



D.A.R.E. Keepin' it REAL
Virginia SOL Correlation (Middle School)

Lesson	Grade 7 SOL Correlation	Grade 8 SOL Correlation
<p>Lesson One: Options and Choices</p> <ul style="list-style-type: none"> Identify the Keepin' it REAL resistance strategies of Refuse, Explain, Avoid, and Leave Define the terms option, choice and consequence Explain how choices have consequences Differentiate between simple preference and wise choice 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. <p>Reading</p> <ul style="list-style-type: none"> 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. <ul style="list-style-type: none"> j) Identify cause and effect relationships. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 7.1 The student will identify and explain essential health concepts to understand personal health <ul style="list-style-type: none"> i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 7.2 The student will use decision-making skills to promote health and personal wellness. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use. i) Explain why most teenagers do not use alcohol, tobacco, or other drugs. l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.

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<p>Lesson Two: Risks</p> <ul style="list-style-type: none"> • Define risk • Identify risks that can be potentially harmful • Explain how a risk may affect our choices 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. <p>Reading</p> <ul style="list-style-type: none"> • 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. <ul style="list-style-type: none"> a) Use prior and background knowledge as a context for new learning. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> m) Recognize harmful and risky behaviors. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> • 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <ul style="list-style-type: none"> i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 8.2 The student will apply health concepts and skills to the management of personal and family health.

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<p>Lesson Three: Communication and Conflict</p> <ul style="list-style-type: none"> Identify and describe the components of the D.A.R.E. Decision-Making Model Articulate what it means to agree to disagree Explain the difference between assertive, aggressive, and passive behaviors 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. 7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages. <ul style="list-style-type: none"> a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience <p>Reading</p> <ul style="list-style-type: none"> 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. <ul style="list-style-type: none"> i) Summarize text identifying supporting details. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> r) Identify the benefits of healthy interpersonal relationships. t) Differentiate between passive, aggressive, and assertive communication. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> n) Evaluate the importance of developing relationships that are positive and promote wellness.

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<p>Lesson Four: Refuse</p> <ul style="list-style-type: none"> • Explain the strategy of Refuse • Articulate “no” in a clear way • Demonstrate verbal and non-verbal assertiveness techniques 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. • 7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages. <ul style="list-style-type: none"> a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> r) Identify the benefits of healthy interpersonal relationships. t) Differentiate between passive, aggressive, and assertive communication. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> • 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. • 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.

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<p>Lesson Five: Explain</p> <ul style="list-style-type: none"> • Define the REAL strategy of Explain • State the reasons for student actions in a clear way • Articulate personal preferences using I Statements 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. c) Make statements to communicate agreement or tactful disagreement with others' ideas. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> r) Identify the benefits of healthy interpersonal relationships. t) Differentiate between passive, aggressive, and assertive communication. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> • 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.

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<p>Lesson Six: Avoid</p> <ul style="list-style-type: none"> Define the REAL strategy of Avoid List the three ways a student can avoid a situation 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. c) Make statements to communicate agreement or tactful disagreement with others' ideas. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> r) Identify the benefits of healthy interpersonal relationships. t) Differentiate between passive, aggressive, and assertive communication. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.

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<p>Lesson Seven: Leave</p> <ul style="list-style-type: none"> • Explain the REAL strategy of Leave • Identify situations where student can use the Leave strategy 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. c) Make statements to communicate agreement or tactful disagreement with others' ideas. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> r) Identify the benefits of healthy interpersonal relationships. t) Differentiate between passive, aggressive, and assertive communication. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> • 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.

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<p>Lesson Eight: Norms</p> <ul style="list-style-type: none"> Define the terms norms and peer norms Identify norms of drug use among student peers Explain how norms can influence decisions 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. <p>Reading</p> <ul style="list-style-type: none"> 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> g) Make inferences and draw conclusions based on the text. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors. r) Identify the benefits of healthy interpersonal relationships. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances. o) Describe how peers influence healthy and unhealthy behaviors. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.

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<p>Lesson Nine: Feelings</p> <ul style="list-style-type: none"> Recognize that people express their emotions in different ways Verbalize why feelings are valid Recognize that other people have different feelings 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) Communicate ideas and information orally in an organized and succinct manner. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 7.1 The student will identify and explain essential health concepts to understand personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 7.2 The student will use decision-making skills to promote health and personal wellness. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> k) Describe effective coping mechanisms for managing personal and family stress. l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health. <ul style="list-style-type: none"> m) Justify and encourage safe, respectful, and responsible relationships.

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<p>Lesson Ten: Support Networks</p> <ul style="list-style-type: none"> • Explain the concept of a social support network • Identify members of personal social support network • Review and discuss the key concepts in the curriculum 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. <ul style="list-style-type: none"> a) communicate ideas and information orally in an organized and succinct manner. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 7.1 The student will identify and explain essential health concepts to understand personal health. <ul style="list-style-type: none"> k) Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 7.2 The student will use decision-making skills to promote health and personal wellness. <ul style="list-style-type: none"> n) Explain the influence of personal and family values and beliefs on individual health practices and behaviors. o) Describe how peers influence healthy and unhealthy behaviors. t) Describe how a healthy environment is essential to personal and community health. u) Evaluate the relationship of social and environmental factors to individual and community health. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> • 7.3 The student will promote healthy schools, families, and communities. 	<p>English:</p> <p>Communication: Speaking, Listening, Media Literacy</p> <ul style="list-style-type: none"> • 8.2 The student will develop and deliver oral presentations in groups and individually. <p>Reading</p> <ul style="list-style-type: none"> • 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <ul style="list-style-type: none"> k) Identify cause and effect relationships. l) Use prior and background knowledge as a context for new learning. m) Use reading strategies to monitor comprehension throughout the reading process. <p>Health:</p> <p>Essential Health Concepts</p> <ul style="list-style-type: none"> • 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. <p>Healthy Decisions</p> <ul style="list-style-type: none"> • 8.2 The student will apply health concepts and skills to the management of personal and family health. <ul style="list-style-type: none"> c) Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful. m) Develop goals to analyze and manage the impact of social networking. <p>Advocacy and Health Promotion</p> <ul style="list-style-type: none"> • 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health. <ul style="list-style-type: none"> h) Develop guidelines for using social networks.

