visual displays and

**INDICATORS****Grade 5 (page 211)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking contents according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;

- b. Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- c. Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effects, compare-contrast);
- d. Use appropriate visual material (e.g., diagrams, charts, illustrations) and available technology; and
- e. Draw from several sources and identify sources used.

### **Grade 6 (pages 218-219)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Summarize the main idea and draw conclusions from presentation and visual media.
3. Interpret the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking contents and style according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic, and present events or ideas in a logical sequence;
  - b. Support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations), and available technology; and
  - e. Draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### **Grade 7 (page 225)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Draw logical inferences from presentation and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, and to persuade).

## Grade 8 (pages 233-234)

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the controlling ideas or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

# English Language Arts and Understanding Differences and Learning Styles

## Acquisition of Vocabulary

### PALS CURRICULUM ACTIVITY

#### Reading and discussion

##### Handouts:

- “Learning Styles and Multiple Intelligences Theory”
- “Multiple Intelligences Inventory or Card Sort”
- “How To Be A Self Advocate”

##### Worksheets:

- “Matching: Multiple Intelligences Theory”
- “The Importance of Understanding Disabilities and Learning Styles”

### BENCHMARK: Acquisition of Vocabulary

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### INDICATORS

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**Grade 8 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect
7. Determine the meaning and pronunciation of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Reading Process:****PALS CURRICULUM ACTIVITY****Handouts: Read and Discuss**

- "The Learning Styles Chart"
- "Multiple Intelligences Chart"
- "How To Be A Self Advocate"
- "Successful People with Disabilities"

**Work sheets**

- "Multiple Intelligences Inventory or Card Sort"
- "Multiple Intelligences Inventory Card Sort Report"

**Read one of books suggested in lesson****BENCHMARK: Grades 4-7 (page 164)**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

## **INDICATORS**

### **Grade 5 (pages 206-207)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

### **Grade 6 (pages 213-214) and Grade 7 (page 221)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

## **Reading Application**

### **PALS CURRICULUM ACTIVITY**

#### **Handouts:**

- “How To Be A Self Advocate Activity”
- “Why Study People With Disabilities”
- “Successful People with Disabilities Information Sheet #1, #2, and #3”
- “Liquid Level Indicator”

#### **Worksheets:**

- “Successful People with Disabilities #1, #2, and #3”
- “The importance of understanding Disabilities and Learning Styles”

## **BENCHMARK: Reading Applications**

### **Grades 4 - 7 (page 165)**

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

## **INDICATORS**

### **Grade 5 (pages 207-208)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and on-line tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

### **Grade 6 (pages- 213-214)**

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Compare original text to a summary to determine the extent to



which the summary adequately reflects the main ideas and critical details of the original text.

5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

### **Grade 7 (pages 221-222)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and on-line resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

# Writing Processes

## **PALS CURRICULUM ACTIVITY**

### **Worksheets:**

- “Trying Another Way”
- “My Future”
- “Choosing a Career”
- “Successful People with Disabilities #1#2, and #3”
- “Successful People with Disabilities Research Project”
- “Successful People with Disabilities Research worksheet”
- “Successful People with Disabilities Research Project, Research Worksheet Guided Notes”

### **Activity:**

**Researching and reporting on a successful person with a disability**

## **BENCHMARK: Writing Processes**

### **Grades 4 - 7 (page 166)**

- A. Generate writing topics and establish a purpose appropriate for the audience.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- C. Clarify ideas for writing assignments by using graphics or other organizers.
- D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- E. Select more effective vocabulary when editing by using a variety of resources and reference materials.
- F. Edit to improve fluency, grammar and usage.
- G. Apply tools to judge the quality of writing.
- H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

### **Grades 8 (page 166)**

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that is legible, follows an appropriate format

# **INDICATORS**

## **Grade 5 (pages 209-210)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

## **Grade 6 (pages 216-217)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.

5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 7 (pages 223-224)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.

11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 8 (pages 230-231)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

### **PALS CURRICULUM ACTIVITY**

**Activity:**

**Researching and reporting on a successful person with a disability**

### **BENCHMARK: Writing Applications**

**Grades 5 - 7 (page 166)**

D. Produce informational essays or reports that convey a clear and accurate perspective and support the main idea with facts, details, examples and explanation.

**Grade 8 (page 170)**

D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

### **INDICATORS**

**Grade 5 (page 210)**

4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures, when appropriate (e.g., cause-effect, comparison-contrast) and includes facts, details and examples to illustrate important ideas.

**Grade 6 (page 217) and Grade 7 (page 224)**

4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.

**Grade 8 (page 231)**

4. Write informational essays or reports, including research, that:
  - a. Pose relevant and tightly drawn questions that engage the reader;
  - b. Provide a clear and accurate perspective on the subject;
  - c. Create an organizing structure appropriate to the purpose, audience and context;
  - d. Support the main idea with facts, details, examples and explanations from sources; and
  - e. Document sources and include bibliographies.

## **Research**

**PALS CURRICULUM ACTIVITY****Activity:**

**Research a person with a disability.**

**Present research in format of student's choosing:**

Examples: Written, Song, Art work, Poetry, Video, Other

**BENCHMARK: Research****Grades 5-7 (page 167)**

- A. Formulate open-ended research questions, suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used. Communicate findings orally, visually in writing or through multimedia.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Generate a topic, assigned or personal interest, and opened-ended question for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Grade 6 (page 218)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, point of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

### **Grade 7 (page 225)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).



3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## **Communication: Oral and Visual**

### **PALS CURRICULUM ACTIVITY**

**Teacher presentation and Discussion:  
Understanding Learning Styles  
Understanding Disabilities**

**Simulations**

“Learning Another Way Simulations”

**Self Advocacy Role Plays**

“How to be a Self Advocate”

**Student presentations of research on a person with a disability**

**Presentations on the book about learning styles the student selected and read.**

**BENCHMARK: Communication: Oral and Visual****Grades 4 - 7 (page 167)**

- A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- C. Vary language choice and use effective presentation techniques including voice modulation and enunciation.
- E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
- F. Give presentations using a variety of delivery methods, visual materials and technology.

**Grade 8 (page 171)**

- A. Use a variety of strategies to enhance listening comprehension.
- C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
- G. Give presentations using a variety of delivery methods, visual displays and technology.

**INDICATORS****Grade 5 (page 211)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking contents according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;

- b. Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- c. Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effects, compare-contrast);
- d. Use appropriate visual material (e.g., diagrams, charts, illustrations) and available technology; and
- e. Draw from several sources and identify sources used.

### **Grade 6 (pages 218-219)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Summarize the main idea and draw conclusions from presentation and visual media.
3. Interpret the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking contents and style according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic, and present events or ideas in a logical sequence;
  - b. Support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations), and available technology; and
  - e. Draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### **Grade 7 (page 225)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Draw logical inferences from presentation and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, and to persuade).

## Grade 8 (pages 233-234)

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the controlling ideas or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

# Social Studies and Understanding Differences and Learning Styles

## Social Studies Skills and Methods

### PALS CURRICULUM ACTIVITY

**Activities:**

“How to Be a Self Advocate Role Play Activity”

**Research:**

“Successful People with Disabilities Research Project”

### BENCHMARK: Social Studies Skills and Methods

**Grade 6-8 (page 139)**

- A. Analyze different perspectives on a topic obtained from a variety of sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- D. Work effectively in a group.

### INDICATORS (pages 249-251)

#### **Benchmark A - *Obtaining Information***

#### **Grade 6**

1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
  - a. Almanacs;
  - b. Gazetteers;
  - c. Trade books;
  - d. Periodicals;
  - e. Video tapes;
  - f. Electronic sources.

**Grade 8**

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

**Benchmark B:** - *Thinking and Organizing***Grade 6**

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

**Grade 7**

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

**Benchmark D:** - *Problem Solving***Grade 6**

7. Work effectively to achieve group goals:
  - a. Engage in active listening;
  - b. Provide feedback in a constructive manner;
  - c. Help establish group goals;
  - d. Take various roles within the group;
  - e. Recognize contributions of others.

**Grade 7**

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

**Grade 8**

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

# Science and the Effects of Alcohol

## Science Inquiry

### **PALS CURRICULUM ACTIVITY**

#### **Effects of Alcohol**

“The Egg Experiment”

--demonstrates how alcohol can damage cells

“Serving Size Demonstration”

### **BENCHMARK: Science Inquiry**

#### **Grades 6-8 (page 122)**

- A. Explain that there are differing sets of procedures for guiding scientific investigation and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.

### **INDICATORS**

#### **Grade 6 (page 124)**

1. Explain that there are not fixed procedures for guiding scientific investigation; however, the nature of and investigation determines the procedures needed.
2. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigation.
3. Distinguish between observation and inference.

#### **Grade 7 (page 128)**

1. Explain that variables and controls can affect the results of an investigation and that ideally one variable should be tested at a time; however it is not always possible to control all variables.
2. Identify simple independent and dependent variables.
3. Formulate and identify questions to guide scientific investigations that connect to scientific concepts and can be answered through scientific investigations.
4. Choose appropriate tools and instruments and use relevant safety procedures to complete scientific investigations.

## **Grade 8 (page 131)**

1. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigation.

## **INDICATORS**

### **Scientific Ways of Knowing**

#### **PALS CURRICULUM ACTIVITY**

##### **Effects of alcohol**

“The Egg Experiment”

--demonstrates how alcohol can damage cells

“Serving Size Demonstration”

#### **BENCHMARK: Scientific Ways of Knowing**

##### **Grades 6-8 (page 122)**

- A. Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).

## **INDICATORS**

### **Grades 6 (page 125)**

1. Identify that hypotheses are valuable even when they are not supported.

### **Grade 8 (page 131)**

1. Identify the difference between description (e.g., observation and summary) and explanation. (e.g., inference, prediction, significance and importance)



# Fine Arts and Understanding Differences and Learning Styles

## Connections, Relationships, and Application

### PALS CURRICULUM ACTIVITY

Successful People with Disabilities Research project

### BENCHMARK: Connections, Relationships, and Application

#### **Grades 5-8 (page 256)**

- A. Demonstrate the role of visual art and solving an interdisciplinary problem.
- B. Apply and combine visual art, research and technology skills to communicate ideas and visual form.
- C. Use key concepts, issues and themes to connect visual art to serious content areas.

### INDICATORS

#### **Grade 5 (page 271)**

2. Use technology to conduct informational searches, research topics and explorer connections to visual art.
3. Use artwork to communicate and enhance understanding of a concept and other subject areas (e.g., science, English language arts, mathematics and social studies.)

#### **Grade 6 (page 271)**

3. Compare the ways that selected ideas and concepts are communicated through perspective of visual art and through the perspectives of other academic disciplines.

#### **Grade 7 (page 271)**

1. Create artwork (e.g., a satirical drawing, political cartoon or advertising campaign) that expresses a personal comment about a social, environmental or political issue.

**Grade 8 (page 271)**

1. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).

# Health and the Effects of Understanding Differences And Learning Styles (Interfaced with the National Standards)

## Understanding Differences Day One

### PALS CURRICULUM ACTIVITY

#### **Activities and Discussions:**

Understanding Learning Styles and Multiple Intelligence Discussion  
Learning Styles Intelligence activities  
“Multiple Intelligences Inventory” or “Multiple Intelligences Card Sort”  
“How to Be a Self Advocate Role Play Activity”  
Self Advocacy Role Plays

#### **Read and Discuss:**

Handouts: Learning Styles and Multiple Intelligence theory

#### **Worksheets:**

“Matching: Multiple Intelligence and Learning Styles”  
“Choosing a Career Based on Your Strongest Intelligences”  
“Homework Sheet: How to Be a Self Advocate Role Plays”  
“Try Another Way”  
“My Future”

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### BENCHMARKS:

#### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

#### **Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

#### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

# Performance Indicators

## Standard 4

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## Standard 6

Grades 6-8

- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## Standard 7

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

## Standard 8

Grades 6-8

- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

## Understanding Differences Day Two

### PALS CURRICULUM ACTIVITY

#### **Activities and Discussions:**

Understanding Disabilities  
Learning Another Way Simulations

#### **Handouts Read and discuss:**

"Why Study People with Disabilities?"  
"Successful People with Disabilities Information Sheets"

#### **Worksheets:**

"Successful People with Disabilities" worksheets  
"Differences True or False?"  
Setting Goals for the Future  
"Try Another Way"  
"Successful People with Disabilities" Worksheets

#### **Research:**

"Successful People with Disabilities Research Project"

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### BENCHMARKS:

#### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

#### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

## Performance Indicators

### Standard 4

Grades 6-8

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## **Standard 5**

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

## **Standard 8**

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

## Understanding Differences Additional Activities

### PALS CURRICULUM ACTIVITY

#### **Worksheets:**

- “The Importance of Understanding Disabilities and Learning Styles” Word Find
- “Braille Secret message”

#### **Read and Discuss:**

- “Toby the Robot and Steve the Tortoise Talk about Learning Disabilities and Learning Styles” power point story

### BENCHMARKS:

#### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

#### **Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

#### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

## Performance Indicators

### **Standard 4**

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## **Standard 5**

Grades 6-8

- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 6**

Grades 6-8

- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

## **Standard 8**

Grades 6-8

- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.



Alcohol

# English Language Arts and the Effects of Alcohol

## Acquisition of Vocabulary

### PALS CURRICULUM ACTIVITY

**Reading:**

- “The Facts about Alcohol” handout
- “Tommy Types Tips on Alcohol” storybook
- “Serving Size Demonstration” handout/worksheet

**Quiz:**

- “Facts about Alcohol”

**Crossword Puzzles:**

- “Egg Experiment” Crossword Puzzle
- “What Do I Know About Alcohol?” Crossword Puzzle

**Word Find:**

- “Where to Go For Help”

### BENCHMARK: Acquisition of Vocabulary

**Grades 4 - 7 (page 164)**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

**Grade 8 (page 186)**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

### INDICATORS

**Grade 5 (page 206)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **Grade 6 (page 213) and Grade 7 (page 220)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **Grade 8 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
7. Determine the meaning and pronunciation of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## **Reading Process**

### **PALS CURRICULUM ACTIVITY**

#### **Reading:**

- “The Facts about Alcohol” handout
- “Tommy Types Tips on Alcohol” storybook
- “Serving Size Demonstration” handout/worksheet

#### **Quiz:**

- “Facts about Alcohol”

#### **Crossword Puzzles:**

- “Egg Experiment” Crossword Puzzle
- “What Do I Know About Alcohol?” Crossword Puzzle

#### **Word Find:**

- “Where to Go For Help”

**BENCHMARK: Reading Process****Grades 4 - 7 (page 164)**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies including summarizing and making predictions and comparisons using information in text, between text, and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

**Grade 8 (page 168)**

- A. Apply reading comprehension strategies to understand grade appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

**INDICATORS****Grade 5 (pages 206-207)**

- 1. Establish and adjust purpose for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.
- 4. Summarize the information and text, recognizing that there may be several important ideas rather than just one main idea and identify details that support each.
- 7. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.
- 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, or summarizing what has been read so far in text.

**Grade 6 (pages 213-214)**

- 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.
- 4. Summarize the information in texts, reorganizing important ideas and supporting details, and noting gaps or contradictions.
- 6. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.

8. List questions and search for answers within the text to construct meaning.

### **Grade 7 (page 221)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.
4. Summarize the information in texts, using key ideas, supporting details, and referencing gaps or contradictions.
6. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print text, electronic, and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in text.

### **Grade 8 (page 228)**

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling, summarizing, making inferences, and drawing conclusions.
2. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic, and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in text.

## **Reading Application**

### **PALS CURRICULUM ACTIVITY**

**Reading:** “The Facts about Alcohol” handout  
“Tommy Types Tips on Alcohol” storybook  
“Serving Size Demonstration” handout/worksheet

#### **Writing and Research Activities:**

Research the effects of alcohol on a particular body organ. Write a brief report and present to the class.

Research the history of alcohol in America. Report the information as the written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

**BENCHMARK: Reading Application****Grades 4 - 7 (page 165)**

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

**INDICATORS****Grade 5 (pages 207-208)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and on-line tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

**Grade 6 (pages 213-214)**

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Compare original text to a summary to determine the extent to

which the summary adequately reflects the main ideas and critical details of the original text.

5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

### **Grade 7 (pages 221-222)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and on-line resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

# Writing Processes

## PALS CURRICULUM ACTIVITY

### **Writing and Research Activities:**

Writing a story about what happens to the children depicted in the posters.

Research the effects of alcohol on a particular body organ. Write a brief report and present to the class.

Research the history of alcohol in America. Report the information as a written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.



**BENCHMARK: Writing Processes****Grades 4 - 7 (page 166)**

- A. Generate writing topics and establish a purpose appropriate for the audience.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- C. Clarify ideas for writing assignments by using graphics or other organizers.
- D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- E. Select more effective vocabulary when editing by using a variety of resources and reference materials.
- F. Edit to improve fluency, grammar and usage.
- G. Apply tools to judge the quality of writing.
- H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**Grades 8 (page 166)**

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**INDICATORS****Grade 5 (pages 209-210)**

- 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- 2. Conduct background reading, interviews or surveys when appropriate.
- 3. State and develop a clear main idea for writing.
- 4. Determine a purpose and audience.
- 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

### **Grade 6 (pages 216-217)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 7 (pages 223-224)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 8 (pages 230-231)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

# Writing Applications

## PALS CURRICULUM ACTIVITY

### **Writing and Research Activities:**

Writing a story about what happens to the children depicted in the posters.

Research the effects of alcohol on a particular body organ. Write a brief report and present to the class.

Research the history of alcohol in America. Report the information as a written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

## **BENCHMARK: Writing Applications**

### **Grades 5 - 7 (page 166)**

- A. Use narrative strategies (e.g., dialog and action) to develop characters, plot and setting and to maintain a consistent point of view.
- D. Produce informational essays or reports that convey a clear and accurate perspective and support the main idea with facts, details, examples and explanation.
- E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

### **Grade 8 (page 170)**

- A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
- D. Use documented textual evidence to justify interpretations of literature or to support a research topic.
- E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

## **INDICATORS**

### **Grade 5 (page 210)**

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures, when appropriate (e.g., cause-effect, comparison-contrast) and includes facts, details and examples to illustrate important ideas.
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.

### **Grade 6 (page 217) and Grade 7 (page 224)**

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

### **Grade 8 (page 231)**

1. Write narratives that:
  - a. Sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. Use literary devices to enhance style and tone; and
  - c. Create complex characters in a definite, believable setting.
4. Write informational essays or reports, including research, that:
  - a. Pose relevant and tightly drawn questions that engage the reader;
  - b. Provide a clear and accurate perspective on the subject;
  - c. Create an organizing structure appropriate to the purpose, audience and context;
  - d. Support the main idea with facts, details, examples and explanations from sources; and
  - e. Document sources and include bibliographies.
5. Write persuasive compositions that:
  - a. Establish and develop a controlling idea;
  - b. Support arguments with detailed evidence;
  - c. Exclude irrelevant information; and

- d. Cite sources of information.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

### **PALS CURRICULUM ACTIVITY**

#### **Writing Activities:**

- “Writing Response to the Egg Experiment” worksheet
- “Egg Experiment, Science Report” worksheet
- “Serving Size Demonstration” handout/worksheet

#### **Writing and Research Activities:**

Writing a story about what happens to the children depicted in the posters.

Have students research the effects of alcohol on a particular body organ. Have them write a brief report that they can share with the class.

Research the history of alcohol in America. Report the information as a written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

### **BENCHMARK: Writing Conventions**

#### **Grades 5 - 7 (page 166)**

- A. Use correct spelling conventions.
- B. Use conventions of punctuation and capitalization in written work.
- C. Use grammatical structures to effectively communicate ideas in writing.

#### **Grade 8 (page 170)**

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

## **INDICATORS**

### **Grade 5 (page 210)**

1. Spell high-frequency words correctly.
2. Spell contractions correctly.
3. Spell roots, suffixes, and prefixes correctly.
4. Use commas, end marks, apostrophes, and quotation marks correctly.
5. Use correct capitalization.

### **Grade 6 (page 217)**

1. Spell frequently misspelled and high-frequency words correctly.
2. Use commas, end marks, apostrophes, and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes, and brackets.
4. Use correct capitalization.

### **Grade 7 (page 224)**

1. Spell high-frequency words correctly.
2. Use commas, end marks, apostrophes, and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes, and brackets correctly.
4. Use correct capitalization.

### **Grade 8 (page 232)**

1. Use correct spelling conventions.
2. Use correct punctuation and capitalization.
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.
6. Use proper placement of modifiers.
7. Maintain the use of appropriate verb tenses.
8. Conjugate regular and irregular verbs in all tenses correctly.



# Research

## **PALS CURRICULUM ACTIVITY**

### **Writing and Research Activities:**

Writing a story about what happens to the children depicted in the posters.

Have students research the effects of alcohol on a particular body organ. Have them write a brief report that they can share with the class.

Research the history of alcohol in America. Report the information as a written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

## **BENCHMARK: Research**

### **Grades 5 - 7 (page 167)**

- A. Formulate open-ended research questions, suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used. Communicate findings orally, visually in writing or through multimedia

### **Grade 8 (page 170)**

- A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
- B. Evaluate the usefulness and credibility of data and sources.
- C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.
- D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.
- E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Generate a topic, assigned or personal interest, and opened-ended question for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Grade 6 (page 218)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, point of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

### **Grade 7 (page 225)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).

3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.
9. Deliver formal and informal descriptive presentations that convey relevant information, and descriptive details

### **Grade 8 (pages 232-233)**

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Communication: Oral and Visual

### **PALS CURRICULUM ACTIVITY**

#### **Activities:**

“The Egg Experiment”

--This activity demonstrates how alcohol can damage brain cells

“Serving Size Demonstration”

#### **Presenting Research:**

Presenting posters, stories, or research projects to the class.

Have students research the effects of alcohol on a particular body organ. Have them write a brief report that they can share with the class.

Research the history of alcohol in America. Report the information as a written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

## **BENCHMARKS: Communication: Oral and Visual**

### **Grades 5 - 7 (page 167)**

- C. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- C. Vary language choice and use effective presentation techniques including voice modulation and enunciation.
- E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
- F. Give presentations using a variety of delivery methods, visual materials and technology.

### **Grade 8 (page 171)**

- A. Use a variety of strategies to enhance listening comprehension.
- C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
- G. Give presentations using a variety of delivery methods, visual displays and technology.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking contents according to the needs of the situation, setting and audience.

8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effects, compare-contrast);
  - d. Use appropriate visual material (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from several sources and identify sources used.

### **Grade 6 (pages 218-219)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Summarize the main idea and draw conclusions from presentation and visual media.
3. Interpret the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking contents and style according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic, and present events or ideas in a logical sequence;
  - b. Support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations), and available technology; and
  - e. Draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### **Grade 7 (page 225)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Draw logical inferences from presentation and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, and to persuade).

**Grade 8 (pages 233-234)**

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the controlling ideas or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

# Social Studies and the Effects of Alcohol

## Social Studies Skills and Methods

### PALS CURRICULUM ACTIVITY

#### Writing and Research Activities:

Research the history of alcohol in America. Report the information as the written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

### BENCHMARK: Social Studies Skills and Methods

#### Grade 6-8 (page 139)

- A. Analyze different perspectives on a topic obtained from a variety of sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- D. Work effectively in a group.

### INDICATORS (pages 249-251)

#### Benchmark A - *Obtaining Information*

##### Grade 6

1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
  - a. Almanacs;
  - b. Gazetteers;
  - c. Trade books;
  - d. Periodicals;
  - e. Video tapes;
  - f. Electronic sources.

##### Grade 8

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.



# Fine Arts and the Effects of Alcohol

## Visual Art Creative Expression and Communication

### PALS CURRICULUM ACTIVITY

#### **Presenting Research:**

Research the effects of alcohol on a particular body organ. Report the information as a written report, poster, or power point presentation.

Research the history of alcohol in America. Report the information as a written report, timeline, poster, or play.

Research the alcohol laws in your state. Report the information as a written report, public service announcement or a poster.

### **BENCHMARK: Creative Expression and Communication**

#### **Grades 5-8 (page 253)**

- B. Create two-and three-dimensional original artwork that demonstrates personal visual expression and communication.
- C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.

### **INDICATORS**

#### **Grade 5 (page 262)**

- 3. Identify and communicate sources all ideas (e.g., personal experience, interest, nature or common objects) for their artwork.
- 4. Apply problem-solving strategies to improve the creation of artwork.
- 6. Identify reasons for personal, artistic decision.

### **Grade 6 (page 262)**

3. Explore ways that art making functions as a means of personal identification and expression.
4. Use observation, life experiences and imagination as sources for visual symbols and images.
7. Identify and defend artistic decisions using appropriate visual art vocabulary.

### **Grade 7 (page 262)**

3. Use a variety of sources to generate original ideas for art making.
4. Apply observational skills to redefine and improve their representational drawing (e.g. add details, and improve proportions, create a distinctive image and coordinate objects spatially).
6. Improve craftsmanship and refine ideas in response to feedback and self-assessment.

### **Grade 8 (page 262)**

3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self-portrait interpreted through expressionism and through abstraction).
5. Explain and defend their artistic decisions using appropriate visual arts vocabulary.

## **Connections, Relationships, and Application**

### **PALS CURRICULUM ACTIVITY**

“Designing an Education Poster Activity” – design and produce a poster depicting some of the dangers of alcohol.

## **BENCHMARK: Connections, Relationships, and Application**

### **Grades 5-8 (page 256)**

- A. Demonstrate the role of visual art and solving an interdisciplinary problem.
- B. Apply and combine visual art, research and technology skills to communicate ideas and visual form.
- C. Use key concepts, issues and themes to connect visual art to serious content areas.

## **INDICATORS**

### **Grade 5 (page 271)**

2. Use technology to conduct informational searches, research topics and explore connections to visual art.
3. Use artwork to communicate and enhance understanding of a concept and other subject areas (e.g., science, English language arts, mathematics and social studies.)

### **Grade 6 (page 271)**

3. Compare the ways that selected ideas and concepts are communicated through perspective of visual art and through the perspectives of other academic disciplines.

### **Grade 7 (page 271)**

1. Create artwork (e.g., a satirical drawing, political cartoon or advertising campaign) that expresses a personal comment about a social, environmental or political issue.

### **Grade 8 (page 271)**

1. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).

# Fine Arts and the Effects of Tobacco

## Visual Art Connections, Relationships, and Application

### **PALS CURRICULUM ACTIVITY**

“Anti Smoking Campaign”  
“Smoking’s Gifts”

### **BENCHMARK: Connections, Relationships, and Application**

#### **Grades 5-8 (page 256)**

- A. Demonstrate the role of visual art and solving an interdisciplinary problem.
- B. Apply and combine visual art, research and technology skills to communicate ideas and visual form.
- C. Use key concepts, issues and themes to connect visual art to serious content areas.

### **INDICATORS**

#### **Grade 5 (page 271)**

2. Use technology to conduct informational searches, research topics and explore connections to visual art.
3. Use artwork to communicate and enhance understanding of a concept and other subject areas (e.g., science, English language arts, mathematics and social studies.)

#### **Grade 6 (page 271)**

3. Compare the ways that selected ideas and concepts are communicated through perspective of visual art and through the perspectives of other academic disciplines.

**Grade 7 (page 271)**

1. Create artwork (e.g., a satirical drawing, political cartoon or advertising campaign) that expresses a personal comment about a social, environmental or political issue.

**Grade 8 (page 271)**

1. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).

# Technology and the Effects of Alcohol

## Standard 2: Technology and Society Interaction

### PALS CURRICULUM ACTIVITY

#### **Research:**

“Alcohol Laws in Your State”, present research as a report, public service announcement or poster

“History of alcohol in America”, report your information as a written report, timeline, poster or play.

“The Impact of Alcohol on the Body Organs”, report information in a written report, poster or as a Power Point presentation

### BENCHMARK

#### **Grade 6-8 (page 50)**

D. Articulate intellectual property issues related to technology and demonstrate appropriate, ethical and legal use of technology.

### INDICATORS

#### **Grade 6 (page 223)**

##### *Intellectual Property*

1. Understand the concept of intellectual property (e.g., author's ownership of work).
2. Compare key concepts of intellectual property including ownership of technology, copyright, patent, trademark, trade name, and discuss consequences of violating others intellectual property rights.
3. Distinguish original work from work that is plagiarized.

#### **Grade 7 (pages 223-224)**

##### *Intellectual Property*

1. Analyze a situation to determine the steps necessary to respect intellectual property rights including patents, copyrights, trade names and trademarks.
2. Discuss plagiarism and its ramifications.

4. Understand that Web page content may not be copied and imported into a new owner's Web page.
5. Understand that photos, images, graphics, sounds or videos displayed on the Internet are generally copyright protected and may not be copied, pasted, saved, imported or used in new content without permission of the copyright owner.
6. Explore appropriate use of logos, icons, graphics, etc. in relation to trademark and trade name rights (e.g., understand that trademark logos may not be incorporated into new works without consent of the owner or payment of fees and/or royalties).
7. Analyze situations that arise regarding the use of intellectual property, including ethical considerations.
8. Determine steps necessary to respect intellectual property rights (e.g., obtain permission from the owner, credit the source of the items, pay a license fee to use the item).

### **Grade Eight (page 224)**

#### *Intellectual Property*

1. Demonstrate legal and ethical practices when completing projects/schoolwork.
2. Adhere to copyright restrictions.
3. Define fair use in regard to technology-generated educational materials.
5. Determine copyright, trademark, trade name restrictions to consider when using the Internet or other technology resources (e.g., do not violate intellectual property restrictions when using materials).

## **Standard 3: Technology for Productivity Applications**

### **PALS CURRICULUM ACTIVITY**

#### **Research:**

“Alcohol Laws in Your State”, present research as a report, public service announcement or poster

“History of alcohol in America”, report your information as a written report, timeline, poster or play.

“The Impact of Alcohol on the Body Organs”, report information in a written report, poster or as a Power Point presentation

## **BENCHMARK**

### **Grade 6-8 (page 50)**

- B. Select appropriate technology resources to solve problems and support learning.
- C. Use productivity tools to produce creative works, to prepare publications and to construct technology-enhanced models.

**Benchmark B:** Select appropriate technology resources to solve problems and support learning.

### **Grade 6 (pages 226-237)**

#### *Communication Tools*

- 2. Present independent research findings in a multimedia format.

#### *Research Tools*

- 3. Investigate technology tools used to organize and represent data collected in problem situations.

#### *Keyboarding*

- 4. Demonstrate proper keyboarding techniques, assess keyboarding accuracy and develop speed.

### **Grade 7 (page 227)**

#### *Problem-solving*

- 1. Solve problems using all available technologies for inquiry, investigation, analysis and presenting conclusions.

#### *Productivity Tools*

- 2. Investigate various formats of video content and methods of presentation (e.g., .mpeg, .avi).
- 3. Edit video clips using video editing software.

#### *Keyboarding*

- 4. Develop speed and accuracy when keyboarding, and transition to a word processing environment.

### **Grade 8 (page 227)**

#### *Problem-solving*

- 1. Incorporate all available technology tools and resources to research, investigate, solve and present findings in a problem situation.



### *Productivity Tools*

2. Create a video production related to a class activity.

### *Research Tools*

3. Research educational video clips available on-line for use in class projects (e.g., consider copyright and fair use issues when selecting video clips).

### *Keyboarding*

4. Demonstrate effective keyboarding skills in a word processing environment.

**Benchmark C:** Use productivity tools to produce creative works, to prepare publications and to construct technology-enhanced models.

## **Grade 6 (page 227)**

### *Research Tools*

1. Use content-specific tools, software and simulations to support learning and research (e.g., thermometers, applets, interactive geometric programs, model robots).
2. Apply technology resources to create an educational project (e.g., use a spreadsheet to organize the data that represents the results from an experiment).

## **Grade 7 (pages 227-228)**

### *Research Tools*

1. Use content-specific tools, software and simulations to support learning and research to create educational projects (e.g., aerodynamic model design, bridge building simulation, design tools, how-it-works Websites).
2. Apply technology resources to support group collaboration and learning throughout the curriculum.

## **Grade 8 (pages 227-228)**

### *Research Tools*

2. Apply technology resources to support personal productivity and learning throughout the curriculum.

## Standard 4: Technology and Communication Applications

### PALS CURRICULUM ACTIVITY

#### **Research:**

“Alcohol Laws in Your State”, present research as a report, public service announcement or poster

“History of alcohol in America”, report your information as a written report, timeline, poster or play.

“The Impact of Alcohol on the Body Organs”, report information in a written report, poster or as a Power Point presentation

### BENCHMARK

#### **Grade 6-8 (page 51)**

- A. Communicate information technologically and incorporate principles of design into the creation of messages and communication products.
- B. Develop, publish and present information in a format that is appropriate for content and audience.

### INDICATORS

**Benchmark A:** Communicate information technologically and incorporate principles of design into the creation of messages and communication products.

1. Determine audience characteristics that impact the content of the message (e.g., level of understanding, level of interest).
2. Differentiate audience factors that influence the selection of the communication tool (e.g., will the message be communicated to an individual or a small or large group? will the message be communicated more than once?).
3. Examine the connections among message content, context and purpose (e.g., is the content of the message impacted by the context in which the message is given? does the context impact the purpose?).
4. Reconstruct messages with different communication tools and determine if the tool changes the meaning of the message.
5. Identify and practice the following Universal Design principles that ensure accessibility for all users of communication projects or products:
  - a. Image size;
  - b. Alt attributes/tags;
  - c. Use of tables and frames;

- d. Use of style sheets;
- e. Formatting;
- f. Use of color, text legibility and readability;
- g. Fonts, formatting and captioning.

**Benchmark B:** Develop, publish and present information in a format that is appropriate for content and audience.

### **Grade 6 (page 230)**

#### *Publication*

1. Create and publish information in printed form (e.g., use software to produce homework assignments, reports, flyers, newsletters).
2. Develop and publish information in electronic form (e.g., slide presentations, multimedia products, Web materials).

### **Grade 7 (page 230)**

#### *Productivity Tools*

1. Select an appropriate software tool to create and publish print information (e.g., word processor for a report, desktop publishing tool for signs/calendars/newsletters).
2. Distinguish electronic file types and determine extensions including .txt, .rtf, .doc, .pdf and others.
3. Insert original sound files into multimedia presentation (e.g., AVI, WAV, MPEG).
4. Insert copyright-free images (photos/graphics) into multimedia presentations (e.g., GIF, JPEG).
5. Transform digital images by using editing software to:
  - a. Crop;
  - b. Rotate, flip, invert;
  - c. Add text, borders, decorative elements;
  - d. Adjust color (apply spot coloring, image touch-up);
  - e. Layer or merge images.

### **Grade 8 (page 231)**

#### *Publication*

1. Construct and publish information in printed and electronic form (e.g., printed reports, resumes, brochures, charts and electronic presentations, videos, Web sites).
2. Select appropriate file types (documents, sounds, images, and multimedia) based on communication need.

#### *Evaluation*

3. Evaluate information product based on content and audience (e.g., did the information communicate the intended message to the correct audience?).

1. Create and publish information in printed form (e.g., use software to produce homework assignments, reports, flyers, newsletters).
2. Develop and publish information in electronic form (e.g., slide presentations, multimedia products, Web materials).

### **Grade 7 (page 230)**

#### *Productivity Tools*

1. Select an appropriate software tool to create and publish print information (e.g., word processor for a report, desktop publishing tool for signs/calendars/newsletters).
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  - a. Crop;
  - b. Rotate, flip, invert;
  - c. Add text, borders, decorative elements;
  - d. Adjust color (apply spot coloring, image touch-up);
  - e. Layer or merge images.

### **Grade 8 (page 231)**

#### *Publication*

1. Construct and publish information in printed and electronic form (e.g., printed reports, resumes, brochures, charts and electronic presentations, videos, Web sites).
2. Select appropriate file types (documents, sounds, images, and multimedia) based on communication need.

#### *Evaluation*

3. Evaluate information product based on content and audience (e.g., did the information communicate the intended message to the correct audience?).

## Standard 5: Technology and Information Literacy

### PALS CURRICULUM ACTIVITY

**Research:**

“Alcohol Laws in Your State”, present research as a report, public service announcement or poster

“History of alcohol in America”, report your information as a written report, timeline, poster or play.

“The Impact of Alcohol on the Body Organs”, report information in a written report, poster or as a Power Point presentation

### BENCHMARK

**Grade 6-8 (page 51)**

- A. Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.
- B. Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.
- C. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.
- D. Select, access and use appropriate electronic resources for a defined information need.

### INDICATORS

**Benchmark A:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

**Grade 7 (page 233)**

*Evaluating Sources*

1. Select relevant information by identifying main ideas and supporting facts that help answer questions.
2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information, check for copyright restrictions).
3. Check copyright and publication dates to determine currency of information.

4. Investigate the authority of an on-line information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site; well-known organization versus a personal Web site).

### **Grade 7 (pages 233-234)**

#### *Evaluating Sources*

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).
2. Assess the objectivity (ability of an author to present information without bias) of a source when using information.
3. Compare multiple sources (on-line encyclopedia, Web site, on-line magazine database, print source) to check accuracy of information (e.g., do facts match on each site?).
4. Determine the scope of coverage for a given source (does the source cover all of the needed information?).
5. Chart information gathered from multiple sources to determine facts to be used in a project.

### **Grade 8 (page 234)**

#### *Evaluating Sources*

1. Understand the structure and organization of information sources including keywords, subject directory, subject search in a library catalog or search engine.
2. Demonstrate how to determine copyright issues when creating new products:
  - a. Ask permission to use articles, quotations and graphics;
  - b. Credit information to be included in the product.
4. Evaluate the validity of information by comparing information from different sources for accuracy (e.g., what makes the author an expert? Is information the same in multiple sources?).

**Benchmark B:** Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.

### **Grade 6 (page 234)**

#### *Decide*

1. Generate questions to be answered or a position to be supported when given a topic.

#### *Find*

2. Recognize that finding and using more than one source can produce a better product.

*Use*

3. Use a variety of technology resources for curriculum and personal information needs: library catalog, on-line encyclopedia, Web sites.
4. Examine information in different types of subscription resources (i.e., fee-based, pay-per-use) to locate information for a curricular need (e.g., magazine database, picture archive, on-line encyclopedia).
5. Identify relevant facts, check facts for accuracy, record appropriate information and create an information product to share with others.
6. List information sources used in a district-adopted or teacher-prescribed format (e.g., MLA, APA).

*Check*

7. Review how the information found for the project was used and discuss the quality of the product.

**Grade 7 (page 235)**

*Decide*

1. Develop open-ended research questions about a defined information need.

*Find*

2. Select and evaluate relevant information about a specific topic in several sources.
3. Select information from different types of subscription resources (fee-based or pay-per-use) to meet an information need (e.g., magazine database, picture archive, on-line encyclopedia).

*Use*

4. Compile information learned about a topic from a variety of sources.
5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).

*Check*

6. Evaluate how information was found and assess the quality of the information product.

**Grade 8 (page 235)**

*Decide*

1. Formulate an essential question to guide the research process.

*Find*

2. Identify and evaluate relevant information and select pertinent information found in each source.

*Use*

3. Analyze information, finding connections that lead to a final information product.

4. Demonstrate how to determine copyright issues when creating new products (e.g., permission to use articles and graphics, credit information to be included).
5. Use a teacher or district designated citation or style manual to credit sources used in work (e.g., MLA style manual, APA Guidelines or other selected style manuals).
6. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

*Check*

7. Revise and edit information product.
8. Evaluate final product for its adherence to project requirements (e.g., recognize weaknesses in process and product and find ways to improve).

**Benchmark C:** Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

**Grade 6 (page 236)**

*Search Strategies*

3. Identify keywords which describe the information need and use keywords as search terms (e.g., review search engine "help" page to determine methods for entering search terms).
4. Use phrase searching in appropriate search engines to improve results.
5. Incorporate place searching when searching for information using assigned directories and search engines.

*Evaluating Sources*

6. Evaluate Web information for:
  - a. Author's expertise (authority);
  - b. Accuracy of information presented;
  - c. Parameters of coverage (including objectivity and bias); and
  - d. Currency of information.
7. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).

**Grade 7 (page 236)**

*Search Strategies*

2. Search a student-selected on-line directory or search engine by subject, keyword, author, title, date and/or format.
3. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND" "OR" "NOT").
4. Perform searches for information in specific formats (e.g., graphics, images, journal articles).
5. Compare information found in searches done on different types of Internet resources (e.g., directory, search engine, meta engine).



### *Evaluating Sources*

6. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

## **Grade 8 (page 237)**

### *Internet Concepts*

1. Troubleshoot error messages in a Web browser (e.g., verify the address, use refresh and/or stop buttons).

### *Search Strategies*

2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).
3. Compare information found in searches completed on different search engines (directories, spiders, meta crawlers) and discuss differences in how search engines select, rank and display information:
  - a. Relevancy;
  - b. Popularity; and
  - c. Paid placement.

### *Evaluating Sources*

4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

**Benchmark D:** Select, access and use appropriate electronic resources for a defined information need.

## **Grade 6 (page 237)**

### *Electronic Resources*

1. Demonstrate search techniques: author, title, subject for subscription (fee-based) databases.
2. Use on-line library catalog to choose and locate a variety of resources on a topic.

## **Grade 7 (page 237)**

### *Electronic Resources*

1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").
2. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., on-line encyclopedia, on-line subject dictionaries, magazine index, picture archive).

## **Grade 8 (pages 237-238)**

### *Electronic Resources*

1. Select research databases that align with identified information need (e.g., specialized databases on government, science, and history, as needed for assignments).
2. Retrieve information in different types of subscription (fee-based) databases to support information for a curricular need.
3. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND" "OR" "NOT") and a thesaurus in an on-line database.

# Health and the Effects of Alcohol

(Aligned with the National Standards)

## Alcohol Lesson Day One

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions**

- “Serving size Demonstration”
- “The Egg Experiment”

#### **Handouts: Read and Discuss**

- “Facts about Alcohol”

#### **Worksheets:**

- “Serving Size Demonstration” worksheet
- “The Egg Experiment Science Report”
- “The Egg Experiment Written Response”
- “Word Find Egg Experiment”
- “Crossword Puzzle Egg Experiment”
- “Word Find Where to Go for Help”

### **BENCHMARKS:**

#### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention.

#### **Standard 2**

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

#### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 4

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Alcohol Lesson Day Two**

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions**

- “Alcohol Education Poster Activity”
- “Creative Writing Activity”

#### **Read and Discuss:**

- “Facts about Alcohol”
- “Tommy Types Tips on Alcohol” storybook or Power Point

#### **Worksheet**

- “Designing an Educational Poster”
- “Creative Writing Activity”
- “What’s Wrong with this Picture? Activity”
- “Braille Secret Message – Alcohol Lesson”

“Test Your Alcohol IQ”

## **BENCHMARKS:**

### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention.

### **Standard 2**

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

### **Standard 3**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health

### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

## **Performance Indicators**

### **Standard 1**

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## **Standard 2**

Grades 6-8

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## **Standard 3**

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

## **Standard 4**

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

## **Standard 5**

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

**Standard 8**

Grades 6-8

- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

**Alcohol Additional Activities**

**PALS CURRICULUM ACTIVITY**

**Research projects:**

- “The Impact of Alcohol on the Body Organs”
- “History of Alcohol in America”
- “Alcohol Laws in your State”

**Activities:**

- “What’s Wrong with this Picture? Activity”
- “Braille Secret Message”

**BENCHMARKS:**

**Standard 1**

Students will comprehend concepts related to health promotion and disease prevention.

**Standard 2**

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

**Standard 3**

Demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.



# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 3

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.

## Standard 5

Grades 6-8

- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

**Tobacco**

# English Language Arts and the Effects of Smoking

## Acquisition of Vocabulary

### **PALS CURRICULUM ACTIVITY**

#### **Reading:**

- “Some of the Many Ingredients Found in Tobacco” handout
- “Fact Sheet on Tobacco Use” handout
- “What Smoking Can Do For You” handout
- “A Little Mouse Told Me!” storybook

#### **Quiz:**

- “Test Your Smoking IQ”

#### **Word Find:**

- “Nicotine and Smoking”

### **BENCHMARK: Acquisition of Vocabulary**

#### **Grades 4 - 7 (page 164)**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

#### **Grades 8-10 (page 168)**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- E. Use multiple resources to enhance comprehension of vocabulary.

## **INDICATORS**

### **Grade 5 (page 206)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Grade 6 (page 213) and Grade 7 (page 220)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Grade 7 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect
7. Determine the meaning and pronunciation of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Grade 8 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Reading Process

### PALS CURRICULUM ACTIVITY

**Reading:**

- “Some of the Many Ingredients Found in Tobacco” handout
- “Fact Sheet on Tobacco Use” handout
- “What Smoking Can Do For You” handout
- “A Little Mouse Told Me!” storybook

**Quiz:**

- “Test Your Smoking IQ”

**Word Find:**

- “Nicotine and Smoking”

**BENCHMARK: Reading Process****Grades 4 - 7 (page 164)**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies including summarizing and making predictions and comparisons using information in text, between text and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

**Grade 8 (page 168)**

- A. Apply reading comprehension strategies to understand grade appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

**INDICATORS****Grade 5 (pages 206-207)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
4. Summarize the information and text, recognizing that there may be several important ideas rather than just one main idea and identify details that support each.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

**Grade 6 (pages 213-214)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
4. Summarize the information in texts, reorganizing important ideas and supporting details, and noting gaps or contradictions.

6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.
8. List questions and search for answers within the text to construct meaning.

### **Grade 7 (page 221)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

### **Grade 8 (page 228)**

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

## **Reading Applications**

### **PALS CURRICULUM ACTIVITY**

#### **Reading:**

- “Some of the Many Ingredients Found in Tobacco” handout
- “Fact Sheet on Tobacco Use” handout
- “What Smoking Can Do For You” handout
- “A Little Mouse Told Me!” storybook

**BENCHMARK: Reading Applications****Grades 4 - 7 (page 165)**

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

**INDICATORS****Grade 5 (pages 207-208)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and on-line tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

**Grade 6 (pages 213-214)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical

- details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
  6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
  7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
  8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

### **Grade 7 (pages 221-222)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and on-line resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

## **Writing Applications**

### **PALS CURRICULUM ACTIVITY**

#### **Read and implement information into a project**

- “Teens Tilt Ears Toward the Anti-Tobacco Cartoon Bird” handout
- “Anti-Smoking Campaign, Print Advertisement” worksheet
- “Smoking’s Gifts” handout
  
- “Smoking’s Gifts” poster project



**BENCHMARK: Writing Applications****Grades 5 - 7 (page 166)**

- D. Produce informational essays or reports that convey a clear and accurate perspective and support the main idea with facts, details, examples and explanation.
- E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

**Grade 8 (page 170)**

- D. Use documented textual evidence to justify interpretations of literature or to support a research topic.
- E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

**INDICATORS****Grade 5 (page 210)**

- 4. Write informational essays or reports, including research, that organize information with clear introduction, body and conclusion following common expository structures, when appropriate (e.g., cause-effect, comparison-contrast) and includes facts, details and examples to illustrate important ideas.

**Grade 6 (page 217) and Grade 7 (page 224)**

- 4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.
- 5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.

**Grade 8 (page 231)**

- 4. Write informational essays or reports, including research, that:
  - a. Pose relevant and tightly drawn questions that engage the reader;
  - b. Provide a clear and accurate perspective on the subject;
  - c. Create an organizing structure appropriate to the purpose, audience and context;
  - d. Support the main idea with facts, details, examples and explanations from sources; and
  - e. Document sources and include bibliographies.
- 5. Write persuasive compositions that:
  - a. Establish and develop a controlling idea;

- b. Support arguments with detailed evidence;
- c. Exclude irrelevant information; and
- d. Cite sources of information.

## Writing Conventions

### **PALS CURRICULUM ACTIVITY**

#### **Writing Activities:**

Worksheets: “The Smoking Lung Experiment: Science Report”  
“The Smoking Lung Experiment: Writing Response”  
“What Would You Say?”  
“C.A.I. Cigarette Additive Investigators”  
“Tar Jar Demonstration: Science Report”  
“Tar Jar Demonstration: Writing Response”

#### **Develop an anti-smoking ad campaign to reach teenagers.**

Worksheet: “Anti-Smoking Campaign, Print Advertisement”

### **BENCHMARK: Writing Conventions**

#### **Grades 5 - 7 (page 166)**

- A. Use correct spelling conventions.
- B. Use conventions of punctuation and capitalization in written work.
- C. Use grammatical structures to effectively communicate ideas in writing.

#### **Grade 8 (page 170)**

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

## **INDICATORS**

### **Grade 5 (page 210)**

1. Spell high-frequency words correctly.
2. Spell contractions correctly.
3. Spell roots, suffixes, and prefixes correctly.

4. Use commas, end marks, apostrophes, and quotation marks correctly.
5. Use correct capitalization.

### **Grade 6 (page 217)**

1. Spell frequently misspelled and high-frequency words correctly.
2. Use commas, end marks, apostrophes, and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes, and brackets correctly.
4. Use correct capitalization.

### **Grade 7 (page 224)**

1. Spell high-frequency words correctly.
2. Use commas, end marks, apostrophes, and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes, and brackets correctly.
4. Use correct capitalization.

### **Grade 8 (page 232)**

1. Use correct spelling conventions.
2. Use correct punctuation and capitalization.
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.
6. Use proper placement of modifiers.
7. Maintain the use of appropriate verb tenses.
8. Conjugate regular and irregular verbs in all tenses correctly.

## **Research**

### **PALS CURRICULUM ACTIVITY**

#### **Writing Activities:**

“C.A.I. Cigarette Additive Investigators”

#### **Develop an anti-smoking ad campaign to reach teenagers.**

Worksheet: “Anti-Smoking Campaign, Print Advertisement”

**BENCHMARK: Research****Grades 5 - 7 (page 167)**

- A. Formulate open-ended research questions, suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used. Communicate findings orally, visually in writing or through multimedia

**Grade 8 (page 170)**

- A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
- B. Evaluate the usefulness and credibility of data and sources.
- C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.
- D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.
- E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.

**INDICATORS****Grade 5 (page 211)**

1. Generate a topic, assigned or personal interest, and open-ended question for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

**Grade 6 (page 218)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, point of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

### **Grade 7 (page 225)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.
9. Deliver formal and informal descriptive presentations that convey relevant information, and descriptive details.

### **Grade 8 (pages 232-233)**

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## **Communication: Oral and Visual**

### **PALS CURRICULUM ACTIVITY**

“Smoking Lung Lab Experiment”  
“Smoking Lung and Mr. Gross Mouth DVD”  
“Tar Jar Activity”

### **BENCHMARKS: Communication: Oral and Visual**

#### **Grades 5 - 7 (page 167)**

- B. Use effective listening strategies to summarize major ideas and draw logical inferences from presentations and visual media.

### **INDICATORS**

#### **Grade 5 (page 211)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).

2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).

**Grade 6 (pages 218-219)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Summarize the main idea and draw conclusions from presentation and visual media.
3. Interpret the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).

**Grade 7 (page 225)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Draw logical inferences from presentation and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, and to persuade).

# Social Studies and the Effects of Tobacco

## Social Studies Skills and Methods

### PALS CURRICULUM ACTIVITY

When done as group activities:  
“Anti Smoking Campaign”  
“Detective Stories Activity”  
“Smoking’s Gifts”

### BENCHMARK: Social Studies Skills and Methods

#### **Grade 6-8 (page 139)**

- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- D. Work effectively in a group.

### INDICATORS (pages 249-251)

#### **Benchmark B - Thinking and Organizing**

##### **Grade 6**

- 2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
- 3. Organize information using outlines and graphic organizers.
- 4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

##### **Grade 7**

- 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.



## **Benchmark D - Problem Solving**

### **Grade 6**

7. Work effectively to achieve group goals:
  - a. Engage in active listening;
  - b. Provide feedback in a constructive manner;
  - c. Help establish group goals;
  - d. Take various roles within the group;
  - e. Recognize contributions of others.

### **Grade 7**

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

### **Grade 8**

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

# Science and the Effects of Tobacco

## Scientific Ways of Knowing

### PALS CURRICULUM ACTIVITY

“The Smoking Lung” Lab Experiment

-- Demonstrates how the smoke from a cigarette enters and damages the lung tissue using a homemade lung machine.

“Tar Jar Activity”

### BENCHMARK: Scientific Ways of Knowing

**Grades 6-8 (page 122)**

- B. Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).
- C. Give examples of how thinking scientifically is helpful in daily life.

## INDICATORS

**Grades 6 (page 125)**

1. Identify that hypotheses are valuable even when they are not supported.

**Grade 8 (page 131)**

1. Identify the difference between description (e.g., observation and summary) and explanation. (e.g., inference, prediction, significance and importance).

## Scientific Inquiry

### PALS CURRICULUM ACTIVITY

“The Smoking Lung” Lab Experiment

--Demonstrates how the smoke from a cigarette enters and damages the lung tissue using a homemade lung machine.

“Tar Jar Activity”

## **BENCHMARK: Scientific Inquiry**

### **Grade 6 (page 122)**

- A. Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.

## **INDICATORS**

### **Grade 6 (page 124)**

1. Explain that there are not fixed procedures for guiding scientific investigation; however, the nature of an investigation determines the procedures needed.
2. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigation.
3. Distinguish between observation and inference.

### **Grade 7 (page 128)**

1. Explain that variables and controls can affect the results of an investigation and that ideally one variable should be tested at a time; however it is not always possible to control all variables.
2. Identify simple independent and dependent variables.
3. Formulate and identify questions to guide scientific investigations that connect to scientific concepts and can be answered through scientific investigations.
4. Choose appropriate tools and instruments and use relevant safety procedures to complete scientific investigations.

### **Grade 8 (page 131)**

1. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigation.

# Science and the Effects of Other Drugs

## Scientific Ways of Knowing

### **PALS CURRICULUM ACTIVITY**

“Ice Water/Perception Experiment”  
“What’s Your Guess? Activity”

### **BENCHMARK: Scientific Ways of Knowing**

#### **Grades 6-8 (page 122)**

- A. Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).
- C. Give examples of how thinking scientifically is helpful in daily life.

## **INDICATORS**

### **Grade 6 (page 124)**

1. Explain that there are not fixed procedures for guiding scientific investigation; however, the nature of an investigation determines the procedures needed.
2. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigation.
3. Distinguish between observation and inference.

### **Grade 7 (page 128)**

1. Explain that variables and controls can affect the results of an investigation and that ideally one variable should be tested at a time; however it is not always possible to control all variables.
2. Identify simple independent and dependent variables.
3. Formulate and identify questions to guide scientific investigations that connect to scientific concepts and can be answered through scientific investigations.
4. Choose appropriate tools and instruments and use relevant safety procedures to complete scientific investigations.

**Grade 8 (page 131)**

2. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigation.

# Mathematics and the Effects of Tobacco

## Number, Number Sense and Operations

### **PALS CURRICULUM ACTIVITY**

#### **Worksheets:**

“Expense of Tobacco - Math Worksheet #1”

“Expense of Tobacco - Math Worksheet #2”

### **BENCHMARK: Number, Number Sense and Operations**

#### **Grades 5 - 7 (page 142)**

- E. Use order of operations, including use of parenthesis and exponents to solve multi-step problems, and verify and interpret the results.

### **INDICATORS**

#### **Grade 5 (page 146)**

9. Use order of operations, including use of parentheses, to simplify numerical expressions.

#### **Grade 6 (page 150)**

6. Use the order of operations, including the use of exponents, decimals and rational numbers, to simplify numerical expressions.

#### **Grade 7 (page 155)**

4. Use order of operations and properties to simplify numerical expressions involving integers, fractions and decimals.

# Mathematics and the Effects of Tobacco

## Patterns, Functions and Algebra

### PALS CURRICULUM ACTIVITY

#### **Worksheets:**

“Expense of Tobacco - Math Worksheet #1”

“Expense of Tobacco - Math Worksheet #2”

### BENCHMARK: Patterns, Functions and Algebra

#### **Grades 5 - 7 (page 143)**

- D. Use symbolic algebra to represent and explain mathematical relationships.

### INDICATORS

#### **Grade 6 (page 153)**

4. Solve simple linear equations and inequalities using physical models, paper and pencil, tables and graphs.

#### **Grade 7 (page 158)**

8. Use formulas in problem-solving situations.

# Technology and Tobacco

## Standard 3: Technology for Productivity Applications

### PALS CURRICULUM ACTIVITY

#### **Research:**

“CAI Cigarette Additive Investigators”

### BENCHMARK

- C. Use productivity tools to produce creative works, to prepare publications and to construct technology-enhanced models.

### INDICATORS

#### **Grade 6 (page 227)**

##### *Research Tools*

1. Use content-specific tools, software and simulations to support learning and research (e.g., thermometers, applets, interactive geometric programs, model robots).
2. Apply technology resources to create an educational project (e.g., use a spreadsheet to organize the data that represents the results from an experiment).

#### **Grade 7 (page 227-228)**

##### *Research Tools*

1. Use content-specific tools, software and simulations to support learning and research to create educational projects (e.g., aerodynamic model design, bridge building simulation, design tools, how-it-works Websites).
2. Apply technology resources to support group collaboration and learning throughout the curriculum.

#### **Grade 8 (page 227-228)**

##### *Research Tools*

2. Apply technology resources to support personal productivity and learning throughout the curriculum.



## Standard 4: Technology and Communication Applications

### PALS CURRICULUM ACTIVITY

**Research:**

“CAI Cigarette Additive Investigators”

### BENCHMARK

- A. Communicate information technologically and incorporate principles of design into the creation of messages and communication products.
- B. Develop, publish and present information in a format that is appropriate for content and audience.

### INDICATORS

**Benchmark A:** Communicate information technologically and incorporate principles of design into the creation of messages and communication products.

#### **Grade 6 (page 229)**

*Communications*

1. Explain that information is communicated for specific purposes.

*Principles of Design*

2. Define principles of design used to create print, multimedia and Web communications or products (e.g., color, contrast, repetition, alignment, proximity).
3. Produce information products that incorporate principles of design.

#### **Grade 7 (page 229)**

*Communications*

1. Classify reasons to communicate information and explain why technology enhances communication (e.g., to explain, inform, persuade, sell, archive information in ways that reach a variety of audiences).

*Principles of Design*

2. Integrate advanced design features into communication products (e.g., background selection, framing, set design).

### *Multimedia Applications*

3. Generate multimedia presentations that communicate information for specific purposes.

### **Grade 8 (pages 229-230)**

#### *Communications*

1. Determine audience characteristics that impact the content of the message (e.g., level of understanding, level of interest).
2. Differentiate audience factors that influence the selection of the communication tool (e.g., will the message be communicated to an individual or a small or large group? will the message be communicated more than once?).
3. Examine the connections among message content, context and purpose (e.g., is the content of the message impacted by the context in which the message is given? does the context impact the purpose?).
4. Reconstruct messages with different communication tools and determine if the tool changes the meaning of the message.

#### *Principles of Design*

5. Identify and practice the following Universal Design principles that ensure accessibility for all users of communication projects or products:
  - a. Image size;
  - b. Alt attributes/tags;
  - c. Use of tables and frames;
  - d. Use of style sheets;
  - e. Formatting;
  - f. Use of color text legibility and readability;
  - g. Fonts, formatting and captioning.

**Benchmark B:** Develop, publish and present information in a format that is appropriate for content and audience.

### **Grade 6 (page 230)**

#### *Publication*

1. Create and publish information in printed form (e.g., use software to produce homework assignments, reports, flyers, newsletters).
2. Develop and publish information in electronic form (e.g., slide presentations, multimedia products, Web materials).

### **Grade 7 (page 230)**

#### *Productivity Tools*

1. Select an appropriate software tool to create and publish print information (e.g., word processor for a report, desktop publishing tool for signs/calendars/newsletters).

2. Distinguish electronic file types and determine extensions including .txt, .rtf, .doc, .pdf and others.
3. Insert original sound files into multimedia presentation (e.g., AVI, WAV, MPEG).
4. Insert copyright-free images (photos/graphics) into multimedia presentations (e.g., GIF, JPEG).
5. Transform digital images by using editing software to:
  - a. Crop;
  - b. Rotate, flip, invert;
  - c. Add text, borders, decorative elements;
  - d. Adjust color (apply spot coloring, image touch-up);
  - e. Layer or merge images.

### **Grade 8 (page 231)**

#### *Publication*

1. Construct and publish information in printed and electronic form (e.g., printed reports, resumes, brochures, charts and electronic presentations, videos, Web sites).
2. Select appropriate file types (documents, sounds, images, and multimedia) based on communication need.

#### *Evaluation*

3. Evaluate information product based on content and audience (e.g., did the information communicate the intended message to the correct audience?).

## **Standard 5: Technology and Information Literacy**

### **PALS CURRICULUM ACTIVITY**

#### **Research:**

“CAI Cigarette Additive Investigators”

## **BENCHMARK:**

### **Grades 6-8 (pages 233-235).**

- A. Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.
- B. Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.
- C. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.
- D. Select, access and use appropriate electronic resources for a defined information need.

## **INDICATORS**

**Benchmark A:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

### **Grade 6 (page 233)**

#### *Evaluating Sources*

1. Select relevant information by identifying main ideas and supporting facts that help answer questions.
2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information, check for copyright restrictions).
3. Check copyright and publication dates to determine currency of information.
4. Investigate the authority of an on-line information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site; well-known organization versus a personal Web site).

### **Grade 7 (pages 233-234)**

#### *Evaluating Sources*

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).
2. Assess the objectivity (ability of an author to present information without bias) of a source when using information.
3. Compare multiple sources (on-line encyclopedia, Web site, on-line magazine database, print source) to check accuracy of information (e.g., do facts match on each site?).
4. Determine the scope of coverage for a given source (does the source cover all of the needed information?).
5. Chart information gathered from multiple sources to determine facts to be used in a project.

## Grade 8 (page 234)

### *Evaluating Sources*

1. Understand the structure and organization of information sources including keywords, subject directory, subject search in a library catalog or search engine.
2. Demonstrate how to determine copyright issues when creating new products:
  - a. Ask permission to use articles, quotations and graphics;
  - b. Credit information to be included in the product.
4. Evaluate the validity of information by comparing information from different sources for accuracy (e.g., what makes the author an expert? Is information the same in multiple sources?).

**Benchmark B:** Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.

## Grade 6 (page 234)

### *Decide*

1. Generate questions to be answered or a position to be supported when given a topic.

### *Find*

2. Recognize that finding and using more than one source can produce a better product.

### *Use*

3. Use a variety of technology resources for curriculum and personal information needs: library catalog, on-line encyclopedia, Web sites.
4. Examine information in different types of subscription resources (i.e., fee-based, pay-per-use) to locate information for a curricular need (e.g., magazine database, picture archive, on-line encyclopedia).
5. Identify relevant facts, check facts for accuracy, record appropriate information and create an information product to share with others.
6. List information sources used in a district-adopted or teacher-prescribed format (e.g., MLA, APA).

### *Check*

7. Review how the information found for the project was used and discuss the quality of the product.

## Grade 7 (page 235)

### *Decide*

1. Develop open-ended research questions about a defined information need.

*Find*

2. Select and evaluate relevant information about a specific topic in several sources.
3. Select information from different types of subscription resources (i.e., fee-based, pay-per-use) to meet an information need (e.g., magazine database, picture archive, on-line encyclopedia).

*Use*

4. Compile information learned about a topic from a variety of sources.
5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).

*Check*

6. Evaluate how information was found and assess the quality of the information product.

**Grade 8 (page 235)**

*Decide*

1. Formulate an essential question to guide the research process.

*Find*

2. Identify and evaluate relevant information and select pertinent information found in each source.

*Use*

3. Analyze information, finding connections that lead to a final information product.
4. Demonstrate how to determine copyright issues when creating new products (e.g., permission to use articles and graphics, credit information to be included).
5. Use a teacher or district designated citation or style manual to credit sources used in work (e.g., MLA style manual, APA Guidelines or other selected style manuals).
6. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

*Check*

7. Revise and edit information product.
8. Evaluate final product for its adherence to project requirements (e.g., recognize weaknesses in process and product and find ways to improve).

**Benchmark C:** Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

### **Grade 6 (page 236)**

#### *Search Strategies*

3. Identify keywords which describe the information need and use keywords as search terms (e.g., review search engine "help" page to determine methods for entering search terms).
4. Use phrase searching in appropriate search engines to improve results.
5. Incorporate place searching when searching for information using assigned directories and search engines.

#### *Evaluating Sources*

6. Evaluate Web information for:
  - a. Author's expertise (authority);
  - b. Accuracy of information presented;
  - c. Parameters of coverage (including objectivity and bias); and
  - d. Currency of information.
7. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).

### **Grade 7 (page 236)**

#### *Search Strategies*

2. Search a student-selected on-line directory or search engine by subject, keyword, author, title, date and/or format.
3. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND" "OR" "NOT").
4. Perform searches for information in specific formats (e.g., graphics, images, journal articles).
5. Compare information found in searches done on different types of Internet resources (e.g., directory, search engine, meta engine).

#### *Evaluating Sources*

6. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

### **Grade 8 (page 237)**

#### *Internet Concepts*

1. Troubleshoot error messages in a Web browser (e.g., verify the address, use refresh and/or stop buttons).

### *Search Strategies*

2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).
3. Compare information found in searches completed on different search engines (directories, spiders, meta crawlers) and discuss differences in how search engines select, rank and display information:
  - a. Relevancy;
  - b. Popularity; and
  - c. Paid placement.

### *Evaluating Sources*

4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

**Benchmark D:** Select, access and use appropriate electronic resources for a defined information need.

## **Grade 6 (page 237)**

### *Electronic Resources*

1. Demonstrate search techniques: author, title, subject for subscription (fee-based) databases.
2. Use on-line library catalog to choose and locate a variety of resources on a topic.

## **Grade 7 (page 237)**

### *Electronic Resources*

1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").
2. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., on-line encyclopedia, on-line subject dictionaries, magazine index, picture archive).

## **Grade 8 (page 237-238)**

### *Electronic Resources*

1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).
2. Retrieve information in different types of subscription (fee-based) databases to support information for a curricular need.
3. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND" "OR" "NOT") and a thesaurus in an on-line database.



# Health and the Effects of Tobacco (Interfaced with the National Standards)

## Tobacco Lesson Day One

### PALS CURRICULUM ACTIVITY

#### **Activities and Discussions:**

“The Smoking Lung Experiment”/DVD

#### **Read and Discuss:**

“A Little Mouse Told Me”

“Some of the Many Ingredients Found in Tobacco” handout

#### **Worksheets:**

“The Smoking Lung Experiment: Science Report”

“The Smoking Lung Experiment: Writing Response”

“What Would You Say?” Activity

### BENCHMARKS:

#### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention.

#### **Standard 2**

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

#### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 3

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.

## Standard 4

Grades 6-8

- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## Tobacco Lesson Day Two

### PALS CURRICULUM ACTIVITY

#### **Activities and Discussions:**

- “The Smoking Lung Experiment/DVD”
- “Tar Jar Activity”
- “Mr. Gross Mouth/DVD”

#### **Read and Discuss:**

- Read and discuss “A Little Mouse Told Me” storybook
- “Some of the Many Ingredients Found in Tobacco” handout

#### **Worksheets:**

- “Nicotine and Smoking” Word Find
- “Some Ingredients Found in Tobacco” Word Find
- “Tar Jar Demonstration: Science Report”
- “Tar Jar Demonstration: Writing Response”
- “Expense of Tobacco” worksheets

“Test Your Smoking IQ”

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### BENCHMARKS:

#### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### **Standard 2**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

#### **Standard 6**

Demonstrate the ability to use goal-setting skills to enhance health.

#### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### **Standard 8**

Demonstrate the ability to advocate for personal, family, community health.

# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.7 Describe the benefits of, and barriers to, practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.7 Analyze the outcomes of a health-related decision.

## Standard 6

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

## **Standard 8**

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

## **Tobacco Additional Activities**

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions:**

- “Anti-Smoking Print Advertisement”
- “Smoking’s Gifts” posters
- “Detective Stories” activity
- “Real World Tar Demonstration”

#### **Read and Discuss:**

- “Teens Tilt Ears Toward the Anti-Tobacco Cartoon Bird”
- “Smoking’s Gifts” cartoon
- “Tobacco Warning Label and Fact Sheets”

## **BENCHMARKS:**

### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### **Standard 2**

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

### **Standard 3**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

## **Performance Indicators**

### **Standard 1**

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

### **Standard 2**

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

### **Standard 3**

Grades 6-8

- 3.8.2 Access valid health information from home, school, and community.

### **Standard 5**

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.7 Analyze the outcomes of a health-related decision.

### **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### **Standard 8**

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.



# Effects of Other Drugs

# Health and the Effects of Other Drugs (Interfaced with the National Standards)

## Acquisition of Vocabulary

### **PALS CURRICULUM ACTIVITY**

#### **Worksheet**

“Tommy’s Match Game”

“Crossword Puzzle - What are Drugs?”

#### **Handouts:**

“Drugs Fact Sheet: Marijuana”

“Drugs Fact Sheet: Over the Counter and Prescription Drugs”

“Drugs Fact Sheet: Cocaine”

### **BENCHMARK: Acquisition of Vocabulary**

#### **Grades 4-7 (page 164)**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

#### **Grade 8 (page 186)**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

### **INDICATORS**

#### **Grade 5 (page 206)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

#### **Grade 6 (page 213) and Grade 7 (page 220)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

2. Apply knowledge of connotation and denotation to determine the meaning of words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **Grade 8 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect
7. Determine the meaning and pronunciation of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## **Reading Process:**

### **PALS CURRICULUM ACTIVITY**

#### **Read and Discuss:**

“Tommy Digs Up the Dirt on Drugs” storybook or Power Point

#### **Handouts:**

“Drugs Fact Sheet: Marijuana”

“Drugs Fact Sheet: Over the Counter and Prescription Drugs”

“Drugs Fact Sheet: Cocaine”

“I’ll Be the Judge of That” activity

### **BENCHMARK: Reading Process**

#### **Grades 4-7 (page 164)**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

## **INDICATORS**

### **Grade 5 (page 206-207)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

### **Grade 6 (pages 213-214) and Grade 7 (page 221)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

## **Reading Applications**

### **PALS CURRICULUM ACTIVITY**

#### **Read and Discuss:**

“Tommy Digs Up the Dirt on Drugs”

#### **Handouts:**

“Drugs Fact Sheet: Marijuana”

“Drugs Fact Sheet: Over the Counter and Prescription Drugs”

“Drugs Fact Sheet: Cocaine”

#### **Work sheet:**

“What’s Your Guess” activity

## **BENCHMARK: Reading Applications**

### **Grades 4 - 7 (page 165)**

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

## **INDICATORS**

### **Grade 5 (pages 207-208)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and on-line tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

### **Grade 6 (pages 213-214)**

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and on-line resources.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical

- details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
  6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
  7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
  8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

### **Grade 7 (pages 221-222)**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and on-line tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and on-line resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

## **Writing Processes**

### **PALS CURRICULUM ACTIVITY**

#### **Worksheets:**

- “If I Had a Robot”
- “Ice Water/Perception Experiment: Writing Response”
- “School Rules and Consequences of Drugs”
- “I’ll be the Judge of That”
- “Drugs and Athletic Performance”
- “Drugs and Scholastic Performance”
- “Drugs and the Performing Arts”

**BENCHMARK: Writing Processes****Grades 4 - 7 (page 166)**

- A. Generate writing topics and establish a purpose appropriate for the audience.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- C. Clarify ideas for writing assignments by using graphics or other organizers.
- D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- E. Select more effective vocabulary when editing by using a variety of resources and reference materials.
- F. Edit to improve fluency, grammar and usage.
- G. Apply tools to judge the quality of writing.
- H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**Grades 8 (page 166)**

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**INDICATORS****Grade 5 (pages 209-210)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.

8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

### **Grade 6 (pages 216-217)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.



15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 7 (pages 223-224)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

**Grade 8 (pages 230-231)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

# Research

## **PALS CURRICULUM ACTIVITY**

### **Research Worksheets:**

- “School Rules and Consequences of Drugs”
- “Drugs and Athletic Performance”
- “Drugs and Scholastic Performance”
- “Drugs and the Performing Arts”

## **BENCHMARK:**

### **Grades 5-7 (page 167)**

- A. Formulate open-ended research questions, suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used. Communicate findings orally, visually in writing or through multimedia.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Generate a topic, assigned or personal interest, and opened-ended question for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Grade 6 (page 218)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, point of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

### **Grade 7 (page 225)**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, on-line databases, electronic resources and Internet-based resources).
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## Communication: Oral and Visual

### **PALS CURRICULUM ACTIVITY**

#### **Reading and discussion:**

“Tommy Digs Up the Dirt on Drugs” storybook/DVD  
Read your school drug policy and discuss it

#### **Activity: Teacher presentation and Discussion**

“Memory Word List” Activity  
“Cravings and Addiction Demonstration”  
“Ice Water/Perception Experiment”  
“What’s Your Guess?” Activity

### **BENCHMARK:**

#### **Grades 5 - 7 (page 167)**

- A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- C. Vary language choice and use effective presentation techniques including voice modulation and enunciation.
- E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas.
- F. Give presentations using a variety of delivery methods, visual materials and technology.

#### **Grade 8 (page 171)**

- A. Use a variety of strategies to enhance listening comprehension.
- C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
- G. Give presentations using a variety of delivery methods, visual displays and technology.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking contents according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effects, compare-contrast);
  - d. Use appropriate visual material (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from several sources and identify sources used.

### **Grade 6 (pages 218-219)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Summarize the main idea and draw conclusions from presentation and visual media.
3. Interpret the speaker's purpose in presentation and visual media (e.g., to inform, to entertain, and to persuade).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking contents and style according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic, and present events or ideas in a logical sequence;
  - b. Support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;

- c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations), and available technology; and
  - e. Draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### **Grade 7 (page 225)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, and making visual contact).
2. Draw logical inferences from presentation and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, and to persuade).

### **Grade 8 (pages 233-234)**

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the controlling ideas or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

# Social Studies And the Effects of Other Drugs

## Social Studies Skills and Methods

### PALS CURRICULUM ACTIVITY

**Group activity:**

“Ice Water / Perception Experiment”

### BENCHMARK: Social Studies Skills and Methods

**Grade 6-8 (page 139)**

D. Work effectively in a group.

### INDICATORS (pages 249-251)

#### **Benchmark D: *Problem Solving***

#### **Grade 6**

7. Work effectively to achieve group goals:
  - a. Engage in active listening;
  - b. Provide feedback in a constructive manner;
  - c. Help establish group goals;
  - d. Take various roles within the group;
  - e. Recognize contributions of others.

#### **Grade 7**

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

#### **Grade 8**

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.



# Mathematics and the Effects of other Drugs

## Data Analysis and Probability

### PALS CURRICULUM ACTIVITY

#### **Worksheet:**

“What’s Your Guess? Graphing Activity”

### BENCHMARK: Data Analysis and Probability

#### **Grade 6-8 (page 50)**

- A. Read, create and use line graphs, histograms, circle graphs, box-and-whisker plots, stem-and-leaf plots, and other representations when appropriate.
- B. Interpret data by looking for patterns and relationships, draw and justify conclusions, and answer related questions.

### INDICATORS

#### **Grade 5 (page 148)**

1. Read, construct and interpret frequency tables, circle graphs and line graphs.

#### **Grade 6 (page 150)**

1. Read, construct and interpret line graphs, circle graphs and histograms.

#### **Grade 7 (page 155)**

1. Read, create and interpret box-and-whisker plots, stem-and-leaf plots, and other types of graphs, when appropriate.

# Technology and Other Drugs

## Standard 3: Technology for Productivity Applications

### PALS CURRICULUM ACTIVITY

#### **Research:**

- “Drugs and Athletic Performance”
- “Drugs and Scholastic Performance”
- “Drugs and the Performing Arts”

### BENCHMARK

- B. Select appropriate technology resources to solve problems and support learning.
- C. Use productivity tools to produce creative works, to prepare publications and to construct technology-enhanced models.

### INDICATORS

**Benchmark B:** Select appropriate technology resources to solve problems and support learning.

#### **Grade 6 (pages 226-227)**

##### *Communication Tools*

- 2. Present independent research findings in a multimedia format.

##### *Research Tools*

- 3. Investigate technology tools used to organize and represent data collected in problem situations.

##### *Keyboarding*

- 4. Demonstrate proper keyboarding techniques, assess keyboarding accuracy and develop speed.

## Grade 7 (page 227)

### *Problem-solving*

1. Solve problems using all available technologies for inquiry, investigation, analysis and presenting conclusions.

### *Productivity Tools*

2. Investigate various formats of video content and methods of presentation (e.g., .mpeg, .avi).
3. Edit video clips using video editing software.

### *Keyboarding*

4. Develop speed and accuracy when keyboarding, and transition to a word processing environment.

## Grade 8 (page 227)

### *Problem-solving*

1. Incorporate all available technology tools and resources to research, investigate, solve and present findings in a problem situation.

### *Productivity Tools*

2. Create a video production related to a class activity.

### *Research Tools*

3. Research educational video clips available online for use in class projects (e.g., consider copyright and fair use issues when selecting video clips).

### *Keyboarding*

4. Demonstrate effective keyboarding skills in a word processing environment.

**Benchmark C:** Use productivity tools to produce creative works, to prepare publications and to construct technology-enhanced models.

## Grade 6 (page 227)

### *Research Tools*

1. Use content-specific tools, software and simulations to support learning and research (e.g., thermometers, applets, interactive geometric programs, model robots).
2. Apply technology resources to create an educational project (e.g., use a spreadsheet to organize the data that represents the results from an experiment).

## **Grade 7 (pages 227-228)**

### *Research Tools*

1. Use content-specific tools, software and simulations to support learning and research to create educational projects (e.g., aerodynamic model design, bridge building simulation, design tools, how-it-works Websites).
2. Apply technology resources to support group collaboration and learning throughout the curriculum.

## **Grade 8 (pages 227-228)**

### *Research Tools*

2. Apply technology resources to support personal productivity and learning throughout the curriculum.

## Standard 4 Technology and Communication Applications

### PALS CURRICULUM ACTIVITY

#### **Research:**

- “Drugs and Athletic Performance”
- “Drugs and Scholastic Performance”
- “Drugs and the Performing Arts”

### BENCHMARK:

#### **Grades 6-8 (page 51)**

- A. Communicate information technologically and incorporate principles of design into the creation of messages and communication products.
- B. Develop, publish and present information in a format that is appropriate for content and audience.

### INDICATORS

**Benchmark A:** Communicate information technologically and incorporate principles of design into the creation of messages and communication products.

#### **Grade 6 (page 229)**

##### *Communications*

1. Explain that information is communicated for specific purposes.

##### *Principles of Design*

2. Define principles of design used to create print, multimedia and Web communications or products (e.g., color, contrast, repetition, alignment, proximity).
3. Produce information products that incorporate principles of design.

#### **Grade 7 (page 229)**

##### *Communications*

1. Classify reasons to communicate information and explain why technology enhances communication (e.g., to explain, inform, persuade, sell, archive information in ways that reach a variety of audiences).

### *Principles of Design*

2. Integrate advanced design features into communication products (e.g., background selection, framing, set design).

### *Multimedia Applications*

3. Generate multimedia presentations that communicate information for specific purposes.

## **Grade 8 (pages 229-230)**

### *Communications*

1. Determine audience characteristics that impact the content of the message (e.g., level of understanding, level of interest).
2. Differentiate audience factors that influence the selection of the communication tool (e.g., will the message be communicated to an individual or a small or large group? will the message be communicated more than once?).
3. Examine the connections among message content, context and purpose (e.g., is the content of the message impacted by the context in which the message is given? does the context impact the purpose?).
4. Reconstruct messages with different communication tools and determine if the tool changes the meaning of the message.

### *Principles of Design*

5. Identify and practice the following Universal Design principles that ensure accessibility for all users of communication projects or products:
  - a. Image size;
  - b. Alt attributes/tags;
  - c. Use of tables and frames;
  - d. Use of style sheets;
  - e. Formatting;
  - f. Use of color text legibility and readability;
  - g. Fonts, formatting and captioning.

**Benchmark B:** Develop, publish and present information in a format that is appropriate for content and audience.

## **Grade 6 (page 230)**

### *Publication*

1. Create and publish information in printed form (e.g., use software to produce homework assignments, reports, flyers, newsletters).
2. Develop and publish information in electronic form (e.g., slide presentations, multimedia products, Web materials).

## **Grade 7 (page 230)**

### *Productivity Tools*

1. Select an appropriate software tool to create and publish print information (e.g., word processor for a report, desktop publishing tool for signs/calendars/newsletters).
2. Distinguish electronic file types and determine extensions including .txt, .rtf, .doc, .pdf and others.
3. Insert original sound files into multimedia presentation (e.g., AVI, WAV, MPEG).
4. Insert copyright-free images (photos/graphics) into multimedia presentations (e.g., GIF, JPEG).
5. Transform digital images by using editing software to:
  - a. Crop;
  - b. Rotate, flip, invert;
  - c. Add text, borders, decorative elements;
  - d. Adjust color (apply spot coloring, image touch-up);
  - e. Layer or merge images.

## **Grade 8 (page 231)**

### *Publication*

1. Construct and publish information in printed and electronic form (e.g., printed reports, resumes, brochures, charts and electronic presentations, videos, Web sites).
2. Select appropriate file types (documents, sounds, images, and multimedia) based on communication need.

### *Evaluation*

3. Evaluate information product based on content and audience (e.g., did the information communicate the intended message to the correct audience?).

## Standard 5: Technology and Information Literacy

### PALS CURRICULUM ACTIVITY

#### **Research:**

- “Drugs and Athletic Performance”
- “Drugs and Scholastic Performance”
- “Drugs and the Performing Arts”

### BENCHMARK

#### **Grades 6-8 (page 51)**

- A. Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.
- B. Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.
- C. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.
- D. Select, access and use appropriate electronic resources for a defined information need.

**Benchmark A:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

#### **Grade 6 (page 233)**

##### *Evaluating Sources*

1. Select relevant information by identifying main ideas and supporting facts that help answer questions.
2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information, check for copyright restrictions).
3. Check copyright and publication dates to determine currency of information.
4. Investigate the authority of an on-line information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site; well-known organization versus a personal Web site).



## Grade 7 (pages 233-234)

### *Evaluating Sources*

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).
2. Assess the objectivity (ability of an author to present information without bias) of a source when using information.
3. Compare multiple sources (on-line encyclopedia, Web site, on-line magazine database, print source) to check accuracy of information (e.g., do facts match on each site?).
4. Determine the scope of coverage for a given source (does the source cover all of the needed information?).
5. Chart information gathered from multiple sources to determine facts to be used in a project.

## Grade 8 (page 234)

### *Evaluating Sources*

1. Understand the structure and organization of information sources including keywords, subject directory, subject search in a library catalog or search engine.
2. Demonstrate how to determine copyright issues when creating new products:
  - a. Ask permission to use articles, quotations and graphics;
  - b. Credit information to be included in the product.
4. Evaluate the validity of information by comparing information from different sources for accuracy (e.g., what makes the author an expert? Is information the same in multiple sources?).

**Benchmark B:** Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.

## Grade 6 (page 234)

### *Decide*

1. Generate questions to be answered or a position to be supported when given a topic.

### *Find*

2. Recognize that finding and using more than one source can produce a better product.

### *Use*

3. Use a variety of technology resources for curriculum and personal information needs: library catalog, online encyclopedia, Web sites.

4. Examine information in different types of subscription resources (i.e., fee-based, pay-per-use) to locate information for a curricular need (e.g., magazine database, picture archive, on-line encyclopedia).
5. Identify relevant facts, check facts for accuracy, record appropriate information and create an information product to share with others.
6. List information sources used in a district-adopted or teacher-prescribed format (e.g., MLA, APA).

*Check*

7. Review how the information found for the project was used and discuss the quality of the product.

**Grade 7 (page 235)**

*Decide*

1. Develop open-ended research questions about a defined information need.

*Find*

2. Select and evaluate relevant information about a specific topic in several sources.
3. Select information from different types of subscription resources (fee-based, pay-per-use) to meet an information need (e.g., magazine database, picture archive, on-line encyclopedia).

*Use*

4. Compile information learned about a topic from a variety of sources.
5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).

*Check*

6. Evaluate how information was found and assess the quality of the information product.

**Grade 8 (page 235)**

*Decide*

1. Formulate an essential question to guide the research process.

*Find*

2. Identify and evaluate relevant information and select pertinent information found in each source.

*Use*

3. Analyze information, finding connections that lead to a final information product.
4. Demonstrate how to determine copyright issues when creating new products (e.g., permission to use articles and graphics, credit information to be included).

5. Use a teacher or district designated citation or style manual to credit sources used in work (e.g., MLA style manual, APA Guidelines or other selected style manuals).
6. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

*Check*

7. Revise and edit information product.
8. Evaluate final product for its adherence to project requirements (e.g., recognize weaknesses in process and product and find ways to improve).

**Benchmark C:** Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

**Grade 6 (page 236)**

*Search Strategies*

3. Identify keywords which describe the information need and use keywords as search terms (e.g., review search engine "help" page to determine methods for entering search terms).
4. Use phrase searching in appropriate search engines to improve results.
5. Incorporate place searching when searching for information using assigned directories and search engines.

*Evaluating Sources*

6. Evaluate Web information for:
  - a. Author's expertise (authority);
  - b. Accuracy of information presented;
  - c. Parameters of coverage (including objectivity and bias); and
  - d. Currency of information.
7. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).

**Grade 7 (page 236)**

*Search Strategies*

2. Search a student-selected on-line directory or search engine by subject, keyword, author, title, date and/or format.
3. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND" "OR" "NOT").
4. Perform searches for information in specific formats (e.g., graphics, images, journal articles).
5. Compare information found in searches done on different types of Internet resources (e.g., directory, search engine, meta engine).

### *Evaluating Sources*

6. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

## **Grade 8 (page 237)**

### *Internet Concepts*

1. Troubleshoot error messages in a Web browser (e.g., verify the address, use refresh and/or stop buttons).

### *Search Strategies*

2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).
3. Compare information found in searches completed on different search engines (directories, spiders, meta crawlers) and discuss differences in how search engines select, rank and display information:
  - a. Relevancy;
  - b. Popularity; and
  - c. Paid placement.

### *Evaluating Sources*

4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

**Benchmark D:** Select, access and use appropriate electronic resources for a defined information need.

## **Grade 6 (page 237)**

### *Electronic Resources*

1. Demonstrate search techniques: author, title, subject for subscription (fee-based) databases.
2. Use on-line library catalog to choose and locate a variety of resources on a topic.

## **Grade 7 (page 237)**

### *Electronic Resources*

1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").
2. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., on-line encyclopedia, on-line subject dictionaries, magazine index, picture archive).

## Grade 8 (pages 237-238)

### *Electronic Resources*

1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).
2. Retrieve information in different types of subscription (fee-based) databases to support information for a curricular need.
3. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND" "OR" "NOT") and a thesaurus in an online database.

## Effects of Other Drugs Day One

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions**

- “If I had a Robot Activity”
- “Memory/Word List Activity”

#### **Read and Discuss:**

- “Tommy Digs Up the Dirt on Drugs” storybook

#### **Handouts:**

- “Drug Fact Sheet: Marijuana”
- “Drug Fact Sheet: Cocaine”

#### **Worksheets:**

- “Tommy’s Match Game”
- “Which Drug Is It?”
- “Memory /Word List”
- “School Rules and Consequences of Drugs” worksheet

## **BENCHMARKS**

### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### **Standard 2**

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

### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## Standard 7

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### Effects of other Drugs Day Two

#### **PALS CURRICULUM ACTIVITY**

##### **Activities and Discussions:**

- “Understanding Craving and Addiction Demonstration”
- “Ice Water/Perception Experiment”
- “What’s Your Guess?” Activity

##### **Read and Discuss:**

- “Drug Fact sheet: Over the Counter and Prescription Drugs”

##### **Worksheets:**

- “Perception Writing Response”
- “What’s Your Guess? Activity”
- “What’s Your Guess? Graphing Worksheet”
- “What is your Drug IQ?” Quiz

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#### **BENCHMARKS**

##### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

##### **Standard 2**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

##### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

##### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

## Effects of other Drugs: Additional Activities

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions:**

Debate or role plays “I will be the Judge of That”

#### **Research:**

“Community Rules and Consequences of Drugs”

“Drugs and Athletic Performance”

“Drugs and Scholastic Performance”

#### **Worksheet:**

“What are Drugs?” Crossword Puzzle

### **BENCHMARKS:**

#### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### **Standard 2**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

#### **Standard 3**

Demonstrate the ability to access valid information, products, and services to enhance health.

#### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

#### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

# Performance Indicators

## Standard 1

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Standard 2

Grades 6-8

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## Standard 3

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.

## Standard 5

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.

- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

**Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

# Peer Pressure and Healthy Choices

# English Language Arts and the Effects of Peer Pressures and Healthy Choices

## Acquisition of Vocabulary:

### PALS CURRICULUM ACTIVITY

#### Reading and discussion

##### Handouts:

- “Types of Peer Pressure”
- “Tommy’s Dilemma” poem
- “Ways to Say ‘NO!’”
- “How Advertisements Work /Five Propaganda Techniques”
- “Jim’s Birthday”
- “The Fight”

##### Readings/Power Point presentations:

- “Tommy’s Healthy Lifestyle Choices” storybook
- “Tommy’s Dilemma” poem
- “The UniFighters” comic strip

##### Computer stories:

- “Jim’s Birthday”
- “The Fight”

### BENCHMARK: Acquisition of Vocabulary

#### Grades 4 - 7 (page 164)

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

#### Grade 8 (page 186)

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

## **INDICATORS**

### **Grade 5 (page 206)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **Grade 6 (page 213) and Grade 7 (page 220)**

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **Grade 8 (page 227)**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect
7. Determine the meaning and pronunciation of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.



## Reading Process:

### PALS CURRICULUM ACTIVITY

#### **Reading and discussion**

##### **Handouts:**

- “Types of Peer Pressure”
- “Ways to Say ‘NO!’”
- “Tommy’s Dilemma” poem
- “How Advertisements Work / Five Propaganda Techniques”
- “Jim’s Birthday”
- “The Fight”
- “The UniFighters” comic strip

##### **Readings/Power Point:**

- “Tommy’s Healthy Lifestyle Choices” storybook
- “Tommy’s Dilemma” poem
- “The UniFighters” comic strip

##### **Computer stories:**

- “Jim’s Birthday”
- “The Fight”

##### **Worksheet:**

- “Ways to ‘Say NO!’ Matching Worksheet”

##### **Quiz:**

- “Test your Knowledge”

**BENCHMARK: Reading Process****Grades 4 - 7 (page 164)**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

**Grade 8 (page 168)**

- A. Apply reading comprehension strategies to understand grade appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

**INDICATORS****Grade 5 (pages 206-207)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

**Grade 6 (pages 213-214)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.
4. Summarize the information in texts, reorganizing important ideas and supporting details, and noting gaps or contradictions.

6. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.
8. List questions and search for answers within the text to construct meaning.

### **Grade 7 (page 221)**

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.
4. Summarize the information in texts, using key ideas, supporting details, and referencing gaps or contradictions.
6. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print text, electronic, and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in text.

### **Grade 8 (page 228)**

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling, summarizing, making inferences, and drawing conclusions.
2. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic, and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in text.

## **Writing Process:**

### **PALS CURRICULUM ACTIVITY**

#### **Writing Activities**

##### **Work sheets:**

“Tommy’s Dilemma”

“Tommy’s Dilemma: Write a Poem” Activity

“Tommy’s Healthy Choices: Thinking about Choices”

**BENCHMARK: Writing Processes****Grades 4 - 7 (page 166)**

- A. Generate writing topics and establish a purpose appropriate for the audience.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- E. Select more effective vocabulary when editing by using a variety of resources and reference materials.
- F. Edit to improve fluency, grammar and usage.
- G. Apply tools to judge the quality of writing.
- H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**Grades 8 (page 166)**

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**INDICATORS****Grade 5 (pages 209-210)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.

11. Re-read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

### **Grade 6 (pages 216-217)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
4. Determine a purpose and audience.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 7 (pages 223-224)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

4. Determine a purpose and audience.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Grade 8 (pages 230 -231)**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Re-read and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

### **PALS CURRICULUM ACTIVITY**

“UniFighters” comic strip worksheet and writing activity

### **BENCHMARK: Writing Applications**

#### **Grades 5 - 7 (page 166)**

- A. Use narrative strategies (e.g., dialog and action) to develop characters, plot and setting and to maintain a consistent point of view.
- E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

#### **Grade 8 (page 170)**

- A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
- E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

## **INDICATORS**

### **Grade 5 (page 210)**

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

**Grade 6 (page 217) and Grade 7 (page 224)**

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

**Grade 8 (page 231)**

1. Write narratives that:
  - a. Sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. Use literary devices to enhance style and tone; and
  - c. Create complex characters in a definite, believable setting.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

### PALS CURRICULUM ACTIVITY

**Writing Activities:**

- “Ways to Say No”
- “UniFighters” comic strip worksheet and writing activity
- “Tommy’s Dilemma”
- “Tommy’s Dilemma”: Write a Poem”
- “Tommy’s Healthy Choices: Thinking about Choices”

### BENCHMARK: Writing Conventions

**Grades 5 - 7 (page 166)**

- A. Use correct spelling conventions.
- B. Use conventions of punctuation and capitalization in written work.
- C. Use grammatical structures to effectively communicate ideas in writing.

**Grade 8 (page 170)**

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.



# **INDICATORS**

## **Grade 5 (page 210)**

1. Spell high-frequency words correctly.
2. Spell contractions correctly.
3. Spell roots, suffixes and prefixes correctly.
4. Use commas, end marks, apostrophes and quotation marks correctly.
5. Use correct capitalization.

## **Grade 6 (page 217)**

1. Spell frequently misspelled and high- frequency words correctly.
2. Use commas, end marks, apostrophes and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes and brackets.
4. Use correct capitalization.

## **Grade 7 (page 224)**

1. Spell high-frequency words correctly.
2. Use commas, end marks, apostrophes and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes and brackets correctly.
4. Use correct capitalization.

## **Grade 8 (page 232)**

1. Use correct spelling conventions.
2. Use correct punctuation and capitalization.

# Communication: Oral and Visual

## **PALS CURRICULUM ACTIVITY**

### **Activities:**

- Peer Pressure Simulations
- “Ways to Say ‘NO’! Role Play Activities”
- “Media Role Play Activities”
- “Paper Towel Game”
- “Friendship Toss”

### **Discussion:**

- How peer pressure worked in the role play and how it affects our lives.
- Media Influences: Discussion
- Sharing work on “Advertising Messages” worksheet
- Read and discuss handout: “Five Propaganda Techniques”
- Advertising slogans worksheets
- “Advertising Messages” - Identifying Propaganda Techniques
- “Knowing What I Can and Cannot Control”
- “Jim’s Birthday” and “The Fight”

## **BENCHMARK: Grades 4 - 7 (page 167)**

- B. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.

## **INDICATORS**

### **Grade 5 (page 211)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting and audience.

9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

### **Grade 6 (page 218)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Summarize the main idea and draw conclusions from presentations and visual media.
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking content and style according to the needs of the situation, setting and audience.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### **Grade 7 (page 225)**

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Draw logical inferences from presentations and visual media.
4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### **Grade 8 (pages 233-234)**

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

**Benchmark B: - *Thinking and Organizing*****Grade 6**

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

**Grade 7**

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

**Benchmark D: - *Problem Solving*****Grade 6**

7. Work effectively to achieve group goals:
  - a. Engage in active listening;
  - b. Provide feedback in a constructive manner;
  - c. Help establish group goals;
  - d. Take various roles within the group;
  - e. Recognize contributions of others.

**Grade 7**

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

**Grade 8**

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

# Social Studies

## Peer Pressure and Healthy Choices

### Social Studies Skills and Methods

#### PALS CURRICULUM ACTIVITY

**Group Activity:**

“Ways to Say ‘NO’! Role Play Activity”

“Friendship Toss”

“Media Role Plays”

#### BENCHMARK: Social Studies Skills and Methods

**Grade 6-8 (page 139)**

D. Work effectively in a group.

#### INDICATORS (pages 249-251)

**Benchmark D: - Problem Solving**

**Grade Six**

7. Work effectively to achieve group goals:
  - a. Engage in active listening;
  - b. Provide feedback in a constructive manner;
  - c. Help establish group goals;
  - d. Take various roles within the group;
  - e. Recognize contributions of others.

**Grade Seven**

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

## **Grade Eight**

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

# Fine Arts and Peer Pressure and Healthy Choices

## Visual Art Creative Expression and Communication

### **PALS CURRICULUM ACTIVITY**

“UniFighters Comic Strip Activity”

### **BENCHMARK: Creative Expression and Communication**

#### **Grades 5-8 (page 253)**

- B. Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.
- C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.

### **INDICATORS**

#### **Grade 5 (page 262)**

- 3. Identify and communicate sources of all ideas (e.g., personal experience, interest, nature or common objects) for their artwork.
- 4. Apply problem-solving strategies to improve the creation of artwork.
- 6. Identify reasons for personal, artistic decision.

#### **Grade 6 (page 262)**

- 3. Explore ways that art making functions as a means of personal identification and expression.
- 4. Use observation, life experiences and imagination as sources for visual symbols and images.
- 7. Identify and defend artistic decisions using appropriate visual art vocabulary.

#### **Grade 7 (page 262)**

- 3. Use a variety of sources to generate original ideas for art making.

4. Apply observational skills to redefine and improve their representational drawing (e.g. bad details, and improve proportions, create distinctive images and coordinate objects spatially).
6. Improve craftsmanship and refine ideas in response to feedback and self-assessment.

### **Grade 8 (page 262)**

3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self-portrait interpreted through expressionism and through abstraction).
5. Explain and defend their artistic decisions using appropriate visual arts vocabulary.

## **Connections, Relationships, and Application**

### **PALS CURRICULUM ACTIVITY**

“Tommy’s Dilemma: Write and Illustrate a Poem”  
“Media Role Plays” – Creating Storyboards  
“What Can I Control?” worksheet  
“UniFighters Comic Strip Activity”

### **BENCHMARK: Connections, Relationships, and Application**

#### **Grades 5-8 (page 256)**

- A. Demonstrate the role of visual art and solving an interdisciplinary problem.
- B. Apply and combine visual art, research and technology skills to communicate ideas and visual form.
- C. Use key concepts, issues and themes to connect visual art to serious content areas.

## **INDICATORS**

### **Grade 5 (page 271)**

2. Use technology to conduct informational searches, research topics and explorer connections to visual art.



3. Use artwork to communicate and enhance understanding of a concept and other subject areas (e.g., science, English language arts, mathematics and social studies.)

**Grade 6 (page 271)**

3. Compare the ways that selected ideas and concepts are communicated through perspective of visual art and through the perspectives of other academic disciplines.

**Grade 7 (page 271)**

1. Create artwork (e.g., a satirical drawing, political cartoon or advertising campaign) that expresses a personal comment about a social, environmental or political issue.

**Grade 8 (page 271)**

1. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).

# Health and Peer Pressure and Healthy Choices (Interfaced with the National Standards)

## Health and Peer Pressure and Healthy Choices Day One

### PALS CURRICULUM ACTIVITY

#### **Activities and Discussions:**

Peer Pressure Simulation  
“Ways to Say ‘NO!’ Role Plays”

#### **Read and Discuss:**

“Tommy’s Dilemma”  
Handouts: “Types of Peer Pressure”  
“Ways to Say ‘NO!’”

#### **Worksheets:**

“Tommy’s Dilemma: Write a Poem Worksheet”  
“Ways to Say ‘NO!’ Matching”  
“Are these Slogans in Your Brain?”  
“More Slogans”

## **BENCHMARKS:**

### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### **Standard 2**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

### **Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

## **Performance Indicators**

### **Standard 1**

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.7 Describe the benefits of, and barriers to, practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## **Standard 2**

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## **Standard 4**

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## **Standard 5**

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 6**

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### **Standard 8**

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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## **Health and Peer Pressure and Healthy Choices Day Two**

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions**

- “Paper Towel Game”
- “Friendship toss”
- Read and Discuss: Power Point: “Tommy’s Healthy Lifestyle Choices”

#### **Worksheets**

- “Tommy’s Healthy Lifestyle Choices: Thinking about Choices”

#### **Quiz:**

- “Test Your Knowledge Quiz”

## **BENCHMARKS:**

### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### **Standard 2**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

### **Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## **Performance Indicators**

### **Standard 1**

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## **Standard 2**

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

## **Standard 4**

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## **Standard 5**

Grades 6-8

- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 6**

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

## **Health and Peer Pressure and Healthy Choices Additional Activities**

### **PALS CURRICULUM ACTIVITY**

#### **Activities and Discussions:**

“Advertising Messages Activity”

“Media Role Plays Activity”

#### **Read and Discuss:**

Handouts: “Advertising Messages”  
“How Advertisements Work”  
“Jim’s Birthday”  
“The Fight”  
“UniFighters comic strip”

#### **Worksheets:**

“Activity Log”  
“Which of these Can You Control?”  
“What Can I Control?”  
“UniFighters comic strip worksheet”



## **BENCHMARKS:**

### **Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### **Standard 2**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

### **Standard 4**

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **Standard 5**

Demonstrate the ability to use decision-making skills to enhance health.

### **Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

### **Standard 7**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **Standard 8**

Demonstrate the ability to advocate for personal, family, and community health.

## **Performance Indicators**

### **Standard 1**

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## **Standard 2**

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## **Standard 4**

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## **Standard 5**

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 6**

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### **Standard 7**

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### **Standard 8**

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

The next section contains the  
National Health Education Standards and  
Performance Indicators  
And the PALS Curriculum aligned with  
The National Standards.

# National Health Education Standards and Performance Indicators

## **Standard 1**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

### Performance Indicators

#### Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of, and barriers to, practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## **Standard 2**

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

### Performance Indicators

#### Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

### **Standard 3**

**Demonstrate the ability to access valid information, products, and services to enhance health.**

Performance Indicators

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

### **Standard 4**

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Performance Indicators

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

### **Standard 5**

**Demonstrate the ability to use decision-making skills to enhance health.**

Performance Indicators

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Standard 6**

**Students will demonstrate the ability to use goal-setting skills to enhance health.**

Performance Indicators

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## **Standard 7**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Performance Indicators

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

## **Standard 8**

**Demonstrate the ability to advocate for personal, family, and community health.**

Performance Indicators

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

“The National Health Education Standards (NHES)<sup>1</sup> are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.”

<sup>1</sup> Taken from: <http://www.cdc.gov/healthyyouth/sher/standards/>