



D.A.R.E.

Keepin' it REAL

Virginia SOL Correlation (Elementary)

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson One: Introduction to DARE' keepin' it REAL</p> <ul style="list-style-type: none"> • Define what it means to be responsible • Identify student responsibilities in their daily lives • Name the steps in the DARE Decision Making Model (DDMM) 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 4.1. The student will use effective oral communication skills in a variety of settings • 4.2 The student will make and listen to oral presentations and reports. <p>Reading</p> <ul style="list-style-type: none"> • 4.4. The student will expand vocabulary when reading <p>Writing</p> <ul style="list-style-type: none"> • 4.7 The student will write cohesively for a variety of purposes. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. • Participate in and contribute to discussions across content areas. • Organize information to present in reports of group activities <p>Reading</p> <ul style="list-style-type: none"> • 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> • 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Two: Drug Information for Responsible Decision Making</p> <ul style="list-style-type: none"> Identify how alcohol and tobacco use affects student responsibilities Examine information on alcohol and tobacco Understand the health effects of alcohol and tobacco on the body Use the DDMM to define the problem in scenarios related to alcohol and tobacco 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement. <ul style="list-style-type: none"> l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and other drug use <ul style="list-style-type: none"> e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. 5.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health. <ul style="list-style-type: none"> l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. <ul style="list-style-type: none"> h) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Three: Risks and Consequences</p> <ul style="list-style-type: none"> Define risk and consequences and apply to real life situations Assess the positive and negative consequences in the choices made about risky situations Use the DDMM to assess how to make responsible decisions involving risky situations 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> b) Listen to and record information. c) Organize information for clarity. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement. <ul style="list-style-type: none"> l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and other drug use <ul style="list-style-type: none"> e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health. <ul style="list-style-type: none"> l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals. m) Analyze why people choose to follow or not follow safety rules at home, at school, and in the community. o) Recognize the development of positive social skills as essential for building and sustaining relationships. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Four: Peer Pressure</p> <ul style="list-style-type: none"> • Define pressure and peer pressure • Recognize the sources of peer pressure • Identify ways to respond to peer pressure • Use the DDMM to generate responses to peer pressure 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 4.1 The student will use effective oral communication skills in a variety of settings • 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> b) Listen to and record information. c) Organize information for clarity. <p>Reading</p> <ul style="list-style-type: none"> • 4.4 The student will expand vocabulary when reading. • 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> • 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. <ul style="list-style-type: none"> f) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs. g) Demonstrate refusal skills • 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. <ul style="list-style-type: none"> d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs e) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> • 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> • 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. <ul style="list-style-type: none"> p) Recognize the importance of developing and maintaining a positive self-image. q) Demonstrate effective communication skills to address harassing behaviors. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> • 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community. <ul style="list-style-type: none"> i) Explain the benefits of having positive relationships with family, friends, and neighbors.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Five: Dealing with Stressful Situations</p> <ul style="list-style-type: none"> • Identify possible signs of stress • Recognize the physical and behavioral signs of stress • Use the DDMM in evaluating stressful situations 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 4.1 The student will use effective oral communication skills in a variety of settings • 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> b) Listen to and record information. c) Organize information for clarity. <p>Reading</p> <ul style="list-style-type: none"> • 4.4 The student will expand vocabulary when reading. • 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> • 4.7 The student will write cohesively for a variety of purposes. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> • 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> • 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health <ul style="list-style-type: none"> n) Identify strategies for managing stress. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. <ul style="list-style-type: none"> i) Practice strategies for managing stress.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Six: Basics of Communication</p> <ul style="list-style-type: none"> Define and explain the importance of communication in daily living Demonstrate confident communication Use the DDMM to evaluate and generate alternative options for effective communication 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement. <ul style="list-style-type: none"> m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. <ul style="list-style-type: none"> p) Identify obstacles to effective communication and describe how to overcome them q) Describe how developing a healthy self-concept is an essential life skill 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. <ul style="list-style-type: none"> k) Practice communication skills to overcome common communication difficulties 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. d) Communicate new ideas to others. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> i) Draw conclusions and make inferences from text. j) Identify cause and effect relationships <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health <ul style="list-style-type: none"> o) Recognize the development of positive social skills as essential for building and sustaining relationships. p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote <ul style="list-style-type: none"> n) Show effective communication skills in emergency situations. o) Manage emotions appropriately in a variety of situations. p) Recognize the importance of developing and maintaining a positive self-image. q) Demonstrate effective communication skills to address harassing behaviors

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Seven: Nonverbal Communication and Listening</p> <ul style="list-style-type: none"> Define effective listening behaviors Demonstrate effective listening using verbal and nonverbal behaviors Use the DDMM to evaluate and generate alternative options for effective communication 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <ul style="list-style-type: none"> 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement. <ul style="list-style-type: none"> m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. <ul style="list-style-type: none"> p) Identify obstacles to effective communication and describe how to overcome them 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. <ul style="list-style-type: none"> k) Practice communication skills to overcome common communication difficulties 	<p>English: Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.9 The student will find, evaluate, and select appropriate resources for a research product. <ul style="list-style-type: none"> a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Organize information presented on charts, maps, and graphs. e) Develop notes that include important concepts, summaries, and identification of information sources. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health <ul style="list-style-type: none"> o) Recognize the development of positive social skills as essential for building and sustaining relationships. p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote <ul style="list-style-type: none"> n) Show effective communication skills in emergency situations. o) Manage emotions appropriately in a variety of situations. p) Recognize the importance of developing and maintaining a positive self-image. q) Demonstrate effective communication skills to address harassing behaviors

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Eight: Bullying</p> <ul style="list-style-type: none"> Define and recognize characteristics of bullying Identify bullying behaviors Differentiate between tattling and telling Use the DDMM to practice safe ways to report bullying 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <ul style="list-style-type: none"> 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement <ul style="list-style-type: none"> o) Explain the difference between teasing and taunting. 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. <ul style="list-style-type: none"> l) Explain how teasing and taunting affects health. m) Identify strategies for reporting bullying and aggressive behaviors. n) Recognize harmful or abusive relationships. o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations. p) Identify obstacles to effective communication, and describe how to overcome them. 	<p>English: Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal <ul style="list-style-type: none"> p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. <ul style="list-style-type: none"> n) Show effective communication skills in emergency situations. q) Demonstrate effective communication skills to address harassing behaviors. r) Describe how to report harassing behaviors at school and at home. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community. <ul style="list-style-type: none"> g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community. i) Explain the benefits of having positive relationships with family, friends, and neighbors. j) Describe ways to offer friendship and support to someone who was bullied.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Nine: Helping Others</p> <ul style="list-style-type: none"> Identify the importance of being a good citizen Recognize the importance of reporting bullying to an adult at school and at home Demonstrate the use of the DDMM in reporting bullying behaviors Reinforce knowledge and positive behaviors to stop bullying 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <ul style="list-style-type: none"> 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement <ul style="list-style-type: none"> o) Explain the difference between teasing and taunting. 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. <ul style="list-style-type: none"> l) Explain how teasing and taunting affects health. m) Identify strategies for reporting bullying and aggressive behaviors. n) Recognize harmful or abusive relationships. o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations. p) Identify obstacles to effective communication, and describe how to overcome them. 	<p>English: Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal <ul style="list-style-type: none"> p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. <ul style="list-style-type: none"> n) Show effective communication skills in emergency situations. q) Demonstrate effective communication skills to address harassing behaviors. r) Describe how to report harassing behaviors at school and at home. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community. <ul style="list-style-type: none"> g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community. i) Explain the benefits of having positive relationships with family, friends, and neighbors. j) Describe ways to offer friendship and support to someone who was bullied.

Lesson	Grade 4 SOL Correlation	Grade 5 SOL Correlation
<p>Lesson Ten: Getting Help from Others and Review</p> <ul style="list-style-type: none"> Identify people in student's lives they can go to if they need help Recall previously learned key terms 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 4.1 The student will use effective oral communication skills in a variety of settings 4.2 The student will make and listen to oral presentations and reports. <ul style="list-style-type: none"> a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose. <p>Reading</p> <ul style="list-style-type: none"> 4.4 The student will expand vocabulary when reading. 4.6 The student will read and demonstrate comprehension of nonfiction texts. <p>Writing</p> <ul style="list-style-type: none"> 4.7 The student will write cohesively for a variety of purposes. <p>Health:</p> <ul style="list-style-type: none"> 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. <ul style="list-style-type: none"> o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations. 	<p>English: Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. <p>Reading</p> <ul style="list-style-type: none"> 5.4 The student will expand vocabulary when reading. <p>Writing</p> <ul style="list-style-type: none"> 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal <ul style="list-style-type: none"> p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. <ul style="list-style-type: none"> n) Show effective communication skills in emergency situations. q) Demonstrate effective communication skills to address harassing behaviors. r) Describe how to report harassing behaviors at school and at home. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community. <ul style="list-style-type: none"> g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community. i) Explain the benefits of having positive relationships with family, friends, and neighbors. j) Describe ways to offer friendship and support to someone who was bullied

