

5th Grade

FCAT Practice Materials

ALCOHOL

Information for Teachers

BACKGROUND INFORMATION

In the United States, alcohol is the drug used illegally by more teens than any other substance. Despite the fact that alcoholic beverages are illegal for people under 21, more than 80 percent of high school seniors report having used alcohol. The great majority of your 5th grade students have probably not yet experimented with alcohol. The entry level for drinking alcohol is around 12 to 13 years old—not that much older than your students.

One of the reasons for that might be the marketing and promotion of sweet, fruit-flavored alcoholic beverages, sometimes called “starter suds” or “alcopop.” These drinks resemble fruit punches and soft drinks and are much better known by teens than adults. While beverage companies deny any attempts to create a teen drinking market, health advocates are warning that there are 10 million drinkers in the United States between the ages of 12 and 20. More than 6.8 million of the 10 million are binge drinkers. Clearly more education is needed to help young people make knowledgeable decisions about alcohol and drug use.

They need to know the full extent of the health consequences, even if many of the serious ones don’t show up for 20 or 30 years. They need to understand that the effects of toxins (and many illicit substances are just that) on growing tissues and organs can have immediate and long-term negative consequences. Because of these consequences, they need to be prepared for increasing pressure to do things they feel will make them fit in with their peers.

It is no coincidence that prevention programs during elementary school years emphasize involvement and discussion with parents and teachers. You are still one of the most influential people in the lives of your students. Guiding them through some of these issues with sensitivity and knowledge builds a foundation of information and confidence that they will continue to draw on throughout their lifetimes.

Key for Identification of Student Practice Pages

On each page of the student practice materials, symbols have been used for identification. The purpose of these symbols is for teachers to identify the subject area, grade level and topic area.

For example: R4A means reading, fourth grade, alcohol
S10T means science, tenth grade, tobacco

R = Reading

4 = Fourth Grade

A = Alcohol

W = Writing

5 = Fifth Grade

D = Drugs

M = Mathematics

8 = Eighth Grade

T = Tobacco

S = Science

10 = Tenth Grade

READING

DESCRIPTION OF READING SELECTION

The following reading selection is a compilation of excerpts about different body systems and how they are affected by alcohol use. It was written to include details about the function and purpose of each of the organs addressed, as well as the specific effects alcohol has or can have on them.

INSTRUCTIONAL STRATEGIES FOR TEACHERS: PREPARATION FOR READING

Note: Students may read the selection with no preparation or discussion. However, if you would like to use the selection for instruction with an emphasis on developing reading skills and increasing student understanding of prevention concepts, the following information would be helpful.

Reading about the effects of alcohol is not something your students would normally do. However, many of them have opinions and ideas about the effects of alcohol, some of which are erroneous. Begin by sharing an observation that tobacco ads have been taken off television, but that there still are lots of ads for alcohol. If both tobacco and alcohol are bad for people, especially children, why is alcohol allowed to be on television? Ask your students to carefully read the following selection, paying particular attention to the details about the effects of alcohol on the body. As they read the selection, remind them to visualize the various parts of the body being discussed in order to get an overall sense of the effects alcohol has on the human body.

ANSWERS TO READING QUESTIONS

1. A LA.A.2.2.1

2. G LA.A.2.2.1

3. B LA.A.2.2.1

4. H LA.A.1.2.3

5. Top-Score Response

A top-score response will describe a variety of illnesses associated with the liver, heart, stomach and brain. Details about the problems with each of the organs mentioned in the article should be included.

LA.A.2.4.1

WRITING

INSTRUCTIONAL STRATEGIES FOR TEACHERS: PREPARATION FOR WRITING

Note: Students may respond to the writing prompt with no preparation or discussion. However, if you would like to use the selection for instruction with an emphasis on developing writing skills and increasing student understanding of prevention concepts, the following information would be helpful.

Decision-making is one of the most critical skills a person can have. Some decisions require very little thought while others are difficult. Ask students to provide examples of decisions that are easy and decisions that are difficult. There are many different models used by people to make decisions. Most of them involve these steps: (1) identify the problem to be solved; (2) gather the information you need to make a decision; (3) evaluate the information you have gathered to decide whether it is a good thing or not; (4) make a decision; and (5) re-evaluate that decision to see if you still agree with it. Under the second step, many people gather information and opinions from their friends or family members. Discuss with the students the importance of weighing the advice of different people.

MATH

INSTRUCTIONAL STRATEGIES FOR TEACHERS: PREPARATION FOR MATH

Note: Students may solve the problem with no preparation or discussion. However, if you would like to use the problems for instruction with an emphasis on developing math skills and increasing student understanding of prevention concepts, the following information may be helpful.

The math problems here are related to a recent statistic about alcohol commercials. The alcohol companies say that they are doing a good job of airing ads that promote responsible drinking, especially with respect to drinking and driving. They also say that they have been responsible in not promoting alcohol use to children. However, there are plenty of organizations that disagree.

One of them, the Center for Alcohol and Media, routinely publishes reports about the actual advertising dollars spent, where they are spent, who is in the audience watching these commercials, and the nature of the commercials themselves. The numbers used in these math problems come directly from this body of research.

To help prepare students for these problems, you might discuss with them why commercials exist and how much television programming depends on advertising dollars. Commercials are extremely expensive, both to create and film, and also to show on the air. Alcohol companies spend millions of dollars with advertising companies to create ads that will get people's attention. On top of that, they must purchase time on television to show their commercials. Depending on the time of day and the popularity of the program during which the commercial airs, the cost to show a commercial varies. Ask students if they know which programs have the most expensive time slots for commercials. Usually, the most expensive time slots for commercials are during the Superbowl and prime-time, top-rated television programs.

ANSWERS TO MATH QUESTIONS

1. A MA.A.4.2.1
2. F MA.A.4.2.1

INSTRUCTIONAL STRATEGIES FOR TEACHERS: FOLLOW-UP TO MATH

Some of the students may have mixed up the problem in determining the number of minutes. Show students, if they are unsure of how to figure out the problem, that they can create a similar problem with easier figures to test out the process. For example, with the first problem, if the student is unsure how to figure out the total number of commercial minutes based on so many 30-second commercials, try to figure out how many minutes of commercials there would be if there were ten 30-second commercials. Breaking down the problem into multiples of ten may make it easier for the students to compute the problem as stated.

SCIENCE

INSTRUCTIONAL STRATEGIES FOR TEACHERS: PREPARATION FOR SCIENCE

Note: Students may solve the selection with no preparation or discussion. However, if you would like to use the selection for instruction with an emphasis on developing science skills and increasing student understanding of prevention concepts, the following information would be helpful.

One of the goals of science has always been to help students understand the scientific process and use scientific thinking to solve problems. The purpose of current assessment in science remains focused on these two goals. To help students practice using these skills and understanding the application of these skills in the real world, they must also practice questioning how things work, why things are the way they are, why people believe what they believe, and why people act the way they do.

If your students have read the article about the anatomy of alcohol, have them generate their own questions about alcohol based on the information in the article and on their own personal experiences. From those questions, you may be able to select a few for the class to talk about together. Rather than coming up with answers to the questions, try to structure your discussion around the process of finding out the answers. The investigative skills necessary to answer these questions are the very same ones that make up the methods and processes scientists use to explain phenomena.

ANSWERS TO SCIENCE QUESTIONS

1. C SC.F.1.2.1
2. H SC.H.3.2.4

