

# THE OPIOID CRISIS

HELP TEENS MAKE INFORMED DECISIONS



Activity

Common Core English Language Arts Standards*- 6th Grade	1	2	3
<b>Reading Informational Text</b>			
<b>Key Ideas and Details:</b>			
<u>CCSS.ELA-LITERACY.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•	
<b>Integration of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.RI.6.7</u> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		•	•
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration:</b>			
<u>CCSS.ELA-LITERACY.SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•
<b>Presentation of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			•
<u>CCSS.ELA-LITERACY.SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			•
<b>Writing</b>			
<b>Research to Build and Present Knowledge:</b>			
<u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	•		

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<b>Common Core English Language Arts Standards*- 7th Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details:</b>			
<u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•	
<b>Integration of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.RI.7.8</u> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	•		•
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration:</b>			
<u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•
<u>CCSS.ELA-LITERACY.SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	•	•	•
<u>CCSS.ELA-LITERACY.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	•		•
<b>Presentation of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	•		•
<u>CCSS.ELA-LITERACY.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			•
<b>Writing</b>			
<b>Research to Build and Present Knowledge:</b>			
<u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	•		•

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<b>Common Core English Language Arts Standards*- 8th Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details:</b>			
<u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	•	•	
<b>Integration of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			•
<u>CCSS.ELA-LITERACY.RI.8.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	•		•
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration:</b>			
<u>CCSS.ELA-LITERACY.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•
<u>CCSS.ELA-LITERACY.SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	•		•
<u>CCSS.ELA-LITERACY.SL.8.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	•		•
<b>Presentation of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	•		•
<u>CCSS.ELA-LITERACY.SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			•
<b>Writing</b>			
<b>Research to Build and Present Knowledge:</b>			
<u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	•		•

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<b>Common Core English Language Arts Standards*- Grades 9-10</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details:</b>			
<u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•	
<b>Integration of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.RI.9-10.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	•		•
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration:</b>			
<u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•
<u>CCSS.ELA-LITERACY.SL.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	•		•
<b>Presentation of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			•
<u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			•
<b>Writing</b>			
<b>Research to Build and Present Knowledge:</b>			
<u>CCSS.ELA-LITERACY.W.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	•		•

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<b>Common Core English Language Arts Standards*- Grades 11-12</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details:</b>			
<u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	•	•	
<b>Integration of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	•		•
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration:</b>			
<u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•
<u>CCSS.ELA-LITERACY.SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	•		•
<b>Presentation of Knowledge and Ideas:</b>			
<u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	•		•
<u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			•
<b>Writing</b>			
<b>Research to Build and Present Knowledge:</b>			
<u>CCSS.ELA-LITERACY.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	•		•

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	Activity		
<b>National Health Education Standards**</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	•	•	•
<b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.		•	•
<b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		•	•
<b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	•	•	•
<b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		•	•
<b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.	•	•	•

\*\* Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society. Available at <https://www.cdc.gov/healthyschools/sher/standards/index.htm>