

Substance Use and Abuse Health Education Implementation Plan



State Board of Education Rule:	6A-1.094122 Substance Use and Abuse Health Education
Name of the School District	Duval County Public Schools
Superintendent of the School District	Dr. Diana Greene
Implementation Period: (MM/YY – MM/YY)	08/2019-06/2020
Submission Date to the Commissioner	11/26/2019
Direct URL to the Implementation Plan as posted on the school district website	https://dcps.duvalschools.org/Domain/7571
School District Contact(s) for this Plan <i>(name and email address)</i>	Heather Albritton, albrittonh@duvalschools.org

Select the specific subject area(s) of the courses in which instruction will be delivered:			
<input type="checkbox"/> Art – Visual Arts	<input type="checkbox"/> Experimental Education	<input type="checkbox"/> Peer Counseling	<input type="checkbox"/> World Languages
<input type="checkbox"/> Computer Education	<input checked="" type="checkbox"/> Health Education	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Other
<input type="checkbox"/> Dance	<input type="checkbox"/> Library Media	<input type="checkbox"/> Research/Critical Thinking	
<input type="checkbox"/> Drama – Theatre Arts	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Music Education	<input type="checkbox"/> Social Studies	
Select the qualification(s) of the instructors for the above courses:			
<input checked="" type="checkbox"/> Florida Certified Teacher			
<input type="checkbox"/> Community-based Expert			
<input type="checkbox"/> School Nurse			
<input type="checkbox"/> School Counselor			
<input type="checkbox"/> School Psychologist			
<input type="checkbox"/> Other			
Please explain the rationale for delivering the instruction in the courses selected above for each grade level.			
<p>K: Classroom instruction for health education takes place during the science and ELA content area blocks. Designation to these content areas is intentional due to the alignment of topics of discussion taking place in health education. Classroom teachers seamlessly introduce health education topics integrating them with academic area concepts. DCPS is working towards utilizing the health education code for this grade level to document instructional delivery: Health Education – Grade K 5008020</p> <p>1: Classroom instruction for health education takes place during the science and ELA content area blocks. Designation to these content areas is intentional due to the alignment of topics of discussion taking place in health education. Classroom teachers seamlessly introduce health education topics integrating them with academic area concepts. DCPS is working towards utilizing the health education code for this grade level to document instructional delivery: Health Education – Grade 1 50008030</p> <p>2: Classroom instruction for health education takes place during the science and ELA content area blocks. Designation to these content areas is intentional due to the alignment of topics of discussion taking place in health education. Classroom teachers seamlessly introduce health education topics integrating them with academic area concepts. DCPS is working towards utilizing the health education code for this grade level to document instructional delivery: Health Education – Grade 2 50008040</p>			

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- 3: Classroom instruction for health education takes place during the science and ELA content area blocks. Designation to these content areas is intentional due to the alignment of topics of discussion taking place in health education. Classroom teachers seamlessly introduce health education topics integrating them with academic area concepts. DCPS is working towards utilizing the health education code for this grade level to document instructional delivery: [Health Education – Grade 3 50008050](#)
- 4: Classroom instruction for health education takes place during the science and ELA content area blocks. Designation to these content areas is intentional due to the alignment of topics of discussion taking place in health education. Classroom teachers seamlessly introduce health education topics integrating them with academic area concepts. DCPS is working towards utilizing the health education code for this grade level to document instructional delivery: [Health Education – Grade 4 50008060](#)
- 5: Classroom instruction for health education takes place during the science and ELA content area blocks. Designation to these content areas is intentional due to the alignment of topics of discussion taking place in health education. Classroom teachers seamlessly introduce health education topics integrating them with academic area concepts. DCPS is working towards utilizing the health education code for this grade level to document instructional delivery: [Health Education – Grade 5 50008070](#)
- 6: Students in Duval County Public Schools at the middle school level are required to be enrolled in health education for one semester each grade, 6th through 8th, as noted in the Student Progression Plan. This exceptional requirement allows DCPS students to gain exposure to pertinent information and practice valuable skills needed to develop positive healthful behaviors and make healthy decisions. This course is taught by a Florida Certified Teacher in Health Education. Student progress towards learning goals is monitored with the use of an essential review in the required course, [M/J Health Grade 6 Semester 0800030](#)
- 7: Students in Duval County Public Schools at the middle school level are required to be enrolled in health education for one semester each grade, 6th through 8th, as noted in the Student Progression Plan. This exceptional requirement allows DCPS students to gain exposure to pertinent information and practice valuable skills needed to develop positive healthful behaviors and make healthy decisions. This course is taught by a Florida Certified Teacher in Health Education. Student progress towards learning goals is monitored with the use of an essential review in the required course: [M/J Health Grade 7 Semester 0800040](#)
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- 9: As required by FSS 1003.4282, DCPS students are enrolled in a physical education course that integrates health education, our required course is HOPE Core. While not required, most students are enrolled in this course within their entry into HS during their 9th grade year. If a student is not enrolled in HOPE during the 9th grade year, instruction is delivered through the science course provided within their course of

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study. Student progress towards learning goals is monitored with the use of an essential review in the required course, [Health Opportunities Through Physical Education \(HOPE Core\) 3026010](#)

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Please describe the methods for delivering the instruction for each grade level.

K: Health education takes place via direct instruction from the classroom teacher. Students will be introduced to small group discussions or peer to peer sharing. Activities are interactive and illicit student participation to gain skills and knowledge needed for prevention of substance use and abuse. Additionally, during Red Ribbon Week, schools shall host grade level assemblies to reinforce instruction.

Main objectives include:

Student Will Be Able To (SWBAT)-

- Understand the difference between a drug and medicine
- Demonstrate an awareness of warning labels and child-proof caps
- Understand the importance of adult supervision and safety with medication
- Understand the effects of drug use and abuse

Alignment to health education standards:

- HE.K.C.1.1 Recognize healthy behaviors
- HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed

1: Health education takes place via direct instruction from the classroom teacher. Students will be introduced to small group discussions or peer to peer sharing. Activities are interactive and illicit student participation to gain skills and knowledge needed for prevention of substance use and abuse. Additionally, during Red Ribbon Week, schools shall host grade level assemblies to reinforce instruction.

Main objectives include:

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SWBAT-

- Recognize positive and negative behaviors
- Recognize the importance of responsibility for your own actions
- Identify the difference between drugs and medicines
- Explain the dangers associated with alcohol, tobacco, and other drugs

Alignment to health education standards:

- HE.1.C.1.1 Identify healthy behaviors
- HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed

2: Health education takes place via direct instruction from the classroom teacher. Students will be introduced to small group discussions or peer to peer sharing. Activities are interactive and illicit student participation to gain skills and knowledge needed for prevention of substance use and abuse. Additionally, during Red Ribbon Week, schools shall host grade level assemblies to reinforce instruction. Main objectives include:

SWBAT-

- Interpret the difference between positive and negative behaviors of self and others
- Understand the implications of peer pressure
- Develop a plan for practicing healthy behaviors, positive feelings
- Identify household substances that could be dangerous

Alignment to health education standards:

- HE.2.C.1.1 Identify that healthy behaviors affect personal health
- HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed

3: Health education takes place via direct instruction from the classroom teacher. Students will be introduced to small group discussions or peer to peer sharing. Activities are interactive and illicit student participation to gain skills and knowledge needed for prevention of substance use and abuse. Additionally, during Red Ribbon Week, schools shall host grade level assemblies to reinforce instruction. Main objectives include:

SWBAT-

- Classify prescription drugs, non-prescription drugs, alcohol, tobacco products, and illegal drugs
- Develop a plan to maintain positive healthy behaviors
- Understand the influence that commercials, advertisements and other media outlets have on behaviors
- Identify refusal skills

Alignment to health education standards:

- HE.3.C.1.1 Describe healthy behaviors that affect personal health
- HE.3.B.5.1 Identify circumstances that can help or hinder healthy decision making
- HE.3.C.2.5 Discuss the positive and negative impacts media may have on health

4: Health education takes place via direct instruction from the classroom teacher. Students will be introduced to small group discussions or peer to peer sharing. Activities are interactive and illicit student participation to gain skills and knowledge needed for prevention of substance use and abuse. Additionally, during Red Ribbon Week, schools shall host grade level assemblies to reinforce instruction. Main objectives include:

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SWBAT-

- Articulate appropriate refusal skills
- Classify prescription drugs, non-prescription drugs, alcohol, tobacco products, and illegal drugs
- Compare different refusal skills to be used in different situations related to substance use/abuse prevention
- Contrast different modes of media and their effect on healthy decisions

Alignment to health education standards:

- HE.4.C.1.1 Describe healthy behaviors that affect personal health
- HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision making
- HE.4.C.2.5 Explain how the media influences personal thoughts, feelings, and health behaviors

5: Health education takes place via direct instruction from the classroom teacher. Students will be introduced to small group discussions or peer to peer sharing. Activities are interactive and illicit student participation to gain skills and knowledge needed for prevention of substance use and abuse.

Additionally, during Red Ribbon Week, schools shall host grade level assemblies to reinforce instruction.

Main objectives include:

SWBAT-

- Apply appropriate refusal skills in a variety of settings
- Classify prescription drugs, non-prescription drugs, alcohol, tobacco products, and illegal drugs
- Categorize the implications of the positive and negative effects of media
- Understand the dangers associated with vaping

Alignment to health education standards:

- HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health
- HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making
- HE.5.C.2.5 Determine how media influences family health behaviors and the selection of health information, products, and services

6: Classroom lessons are presented via the health education teacher through engaging, interactive PowerPoint presentations including direct instruction, group discussion, skills-practice activities, videos, and games. As noted above, student progress towards learning goals is monitored with the use of an essential review in the required course, [M/J Health Grade 6 Semester 0800030](#).

SWBAT:

- Identify consequences that they consider their personal best reasons for not using tobacco
- List 3 negative effects that alcohol has on the body
- Differentiate drug use, drug misuse and drug abuse
- Understand how household inhalants are used and abused as drugs
- Analyze the potential long-term effects of vaping

Aligned to health education standards:

- H.E 6.B.5.3 Specify the potential outcomes of each option when making a health-related decision
- HE.6.B.5.5: Predict the short and long-term consequences of engaging in health-risk behaviors
- HE.6.C.1.8: Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors

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and games. As noted above, student progress towards learning goals is monitored with the use of an essential review in the required course: [M/J Health Grade 7 Semester 0800040](#).

SWBAT:

- List long term and short-term effects for various illegal drugs
- Provide examples of drug use, drug misuse, or drug abuse
- Explain how alcohol can negatively affect the body and mind
- Examine negative effects of tobacco use, including vaping

Aligned to health education standards:

- HE.7.B.5.5: Predict the short and long-term consequences of engaging in health-risk behaviors
- HE.7.C.1.8: Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors

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SWBAT:

- Explain how drug misuse and abuse can be dangerous and/or deadly.
- Provide examples of drug use, drug misuse, or drug abuse
- Analyze and evaluate the effects of using various types of drugs
- Conclude how making the choice to use alcohol can cause harm to the body and mind
- Examine negative effects of tobacco use, including vaping
- List chemicals found in cigarettes and negative effects of tobacco
- Summarize how drug misuse and abuse can be dangerous and/or deadly

Aligned to health education standards:

- HE.8.B.5.5: Evaluate the outcomes of a health-related decision
- HE.8.C.1.8: Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behavior

9: Classroom lessons are presented via the health education teacher through engaging, interactive PowerPoint presentations including direct instruction, group discussion, skills-practice activities, videos, and games. As noted above, student progress towards learning goals is monitored with the use of an essential review in the required science course or [Health Opportunities Through Physical Education \(HOPE Core\) 3026010](#).

SWBAT:

- Recognize the symptoms of drug dependence
- Predict the short- and long-term effects of drug use
- Understand what motivates individuals to try or use drugs
- Determine the differences between—and the risks associated with—prescription and over the counter (OTC) drugs
- Understand how to safely use prescription medication
- Identify common risks associated with OTC drugs
- Demonstrate an understand the importance of refusal skills
- Assess your drug knowledge and interpret your assessment results
- Set goals for getting or remaining drug free

Aligned to health education standards:

- HE.912.C.2.8: Analyze how the perceptions of norms influence healthy and unhealthy behaviors

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- HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks
- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors
- HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors
- HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health
- HE.912.B.4.2: Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
- HE.912.C.2.9: Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors
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Please describe the materials and resources that will be utilized to deliver the instruction for each grade level.

K: Materials used for instruction include but are not limited to- PowerPoint presentations, multi-media delivery through video, various handouts and activity sheets, etc. District developed lessons created from resources such as:

- National Institute on Drug Abuse
- Scholastic.com/headsup/teachers
- Teens.drugabuse.gov
- Vaping 911
- Local organizations such as Drug Free Duval and Tobacco Free Jax

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