

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 1: BRAIN



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p style="text-align: center;">TITLE: "Our Brain is the Boss"</p> <ul style="list-style-type: none"> ▪ Our brain is the most important part of our body; ▪ Our brain is in charge of keeping us alive, growing and learning; ▪ Our brain needs extra special care and protection; ▪ There are ways we can protect our brain and the rest of our body. <p>STORY: Shaniqua teaches her little brother Izzy about his brain. Students examine a drawing of a human brain and learn: where our brain is located and some of its major roles; the purpose of our skulls; and hand gestures to help recall the major messages.</p> <p>OWNERSHIP: Students draw themselves doing something to protect their brains and create "Healthy Brain Food" Collages.</p>	<p style="text-align: center;">TITLE: "Our Brain and the Rest of Our Body: Working Together"</p> <ul style="list-style-type: none"> ▪ Our brain is the most important part of our body; ▪ Our brain is in charge of keeping us alive, growing and learning; ▪ Our brain and the rest of our body are partners; ▪ Our brain is the senior partner; our brain is the "boss" of our body; ▪ Our brain and the rest of our body need extra special care and protection; and there are ways we can protect our brain and the rest of our body. <p>DEMONSTRATION, DISCUSSION and GAME: Students observe a demonstration about being "partners" and learn that to be successful partners have to do their part and work together. Students engage in a game in which they match pictures of the heart, lungs, etc. and describe how our brain helps each part of our body to do its job.</p> <p>OWNERSHIP: Drawing or writing about doing something that protects their brains and the rest of their bodies.</p>	<p style="text-align: center;">TITLE: "Brain Talk"</p> <ul style="list-style-type: none"> ▪ Clear communication is very important; ▪ Our brain and the rest of our body communicate with each other, sending messages that make it possible for us to think, move, taste, see, hear and talk; ▪ Alcohol can distort, slow down, block and/or interfere with the messages that our brain sends to the rest of our body and that the rest of our body sends to our brain; and ▪ There are laws to protect people under 21 years of age from alcohol. <p>DISCOVERY and DISCUSSION: Students learn the value of clear communication; locate the sites of thinking, movement, taste, vision, balance, hearing, coordination and speech in their brains. They learn that our brain and the rest of our body talk to each other.</p> <p>OWNERSHIP: Students draw their own brains, locating and labeling the sites for thinking, hearing, speech, etc. on their drawings.</p>	<p style="text-align: center;">TITLE: "Brain Talk"</p> <ul style="list-style-type: none"> ▪ Our brain is in charge of keeping us alive, growing and learning; ▪ Our brain has billions of nerve cells called "neurons" that send and receive messages that keep us alive, growing and learning; ▪ If our brain's messages are confused, slowed-down or blocked our brain and the rest of our body cannot communicate effectively and we cannot grow, learn or develop correctly; ▪ The messages our brain sends and receives during the first 21 years of life creates the brain and body we must use the rest of our lives; ▪ Anything that interferes with our brain's communication system during that 21-year period can change how we grow and develop; ▪ Alcohol and other drugs can interfere with the messages that keep us living, growing and learning, and there are ways we can protect our brain and its communication system. <p>DEMONSTRATION, GAME and DISCUSSION: Students use their hand and arm to model an individual neuron and role-play neurons in situations in which the body must send messages to the brain, the brain must send messages to the body, and the brain must talk to itself.</p> <p>OWNERSHIP: Students create their own models of neurons and enact communication between them.</p>	<p style="text-align: center;">TITLE: "Our Human Brain!"</p> <ul style="list-style-type: none"> ▪ Our brain is the most important organ in our body; it is in charge of the rest of our body and in charge of all growth and development. Different parts of our brain are in charge of different parts of our body and their activities; ▪ To keep all of our different parts working together, our brain and the rest of our body communicate with each other; they send each other messages. These messages are essential to life and learning; ▪ Sending and receiving all of our messages is the responsibility of our brain's nerve cells, called "neurons". The undamaged human brain has at least 100-150 billion neurons sending trillions and trillions of messages to keep the brain and the rest of our body "connected"; ▪ To send all of these messages, our neurons create their own chemical "messengers" called "neurotransmitters". Each neurotransmitter acts like a "key that unlocks a matching mailbox on another neuron" - so that each message is delivered to the right neuron, on time and in perfect condition. ▪ DEMONSTRATION and DISCUSSION: Students learn what the human brain does and how it works. The information about the role and structures of neurons from Lesson 1 in Fourth Grade is reviewed and expanded, adding information about neurotransmitters and the brain's locks and keys. <p>OWNERSHIP: Students complete an "opinion survey" to rate how interesting they find the five "brain facts."</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2); Invest./Experim. (4).</p> <p>Art.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Science: Life Science (2); Invest./Experim. (4).</p> <p>Art.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (3); Invest./Experim. (5).</p> <p>Art.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2, 3); Invest./Experim. (6).</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2); Invest./Experim. (6).</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 2: GROWTH AND DEVELOPMENT



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>TITLE: "When Will I Be a Grown-up?"</p> <ul style="list-style-type: none"> People grow on the outside where we can see, and on the inside where we can't see; Teenagers may look grown-up on the outside, but they are still growing on the inside; they may look <i>grown up</i>, but they are not <i>grown-ups</i> yet; It takes at least 21 years for our brain and the rest of our body to help us become a grown-up; While we are growing, our brains and bodies need extra care. <p>STORY: Six-year-old Jesse discovers that even though he may grow whiskers on his face, learn to drive a car, and grow as tall as his dad, he will not be a "grown-up" until he reaches the age of 21.</p> <p>OWNERSHIP: Group math activity to discover how many more birthdays they will celebrate before they are 21 years old and "grown-ups."</p>	<p>TITLE: "Growing Up and Grown Up"</p> <ul style="list-style-type: none"> People grow on the <i>outside</i> where we can see, and on the <i>inside</i> where we can't see; Most babies' brains weigh about one pound at birth. Most grown-ups' brains weigh about three pounds; It takes our brain and the rest of our body at least 21 years to get us ready to be grown-ups; Some teenagers look grown-up on the outside, but they are still growing on the inside; We can call ourselves grown-ups when we are 21 years old, because when we are 21 years old, our brain and the rest of our body will have completed almost all of its growing and changing. <p>DEMONSTRATION and DISCUSSION: Students compare the weight of a one-pound bag and a three-pound bag of the same items and estimate which bag is most like the weight of a baby's brain, which one is most like the weight of a grown-up's brain, and how many one-pound bags will it take to weigh the same amount as the three-pound bag.</p> <p>OWNERSHIP: Students draw themselves as an infant and as a grown-up.</p>	<p>TITLE: "Growing and Changing"</p> <ul style="list-style-type: none"> Development means growing and changing for the better; It takes at least 21 years for the human brain to guide the development of the rest of our body to get us ready to be a grown-up; Teenagers may look grown-up on the outside, but they are still developing on the inside; they may look grown-up, but they are not grown-ups yet; When we are 21 years old we can call ourselves grown-ups; Alcohol and other drugs can change how our brain works and how we grow and develop; It is one of our responsibilities to protect our brain and the rest of our body while it is growing and developing. <p>DISCOVERY and DISCUSSION: Students learn the meaning of development, and pairs of students are involved in activities to explore their own development from birth to age 13. Students review ways to protect their brains and bodies, and review the risks associated with alcohol and other drug use.</p> <p>OWNERSHIP: Students write a paragraph about what they will do when they are grown-ups.</p>	<p>TITLE: "Stages of Life"</p> <ul style="list-style-type: none"> Every living thing goes through stages of life, including human beings; It takes 21 years for human beings to complete the transition from infant to adult. During this period our brains and the rest of our bodies create the personal equipment we will have to use the rest of our lives; Teenagers may look grown-up on the outside, but they are still growing on the inside; they may look grown-up, but they are not grown-ups yet; It is one our responsibilities to protect our brains and the rest of our bodies until they have completed the development of all our basic equipment for living as adults. <p>DISCOVERY and DISCUSSION: Students compare the stages of life for the butterfly and the human being. The discussion focuses on adolescence, the stage of life during which major transformations takes place in the brain and the rest of the body. Teams brainstorm and write ideas about different stages of development on posters and share ideas.</p> <p>OWNERSHIP: Students write a letter to an imaginary teenager, advising him or her about how and why alcohol is so dangerous while the brain and body are growing, developing and changing.</p>	<p>TITLE: "Don't Mess With My Mind"</p> <ul style="list-style-type: none"> It takes at least 21 years for human beings to complete the transition from infant to adult. Our brain guides our development through predictable stages of life. In each stage, our brain helps our body prepare for the next stage; Everything we think, say and do - and everything we experience - creates connections between our neurons, helping to develop and shape who we are and who we become; Adolescence is the bridge between childhood and adulthood. During this time our brain prepares us for adulthood. Adolescents, through their choices and actions have the power to direct the development of their own brains; Man-made psychoactive substances like alcohol and other drugs pretend they are our brain's neurotransmitters and some, especially alcohol, can interfere with – garble, scramble, slow down, block or delete – the exchange of messages between neurons and between our brain and the rest of our body; Anything that interferes with our brain's communication system during our development can change us in ways we cannot predict; It is essential to protect our brain from anything that can interfere with its development. <p>DISCOVERY and DISCUSSION: Students learn the risks posed by exposure to man-made psychoactive chemicals during development and the special properties of the man-made psychoactive substance alcohol, which can increase the developmental risks for persons exposed to alcohol before age 21.</p> <p>OWNERSHIP: GAME - "Egg McTuffin" - Teams build a protective case for an egg - a symbolic brain - using only a box of straws and a roll of masking tape. Students must drop their eggs to see if they remain intact and must wait until after the discussion to find out if their eggs are undamaged.</p>
<p>Health: Expectations 1-8. Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0. Science: Life Science (2); Invest./Experim. (4). Math.</p>	<p>Health: Expectations 1-8. Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0. Social Studies: People/Diff.: 2.1, 2.3. Art.</p>	<p>Health: Expectations 1-8. Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0. Science: Life Science (3); Invest./Experim. (5). Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7. Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0. Science: Life Science (2, 3); Invest./Experim. (6). Social Studies: Changing State: 4.5.</p>	<p>Health: Expectations 1-7. Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0. Science: Life Science (2); Invest./Experim. (6). Social Studies: New Nation: 5.5.</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 3: HEALTH AND SAFETY



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>TITLE: "I Don't Trust My Life to Luck"</p> <ul style="list-style-type: none"> When riding in a truck with no back seat and a passenger airbag, the middle seat is the safest seat for a child; Children should never ride in the truck bed; Children should always ask about airbags when there is no back seat; Smart people don't trust their lives to luck. Luck can't protect us. We have to think; Children can make smart choices to protect themselves. <p>STORY: Belinda teaches her Uncle Frank about the dangers of airbags and the value of not trusting your life to luck. Belinda models how to ask adults questions about the safety features of a vehicle and how children can effectively protect themselves when adults fail to do so.</p> <p>OWNERSHIP: Students practice choosing the safest seat in several pretend vehicles created from chairs with the teacher as the driver. The slogan, "Don't trust you life to luck" is used throughout the lesson and reinforced in the Rhyme/Rap/Cheer.</p>	<p>TITLE: "Keeping My Brain Inside"</p> <ul style="list-style-type: none"> A partner is a friend that helps us get things done; Our brain is a good partner to us. It helps us do everything we do; We can be a good partner to our brain by helping to protect it and keep it safe; Helmets help to keep our brains inside our heads where they belong; Information can help us - but only if we use it. <p>GAME and DISCUSSION: Students review the role of partners and become partners with another student to complete a game in which they match pictures of helmets with word descriptions.</p> <p>OWNERSHIP: Students draw a picture of their favorite helmet, write a letter to a friend telling him/her why it is smart to wear a helmet, and/or conduct a survey of students in other classes to determine if they always wear their helmets when riding a bike. Students can also start a school campaign to make their school a "100% Brain Safe School!"</p>	<p>TITLE: "Dealing with Feelings"</p> <ul style="list-style-type: none"> Different emotions feel differently and have different names. All of our emotions are important, the comfortable ones and even the uncomfortable ones; We have uncomfortable emotions because they do things for us that our comfortable emotions can not. For instance, the emotion of fear let's us know that there is danger. Our uncomfortable emotions can save our lives; Our emotions are located in our brain; Alcohol and other drugs can confuse or distort our brain's feeling messages. <p>DISCOVERY and DISCUSSION: Students learn and practice the word "emotion" throughout the lesson. They play a sorting game in which they decide whether an emotion feels comfortable or uncomfortable, review their decisions by playing a "word bag" game or doing a "word relay", discuss briefly the purpose of uncomfortable emotions, and learn that our emotions are located in our brain.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn and practice a rhyme/rap/cheer based on the lesson's content.</p>	<p>TITLE: "Stress Management - Fearless Tests"</p> <ul style="list-style-type: none"> Tests can cause distress; Distress can cause us to forget answers we really know; Learning how to manage stress before and during tests can help us remember; We can learn skills to manage stress that can help us throughout our lives; Stress management skills can help us protect our brain and the rest of our body. <p>DISCUSSION and SKILL PRACTICE: Students review the physical symptoms that they experience before and during tests and compare driving a car to driving our brain and the rest of our body. After discussing some basic steps they can take to reduce the anxiety associated with tests, students practice basic stress-relieving exercises, including deep breathing, stretching, shoulder rolls, isometric presses, "brain breaks" laughter, etc.</p> <p>OWNERSHIP: Students write a short story about a person their age who has survived a very stressful situation using the stress management skills studied in the lesson.</p>	<p>TITLE: "Stress Management"</p> <ul style="list-style-type: none"> Everything we think, feel, remember and do and everything that happens to us stimulates brain-made chemical messages between our neurons. During adolescence our brain undergoes major changes that affect us the rest of our lives. We must have perfect chemical messages in our brain in order to complete our development; Stress is our response to the external or internal stimulation of our neurons. Some stress is natural and necessary to life; Distress is our response or reaction to too much stimulation for too long. Too much distress for too long can make us sick; Serotonin is one of our neurotransmitters. Serotonin is our brain's peacemaker that helps us think and make wise choices and decisions; Noradrenalin is another one of our brain-made chemicals that we call neurotransmitters. Noradrenalin is our brain's alarm that makes us alert and aware. We need noradrenalin to stay alert and protect ourselves; Stress management is keeping the right balance of noradrenalin and serotonin in our brains. It is very important to keep our brains in balance while we are developing; Alcohol is a "man-made" psychoactive substance that changes the chemical balance in the brain. It lowers Serotonin in the brain. Alcohol also turns neurons off and interferes with the brain's communication system; <p>DISCOVERY and SKILL PRACTICE: Students learn about stress and neurotransmitters involved in managing stress.</p> <p>OWNERSHIP: Students survey their parents/guardians using a list of questions based on the session's content.</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Child's Place: 1.1, 1.4, 1.5.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Science: Life Science (2); Invest./Exper. (4).</p> <p>Social Studies: People/Diff.: 2.1, 2.3.</p> <p>Art.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (3); Invest./Exper. (5)</p> <p>Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2, 3); Invest./Exper. (6).</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2); Invest./Exper. (6).</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 4: RULES AND LAWS



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>TITLE: "Reasons for Rules and Laws"</p> <ul style="list-style-type: none"> ▪ Rules and laws are our helpers; ▪ There are three reasons we have rules and laws: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rules and laws can help us protect ourselves and help us be safe; <input checked="" type="checkbox"/> Rules and laws can help us show respect to each other; and <input checked="" type="checkbox"/> Rules and laws can help us keep things in order and running smoothly. ▪ Rules and laws are like tools; they only work if we use them; ▪ Luck will not protect us. Using our rules and laws is a very smart choice. <p>STORY: Cody asks his mom to explain the reasons for rules and laws. Cody learns there are three main reasons, and he learns gestures to help him remember.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Following the story, students learn and practice the "Rules" Rhyme/Rap/Cheer."</p>	<p>TITLE: "Reasons for Rules and Laws"</p> <ul style="list-style-type: none"> ▪ Our rules and laws can help us: <ul style="list-style-type: none"> ○ Protect others and ourselves; ○ Respect others and ourselves; and ○ Keep order in our homes, schools and communities. ▪ Our rules and laws work only if we use them; ▪ We can use our rules and laws to make the world a safer and better place in which we live. <p>DISCUSSION and GAME: Students review the reasons for rules and laws. Pairs of students work as partners to play a sorting game in which they match rules and laws to the categories of "protect", "respect" and "order." Students learn that there may be more than one reason for a rule or law and that rules and laws are our helpers, but only if we use them.</p> <p>OWNERSHIP: Students draw themselves using their favorite rule or law.</p>	<p>TITLE: "Five Rules for Taming Our Uncomfortable Emotions"</p> <ul style="list-style-type: none"> ▪ All our emotions are important, the comfortable ones and the uncomfortable ones; ▪ Our uncomfortable emotions are very powerful. If we do not control or tame our uncomfortable emotions, they can hurt others and hurt us too; ▪ We can use the "Five Rules for Taming Our Uncomfortable Emotions" to control or tame our emotions so they will not hurt others or hurt us; ▪ Our uncomfortable emotions are almost always trying to tell us something important; ▪ We can talk to a caring, trusted grown-up, such as a parent or family member, a teacher, a counselor or another grown-up who cares about us; ▪ When we control or tame our uncomfortable emotions, we make the world a better and safer place to be. <p>STORY and DISCUSSION: Students use the word "emotion" throughout the lesson. They listen to a story about a boy named Jack who thought he could get rid of his uncomfortable emotions by giving them to others, only to find that the more uncomfortable emotions he tried to give away, the more he got. His teacher explains the "Five Rules for Taming our Uncomfortable Emotions," and when he begins to use the rules, he gets more and more comfortable emotions and starts to feel better - and pretty soon his uncomfortable emotions realize they are not needed anymore - so they leave. A discussion of what can happen when we don't learn to control or tame our uncomfortable emotions and focuses on how to avoid bullying.</p> <p>OWNERSHIP: Students write their own stories about uncomfortable emotions and how to tame them.</p>	<p>TITLE: "Taking a Stand on Drunk Driving"</p> <ul style="list-style-type: none"> ▪ All 50 states and Washington DC have laws to prevent people from <u>Driving While Intoxicated (DWI)</u> or <u>Driving Under the Influence (DUI)</u>. The purpose of these laws is to stop people from driving drunk; ▪ Because alcohol interferes with messages from the body to the brain and from the brain to the body, it is very dangerous for anyone to drive after they have consumed alcohol; ▪ On average, there is one alcohol-related traffic <u>fatality</u> every 33 minutes in the United States, and 3 in every 10 Americans will be involved in an alcohol-related traffic <u>crash</u> at some time in their lives; ▪ We can help make the world a safer place for young people of all ages by taking a stand against drunk driving. <p>DISCUSSION and TEAM PLANNING: The class learns the meaning of "taking a stand." Students learn statistics on alcohol related traffic crashes. Teams design a campaign to stop drunk driving. Each team discusses their tactics, writes a campaign plan, and presents their campaign plan to the class.</p> <p>OWNERSHIP: Students write an editorial about drunk driving.</p> <p>ADDITIONAL REINFORCEMENT: Students carry out their campaign plans as part of a community service project for their school or neighborhood.</p>	<p>TITLE: "Warning Labels for Under 21"</p> <ul style="list-style-type: none"> ▪ The federal government requires that all alcoholic beverages have specific warnings printed on every can and on the label of every bottle of alcoholic beverage sold in the United States; ▪ The warning labels were created when research proved that alcohol caused problems so important that everyone should know about them. The warnings included information for pregnant women and people who drive or operate machinery; ▪ Teenagers who use alcohol risk their health and development. Research has shown that alcohol is far more harmful for people under 21 than people over 21; ▪ Because this research is new, most people don't know about this important information, and teens who decide to use alcohol may not know what they are risking; ▪ Now that we have the research, there needs to be another warning label on alcoholic beverages for persons under 21. <p>DISCUSSION and TEAM LABEL CREATION: The class reviews the federal warning label on alcoholic beverages and learns the different risks that alcohol poses for people under 21. Teams create new warning labels for people under 21 – ones that will get their attention and that they will remember. Teams share their warning labels.</p> <p>OWNERSHIP: Students write their opinions about the need for new warning labels for people under 21 years of age.</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Child's Place: 1.1, 1.4, 1.5.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Social Studies: People/Diff.: 2.1, 2.3.</p> <p>Art.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Changing State: 4.5.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: New Nation: 5.5.</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 5: FRIENDS



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p style="text-align: center;">TITLE: "Being Friendly"</p> <ul style="list-style-type: none"> ▪ There are friendly and unfriendly behaviors; ▪ Being friendly shows respect; being unfriendly shows disrespect; ▪ We can show respect to each other by showing we care, being fair, sharing, saying "please" and "thank you", helping each other, and using our rules and laws; ▪ Showing respect to each other makes our class, our school, our home, our neighborhood and our world a safer and nicer place to be. <p>DISCUSSION and SKILL PRACTICE: Class discusses friendly and unfriendly behaviors and how important it is to show each other respect, especially if we have to be together and work together. Students engage in a skills practice, showing each other respect.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn a rhyme/rap/cheer about showing respect and being friendly.</p>	<p style="text-align: center;">TITLE: "Ready to Be a Friend"</p> <ul style="list-style-type: none"> ▪ Friendly people are polite, kind, fair and willing to share; ▪ When we act in friendly ways, we show each other and ourselves respect; ▪ When we show each other and ourselves respect, we are ready to be a friend; ▪ When we act in friendly ways and show each other and ourselves respect, we make our classrooms, schools and our world a better and safer places to be. <p>DISCUSSION, GAME: and SKILL PRACTICE: Students discuss friendly behaviors, play a game in which they sort friendly and unfriendly behaviors and perform brief role-plays about showing each other respect and being friendly.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn a rhyme/rap/cheer about showing respect and being friendly.</p>	<p style="text-align: center;">TITLE: "Showing Respect"</p> <ul style="list-style-type: none"> ▪ Friendly people show others respect by being caring, kind, polite, courteous, unselfish, fair and by using our rules and laws; ▪ When we show respect to others, we show respect to ourselves; ▪ Showing respect to others and ourselves helps to make our homes, school, neighborhoods, and our world a better and safer places; ▪ We can help to make our school and classrooms better and safer places by showing respect to others and ourselves. <p>DISCUSSION and RESPECT SENTENCES: Students review the "Five Rules for Taming our Uncomfortable Emotions". The teacher or volunteer leads students in a discussion about how being friendly shows respect. Students form pairs and brainstorm ideas for showing each other respect. Teacher helps students sort their ideas using a chart on the board. Students write sentences or draw pictures about how they will show respect to each other, and agree by a show of hands, to help make their class a "100% Respectful" place to be.</p> <p>OWNERSHIP: Student Respect Poster - Students use their "respect sentences" or drawings to create a Respect Poster to keep in the classroom.</p>	<p style="text-align: center;">TITLE: "Choosing Friends"</p> <ul style="list-style-type: none"> ▪ We choose friends with qualities that make our friendships nice experiences; ▪ A quality friendship is one that makes us feel good about our friend and ourselves, and proud to say we share a friendship. In a quality friendship we feel good about our friend and ourselves most or all of the time; ▪ The qualities we want in a friend are the same qualities that our friends will want us to have; ▪ A friend is someone who will not ask us to do something we think is wrong or dangerous; ▪ Friends can forget how to be a friend, but when they remember, they can say, "I am sorry." <p>DISCUSSION and SURVEY: Students learn the meaning of the word "qualities" when applied to friendship and friends, list the qualities they would want in a friend and things a friend would NOT do, and then use a survey to review their own qualities as friends. Students discuss saying "I am sorry" and forgiving friends who may forget how to be a friend for a while.</p> <p>OWNERSHIP: Students write a personal pledge about the qualities they will bring to their friendships.</p>	<p style="text-align: center;">TITLE: "Helping Friends"</p> <ul style="list-style-type: none"> ▪ Friends have special responsibilities to each other; ▪ Friends can share their feelings; ▪ Friends can learn what to say to offer comfort to someone whose parent may use alcohol irresponsibly; ▪ Friends do not talk about their friend's private family matters with others; ▪ Friends have a responsibility to tell a trusted adult if they think their friend is in danger or is doing something that will harm him/herself. <p>STORY, TEAM ACTIVITY and DISCUSSION: Students listen to a story about two friends who confront a situation in which the parent of one arrives drunk to drive them home from a dance. Teams examine the emotions the two friends' experience and brainstorm ways to keep the friends from riding with the unsafe driver. Students learn comforting words to give their friends whose parents may use alcohol irresponsibly.</p> <p>OWNERSHIP: Students survey their parents/guardians using a list of questions based on the session's content.</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Child's Place: 1.1, 1.4, 1.5.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Social Studies: People/Diff.: 2.1, 2.3.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Changing State: 4.5.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0</p> <p>Social Studies: New Nation: 5.5.</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 6: CHOICES AND DECISIONS



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>TITLE: "Stop and Think It Through"</p> <ul style="list-style-type: none"> We make lots of choices and decisions everyday; Some choices can protect us, and some choices can put us in danger; Guessing is like trusting our life to luck. Guessing will not protect us; When we need to make a choice or decision, we can stop and think it through; Our choices and decisions can affect others; We can make wise choices that protect others and ourselves. <p>DISCUSSION, STORY and SKILL PRACTICE: Students discuss the risks associated with "guessing." The teacher reads aloud a story about Chin Lee who encounters a series of choices/decisions that can place her at risk. Whenever students hear that Chin Lee is going to guess about what to do, they are instructed to say the phrase, "Stop and Think It Through" and then discuss what choices Chin Lee can make to help protect herself and others.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn a rhyme/rap/cheer about "stop and think it through."</p>	<p>TITLE: "Stop and Think It Through"</p> <ul style="list-style-type: none"> Guessing is not smart when we have to make important choices and decisions; Guessing is taking a chance; Taking a chance is like trusting our life to luck; Luck cannot protect us. Guessing cannot protect us; When you make an important decision, you can protect others and yourselves by "stopping and thinking it through." <p>DISCUSSION and STORY/GAME: Students discuss dangers of guessing and how to "stop and think it through" before making a choice or decision. Students learn a hand gesture to help them remember to "stop and think it through" and listen to a story and when prompted by hearing the word "guess", respond with the gesture and then brainstorm smart choices and decisions.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn a rhyme/rap/cheer about "stop and think it through."</p>	<p>TITLE: "Saying No Using the 5-B's"</p> <ul style="list-style-type: none"> When someone tries to make us do something we know is wrong or dangerous, or that could get us into trouble, they are not showing us respect; Sometimes a friend will forget how to be a friend and will try to make us do something we don't think is right; We can use the "5-B's" to say "no" and still keep our friends; The "5-B's" are: <ul style="list-style-type: none"> "BEWARE" - ask questions; "BAD IDEA" - an idea that means trouble; "BETTER IDEA" - your idea, that won't get either of you in trouble; "BYE FOR NOW" - if you can't change your friends mind, give him or her time to think about it - say goodbye and leave; and "BUZZ ME!" - remind your friend that you are still friends and to call when he or she has changed his or her mind. We can say "no" and show our friend - and ourselves - respect. That is protecting you and protecting me. <p>LEARNING THE "5-B'S": Students discuss the difficulties associated with saying "no" to friends. The teacher demonstrates the use of the "5-B's", students learn and practice using the "5-B's", and a pair of students do a "sample" role-play using the "5-B's".</p> <p>OWNERSHIP: Student Role-Plays - Pairs of students create and perform original role-plays based on the sample performed during the Information Activity.</p>	<p>TITLE: "Decisions That Count.: The 5-B's"</p> <ul style="list-style-type: none"> Negative peer pressure is when someone our age wants to do something we know is not right and they are applying pressure to convince us; Sometimes a friend will forget how to be a friend and will pressure us to do something we don't want to do; When we are being pressured, we can say "no" and still keep our friends; We can use the "5-B's." The "5-B's" are: <ul style="list-style-type: none"> "BEWARE" - ask questions; "BAD IDEA" - an idea that means trouble; "BETTER IDEA" - your idea, that won't get either of you in trouble; "BYE FOR NOW" - if you can't change your friends mind, give him or her time to think about it - say goodbye and leave; and "BUZZ ME!" - remind your friend that you are still friends and to call when he or she has changed his or her mind. Success is keeping our pride, our promises and our pals. <p>DEMONSTRATION, DISCUSSION and "5-B'S": A student and the teacher demonstrate how pressure and resistance interact in the natural world. After the demonstration, students discuss questions that help relate their understanding of pressure and resistance to their experiences with peer pressure. The teacher introduces "The 5-B's" and guides students in learning the five cues/prompts and accompanying hand gestures.</p> <p>OWNERSHIP: Role-plays: Triads of students engage in brief role-plays in which they practice using the "5-B's". Two students enact the role-play with the third student acting as "coach."</p>	<p>TITLE: "The Power of Positive Decisions"</p> <ul style="list-style-type: none"> Each of us makes dozens and dozens of choices and decisions everyday, but we make only a few that can affect our life both now and in the future; When making important decisions, we can use the STACK method: STOP. THINK IT THROUGH. ASK YOURSELF AND OTHERS WHAT TO DO. CHOOSE CAREFULLY - IT'S UP TO YOU. KEEP YOUR PRIDE AND PROMISES TOO! Making promises are very important choices and decisions too. Using STACK before we make any promises is a wise decision; Each of us has the power to influence others and what happens to us now and in the future. We must use our power wisely. <p>TEAM ACTIVITY and DISCUSSION: Students explore the importance of choices and decisions and learn the STACK method for making positive decisions. Teams draw a situation out of a sack and list reasons why the STACK method would improve their decision-making.</p> <p>OWNERSHIP: Students write their personal rules about promises -- making them and breaking them.</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Child's Place: 1.1, 1.4, 1.5.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Social Studies: People/Diff.: 2.1, 2.3.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Changing State: 4.5.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: New Nation: 5.5.</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 7: MEDIA AWARENESS



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>TITLE: "Maggie and the Medicine: What Commercials Don't Tell Us"</p> <ul style="list-style-type: none"> Children's brains and bodies are different from grown-up brains and bodies; Things that won't hurt adults can hurt children very seriously; Medications made for grown-ups can be very dangerous for children; There are medications made just for children; Even the right medication can hurt us if we take it the wrong way; Commercials are not a reliable source of information about medicines; Commercials do not tell us everything we need to know to protect ourselves. <p>STORY: Maggie learns about why she can't take a medicine intended for grown-ups and why commercials are not a reliable source of information on medications and other products. Students are exposed to the purpose of medication labels and review basic medicine rules.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn a rhyme/rap/cheer about "medicine safety."</p>	<p>TITLE: "Warning Labels: What Commercials Don't Tell Us"</p> <ul style="list-style-type: none"> The law says that beer, wine and other drinks with alcohol in them can be used only by "grown-ups"; We become grown-ups when we are 21 years old. It takes at least 21 years for our brain and the rest of our body to get us ready to be a grown-up; Alcohol is dangerous for children. Alcohol can change the way children's brains and bodies grow; Beer cans and bottles do not have safety caps on them to protect children; Beer cans and bottles do not have warning labels about the dangers of alcohol for children; Commercials do not tell us what we need to know to protect ourselves; Younger students look up to us. We can help protect younger students by letting them know that there is special law made just to protect children from the dangers of alcohol. <p>DISCUSSION and LABEL ACTIVITY: Students discuss the reasons ads and commercials can't tell us everything we need to know to protect ourselves. Students learn the purposes of safety caps and warning labels and create their own warning labels about the dangers of alcohol to help protect younger children.</p> <p>OWNERSHIP: Students present their warning labels to classmates and may also use their labels to do presentations for younger students.</p>	<p>TITLE: "Getting the Word Out: What Commercials Don't Tell Us"</p> <ul style="list-style-type: none"> Alcohol is so dangerous for children that all 50 states and our nation's capital have laws to protect people under 21 years of age from alcohol; Commercials about beer and other drinks with alcohol in them do not tell us about the dangers of alcohol for people under 21 years of age; Omitting important information can be dangerous for everyone; We can help everyone be safer by telling them what commercials don't tell them. <p>DISCUSSION and AD WRITING: Students discuss the purpose of commercials and advertisements and create their own ads that tell young people what ads for beer and other drinks with alcohol in them omit.</p> <p>OWNERSHIP: Students present their ads to their classmates.</p>	<p>TITLE: "Slogans Can Teach"</p> <ul style="list-style-type: none"> Alcohol is so dangerous for children that all 50 states and our nation's capital have laws to protect people under 21 years of age from alcohol; Commercials about beer and other drinks with alcohol in them do not tell us about the dangers of alcohol for people under 21 years of age; Omitting important information is dangerous for everyone; People pay attention to and remember slogans; we can use slogans to tell children and grown-ups what commercials don't tell them; We can help everyone be safer by telling them what commercials don't tell them. We can use Public Service Announcements (PSAs) to tell them. <p>DISCUSSION and SLOGAN WRITING: Students discuss the purpose of commercials and advertisements and the role of public service announcements. Teams of students create their own public service announcements using slogans to help people remember their messages. The slogans focus on telling people what ads for beer and other drinks with alcohol in them omit.</p> <p>OWNERSHIP: Individual members of the slogan writing teams create posters, signs and ads to illustrate the slogans. <i>The slogan art activity may be conducted immediately following the Information Activity or later in the day or week as an art class.</i> Students can select several slogans to send to the MADD National Office.</p> <p>ADDITIONAL OWNERSHIP: Students develop and carry out plans to get their slogans throughout the school, on the Internet and/or in the community. This can be an excellent community service project.</p>	<p>TITLE: "The Rest of the Story"</p> <ul style="list-style-type: none"> Commercials about beer and other drinks with alcohol in them do not tell us about the dangers of alcohol for people under 21 years of age; The information that commercials omit is dangerous for everyone; We can help everyone be safer by telling them "the rest of the story" – by telling them the latest research on how alcohol treats people under 21 differently than it does people over 21; Commercials are not the only source of misleading information. New information about health benefits for adults does not always make it clear that they are talking about people over 21; There are no health benefits from alcohol for people under 21. <p>STORY, TEAM ACTIVITY and DISCUSSION: Students listen to a brief tale about people making a decision without hearing "the rest of the story." Teams create commercials to tell "the rest of the story" by telling what alcoholic beverage commercials omit. Teams perform their commercials for the class.</p> <p>OWNERSHIP: Students write a letter to the Center for Alcohol Marketing and Youth (CAMY) about what alcoholic beverage commercials leave out.</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2); Invest./Experim. (4).</p> <p>Social Studies: Child's Place: 1.1, 1.4, 1.5.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Science: Life Science (2); Invest./Exper. (4).</p> <p>Social Studies: People/Diff.: 2.1, 2.3.</p> <p>Art.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Science: Life Science (3); Invest./Exper. (5)</p> <p>Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2, 3); Invest./Exper. (6).</p> <p>Social Studies: Changing State: 4.5.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Life Science (2); Invest./Experim. (6).</p> <p>Social Studies: New Nation: 5.5.</p>

SCOPE and SEQUENCE – CALIFORNIA EDUCATIONAL STANDARDS
LESSON 8: COMMUNICATION



GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>TITLE: "Only Safe Drivers"</p> <ul style="list-style-type: none"> There are safe drivers and there are unsafe drivers; Riding with an unsafe driver can be very dangerous; We can talk to our parents or another trusted adult and ask what we can do when we think a driver is an unsafe driver; If we are riding with someone we think is an unsafe driver, use the "Five Rules for Safe Riding": <ul style="list-style-type: none"> Sit in the back seat. Buckle up tight. Put everything on the floor. Don't bother the driver. Be quiet. Tell a trusted grown-up immediately about any unsafe ride. We can make wise choices that protect others and ourselves. <p>STORY: Students discuss safe and unsafe drivers and what we can do to protect ourselves if we are ever riding with a driver we think is unsafe. Students then practice how to say "no" to a driver they think is unsafe, and practice what to do to protect themselves.</p> <p>OWNERSHIP: Rhyme/Rap/Cheer - Students learn a rhyme/rap/cheer about "only safe drivers."</p>	<p>TITLE: "The Very Scary Ride"</p> <ul style="list-style-type: none"> Alcohol changes how our brain and how the rest of our body work together. Alcohol can make it hard to see, hard to hear, hard to think and make choices and decisions, and hard to move quickly; It is very dangerous for someone to drive when they have been drinking beer, wine, or another drink with alcohol in it ; It is always best to refuse to ride with someone you think is unsafe to drive with; There are ways to protect yourself if you ever find yourself riding with an unsafe driver; Always tell a trusted adult about any unsafe ride, or if you don't feel safe riding with someone; Talk to a trusted adult about how to handle emergencies, such as who to call if you think a driver is unsafe to drive. <p>DISCUSSION and STORY: Students discuss what alcohol can do to the communication between our brain and the rest of our body and listen to a story about two boys and their very scary ride. The lesson focuses on ways children can protect themselves if they ever find themselves riding with someone who they think is unsafe to drive.</p> <p>OWNERSHIP: Students draw a picture or write a story about what they would do if they ever found themselves riding with an unsafe driver.</p>	<p>TITLE: "A Very Dangerous Ride"</p> <ul style="list-style-type: none"> There are safe drivers and unsafe drivers. Riding with an unsafe driver can be very dangerous; It is better to speak up to protect ourselves than to risk getting into a car crash; We can talk to our parents or other trusted adults and ask what we can do to avoid riding with unsafe drivers and what to do to protect ourselves if we ever have to ride with an unsafe driver; If we are riding with someone we think is an unsafe driver, we can get in the back seat, buckle up, and put our books and other items on the floor under our feet. We can sit back, be quiet, and not distract the driver; When the unsafe ride is over, we can tell our parents or another trusted adult that we feel unsafe riding with the driver. <p>DISCUSSION and STORY: Students discuss what alcohol does to drivers' abilities and listen to a story about a person their age whose guessing gets him into a very dangerous ride with an unsafe driver. Students brainstorm options to the characters actions. Students review what to do in the event they find themselves riding with an unsafe driver.</p> <p>OWNERSHIP: Students write a "Dear Abby" response to a pretend reader who asks, "What do I do if I find myself riding with an unsafe driver?"</p>	<p>TITLE: "Only Safe Drivers"</p> <ul style="list-style-type: none"> Drivers who have been drinking beer, wine or other drinks with alcohol in them are not alcohol-free. Alcohol-free is the only way to be when driving. Designated drivers are alcohol-free; It is better to speak up to protect ourselves than to risk getting into a car crash; When offered a ride from someone we think may not be safe to drive, we can say, "No thank you, I have to call _____. I <i>promised</i>." Most grown-ups want us to keep our promises. If the information about the promise is repeated politely, most grown-ups will respect our wishes; We can talk to our parents or other trusted adults and ask what we can do to avoid riding with unsafe drivers and what to do to protect ourselves if we ever have to ride with an unsafe driver; If we are riding with someone we think is an unsafe driver, we can get in the back seat, buckle up, and put our books and other items on the floor under our feet. We can sit back, be quiet, and not distract the driver; When the unsafe ride is over, we can tell our parents or another trusted adult that we feel unsafe riding with the driver. <p>DISCUSSION STORY and SKILL PRACTICE: This story is essentially the same story as is used in third grade. Students brainstorm options to the characters actions. The skills-practice is a teacher/student role-play, which involves students in learning specific words to say to refuse a ride from a person who may not be safe to drive. Students review what to do in the event they find themselves riding with an unsafe driver.</p> <p>OWNERSHIP: Students continue the role-plays demonstrated in the Information Activity and write down the names and phone numbers of three "Designated Drivers" they can call to avoid riding with an unsafe driver.</p>	<p>TITLE: "We've Got It"</p> <ul style="list-style-type: none"> Because we guide our brain's development by our thoughts and actions during adolescence, we have a special responsibility to ourselves and our future; We can remember important information from the <i>Protecting You/Protecting Me</i> lessons; We have resources to help us protect ourselves and get the most out of our teenage years; We can thank MADD for making the lessons available to our school. <p>GAME and DISCUSSION: Students form triads and play a game to review several key messages from previous lessons and then discuss.</p> <p>OWNERSHIP: Using the ideas they brainstormed and came up with in the Information Activity, students write a "thank you" letter to MADD telling what they will remember, their favorite parts of <i>Protecting You/Protecting Me</i>, and what they think other students could learn from the lessons.</p>
<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Child's Place: 1.1, 1.4, 1.5.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 2.0.</p> <p>Social Studies: People/Diff.: 2.1, 2.3.</p> <p>Art.</p>	<p>Health: Expectations 1-8.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Cont./Change: 3.4.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Social Studies: Changing State: 4.5.</p>	<p>Health: Expectations 1-7.</p> <p>Language Arts: Reading: 1.0, 2.0, 3.0; Writing: 1.0, 2.0; Listening/Speaking: 1.0, 2.0.</p> <p>Science: Science: Life Science (2); Invest./Experim. (6).</p> <p>Social Studies: New Nation: 5.5.</p>