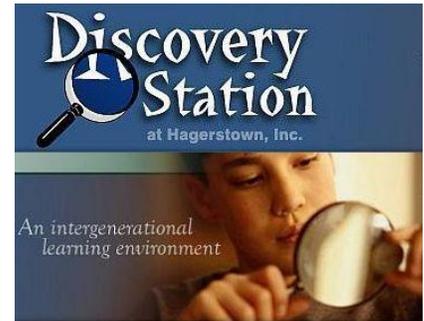




TARGET MARYLAND:

Opening Eyes to the Damage Drugs Cause



Maryland Content Standards Related to Target Maryland Exhibit

Health Standards Grades 3-8

Standard 1.0: Mental and Emotional Health-Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

Grade 6:

1.C.1.a. Components of Personal Well-Being: Analyze components to promote personal well-being. Define and give examples of the components of person well being identified as spiritual, physical, intellectual, emotional/mental, social, and environmental.

1.D.1 Decision Making: Apply the decision-making process to personal issues and problems.

1.H.7. Self Image: Compare internal and external influences on self-image.

Grade 7:

1.G.1. Conflict Resolution: Recognize the nature of conflict and conflict resolution.

Grade 8:

1.C.1.a. Components of Personal Well-Being: Apply the components of personal well-being to develop lifelong wellness skills and strategies. Explain the importance of assuming responsibilities of personal health behavior.

1.I.1. Personal Goals: Implements a strategy and evaluate progress toward achieving personal goals.

Standard 2.0 Alcohol, Tobacco, and Other Drugs – Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

Grade 3:

2.A.1. Medicine: Identify safe practices for using prescription and Over the Counter (OTC) drugs.

Grade 5:

2.A.1. Medicine: Identify Safe practices for using prescription and OTC drugs.

2.E.1. Identify marijuana as a psychoactive and illegal drug.

Grade 6:

2.A.1. Medicine: Discuss the appropriate and inappropriate use of prescription and OTC drugs.

Grade 7:

2.E.1. Marijuana: Explain the effects of marijuana use.

Grade 8:

2.A.1. Medicine: Distinguish between the appropriate and inappropriate use of prescription and OTC drugs and resulting consequences.

2.E.1. Marijuana: Classify a variety of psychoactive drugs and identify the consequences of their use and abuse.

Standard 3.0 Personal and Consumer Health-Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Grade 8:

3.A.1. Access and evaluate health-enhancing behaviors and reduce health risks to live safer, healthier lives.

Health Standards
Grades 9-12

Standard 1.0 Mental and Emotional Health-Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

1.A.1.a,b,c,d. Communication. Recognize and apply effective communication skills. Discuss skills for communicating effectively with family, peers, and others. Utilize strategies to overcome barriers when communicating information, ideas, emotions, and opinions about health issues. Analyze how interpersonal communication affects relationships. Demonstrate ways to communicate care, consideration, and respect for self and others in making positive health choices.

1.D.1.a,b,c,d,e. Decision-making. Apply the decision-making process to personal issues and problems. Demonstrate the ability to utilize strategies when making decisions related to health needs and risks of young adults. Analyze health concerns that require collaborative decision-making. Predict immediate and long-term impact of health decisions on the individual, family, and community. Apply strategies and skills needed to attain personal health goals. Formulate an effective plan for lifelong health.

1.J.1. Mental Illness, Depression, Suicide. Recognize and respond to destructive behaviors.

Standard 2.0 Alcohol, Tobacco, and Other Drugs – Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

2.A.1.a,b,c. Medicine: Investigate effects of prescription and OTC drugs and resulting consequences. Analyze physical effects of combining OTC medicines with alcohol and other drugs. Create a lifelong plan for appropriate use of prescription and OTC medications.

2.G.1. Analyzing Influences: Identify factors that influence the use of tobacco, alcohol, and other drugs.

2.H.1. Legal Consequences: Identify and examine physical, psychological, social, and legal

consequences of the use of tobacco, alcohol, and other drugs.

2.I.1. Addiction: Access information and services for treatment of addictive behaviors.

Technology Literacy Standards **Grades 3-8**

Standard 5.0 Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information and data.

Grade 3:

5.A.1. Locate, Evaluate, and Gather Information/Data: Use and evaluate information resources available through technology independently or with assistance.

Grade 8:

5.A.1. Locate, Evaluate, and Gather Information: Select and use information resources available through technology.

Social Studies Standards **Grades 3-8**

Standard 3.0 Content Standard: Geography-Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 7:

3.A.1. Using Geographic Tools: Use geographic tools to locate places and describe the human and physical characteristics in the contemporary world.

3.D.1. Modifying and Adapting to the Environment. Analyze why and how people in contemporary world regions modify their natural environment and the impact of those modifications.

Standard 4.0 Economics-Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Grades 3-8

4.A. Scarcity and Economic Decision-Making

4.B. Economic Systems and the Role of Government in the Economy.

Government Core Learning Goals **Grades 9-12**

Goal 3: Geography. The students will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

1. Expectation: The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of governmental policy.
 - (2) The student will evaluate the role of government in addressing land use and other environmental issues.

Goal 4: Economics. The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

1. Expectation: The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.
 - (2) The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals.

United States History Standards **Grades 9-12**

Standard 5.0 Content Standard: History-Students will examine significant ideas, beliefs, and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.6.2. Students will demonstrate understanding of the cultural, economic, political, and social development from 1981-present. Analyze modern economic, political and social influences on American society from 1981-present.

Science Standards **Grades 3-8**

Standard 6.0 - Environmental Science-students will use scientific skills and processes to explain the interactions of environmental factors (living and nonliving) and analyze their impact from a local to a global perspective.

Grade 6:

6.A.1.C. Natural Resources and Human needs. Identify and describe how the natural change processes may be affected by human activities: agriculture.

6.B.1.C. Environmental issues – Recognize and explain that human-caused changes have consequences for Maryland’s environment as well as for other places and future times – Identify and describe that ecosystems can be impacted by human activities – Use and disposal of toxic substances

Financial Literacy Standards **Grades 3-5, 6-8, 9-12**

Standard 1: Make Informed, Financially Responsible Decisions- Students will apply financial literacy reasoning in order to make informed financially responsible decisions.

Grades 3-5:

1.5.A.1,2,3,4. Explain that people make financial choices based on available resources, needs, and wants. Explain the consequences of making financial decisions. Identify opportunity of cost of financial decisions made by individuals. Apply the steps in the decision-making process to a financial situation. Describe the concept of financial obligations, such as borrowing and “IOUs.”

1.5.D.1. Describe different types of retail markets. Describe market situations where buyers and sellers meet to exchange goods and services.

Grades 6-8

1.8.E.1,2,3. Analyze the economic impacts of government, business, and consumer financial decisions. Form hypotheses regarding the impact of the global economy on personal financial planning. Predict the consequences of personal consumer decisions and actions on the global economy and the environment. Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.

Grades 9-12

1.12.A.1,2,3,4,5. Evaluate the financial choices that are made based on available resources, needs, and wants for goods and services. Explain how scarcity and opportunity cost affect decision-making. Analyze costs, benefits, and opportunity cost to determine the achievement of personal financial goals. Apply the decision-making process to an unforeseen situation. Explain the concept of financial obligations, such as a promissory note, cell phone contract or college loan.

Standard 2: Examine the relationships among education, skills, career choices, economic conditions, and income.

Grades 6-8

2.8.C.1,2. Analyze the relationship among income, spending decisions, and lifestyle. Examine how income affects choices and spending decisions. Examine how spending decisions may impact career choices, such as saving for college or getting a job.

Grades 9-12

2.12.B.1,2. Evaluate sources of income. Differentiate between earned income and other sources of income. Describe how adjusting benefits can affect income.

Standard 5: Create and Build Wealth- Students will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.

Grades 3-5

5.5.D.1,2. Apply the concepts of supply and demand to acquiring goods and services. Describe the concepts of supply and demand. Describe how supply and demand affect price.

Reading/English Language Arts Standards

Grades 3-8

Standard 1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Grade 8:

1.D.1.a. Vocabulary. Develop and apply vocabulary through exposure to a variety of texts. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and

informational texts.

1.E.1.a. General Reading. Apply and refine comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socioeconomic background.

Standard 2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 8:

2.2.a. Analyze text features to facilitate and extend understanding of informational texts. Analyze print features that contribute to meaning.

Standard 6.0 Listening- Students will demonstrate effective listening to learn, process, and analyze information.

Grades 3-8

6.A. Listening. Demonstrate active listening strategies.

English Core Learning Goals **Grades 9-12**

Goal 1: The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

3. Expectation: The student will explain and give evidence to support perceptions about print and non-print works.

Mathematics Standards **Grades 3-8**

Standard 5.0 - Knowledge of Probability- Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involved random variation.

STEM Framework Standards of Practice **Grades 6-12**

Standard 1 – Learn and apply rigorous science, technology, engineering, and mathematics content.

1.A – Demonstrate an understanding of science, technology, engineering, and mathematics content

1.B - Apply science, technology, engineering, or mathematics content to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

Standard 3 – Interpret and communicate information from science, technology, engineering and mathematics

3.A – Identify, analyze, and synthesize appropriate science, technology, engineering, and mathematics information (text, visual, audio, etc.).

3.C – Engage in critical reading and writing of technical information.

3.D- Evaluate and integrate multiple sources of information (e.g.: quantitative data, video, multimedia).

3.E – Develop an evidence-based opinion or argument.

Standard 4 – Engage in Inquiry

4.A – Ask questions to identify and define global issues, challenges, or real world problems.

4.B – Conduct research to refine questions and develop new questions.

Standard 7 – Apply Technology Strategically

7.C – Engage in responsible/ethical use of technology