

Florida's Substance Use and Abuse DRAFT Standards

Grades 6-8	
Standard 1: HE.68.SUA.1. Health promotion and disease prevention concepts	
Demonstrate use of a decision making model or process in situations involving misuse or abuse of substances. (Clarification: decisions related to underage alcohol consumption, illicit and illegal substance use, tobacco or vaping)	
Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol. (Clarification: depressant, binge drinking, abstain/avoid, addiction, alcoholism, sober/sobriety, recovery, intoxicated, under-the-influence)	
Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease and neurological/brain damage.	
Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use. (Clarification: potency, availability, ability to conceal use i.e., clothing, food and beverages, vapes)	
Examine the effects of marijuana/THC on body systems and behavior.	
State the risks of misusing and sharing prescription drugs. (Clarification: physical, mental, social, performance and legal)	
Identify signs and symptoms of prescription drug misuse and overdose. (Clarification: the short- and long-term effects of prescription drug use on an individual's health)	
Describe the short- and long-term physical and social consequences of tobacco and/or nicotine use. (Clarification: articulate the severity of tobacco-related illnesses and impacts to a person's social life and relationships)	
Standard 2: HE.68.SUA.2 Internal and external influences	
Discuss family rules, school rules and state laws about the use of alcohol and other drugs.	
Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.	
Describe how external factors can influence behaviors related to tobacco and/or nicotine use. (Clarification: perceptions of norms, culture, advertising via mainstream or social media, portrayals in mainstream media, and school)	
Explain school-based policies and legal consequences related to the sale, promotion and use of tobacco and/or nicotine products on school property. (Clarification: how the school district tobacco free policy and the consequences impact students)	
Standard 3: HE.68.SUA.3 Access to valid information, products and services	
Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs. (Clarification: tobacco, marijuana/THC, prescription and illicit drugs such as cocaine, heroin, methamphetamines)	
Identify how to find and access school and community resources related to alcohol misuse and/or abuse. (Clarification: Seek help for self or others, school and community- based resources)	
Differentiate between marijuana/THC myths and facts. (Clarification: Compare and contrast perceived norms with actual prevalence of marijuana/THC use)	
Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.	
Describe the three major categories, purposes and side effects of prescription drugs. (Clarification: opioids, stimulants, depressants)	
Distinguish valid and reliable resources for cessation. (Clarification: vaping and other synthetic nicotine products are not proven-effective methods for cessation. Refer to FDA-approved products and services.)	

Standard 4: HE.68.SUA.4 Communication skills and resilient behaviors to reduce health risks
Demonstrate refusal and negotiation skills in specific scenarios related to underage drinking and illicit drug use. (Clarification: not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use)
Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
Standard 5: HE.68.SUA.5 Advocacy for personal, family and community health
Work cooperatively with peers to advocate for others to remain alcohol and drug free. (Clarification: tobacco, marijuana, THC, prescription and illicit drugs)
Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors. (Clarification: academic success, goals, achievements)
Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used. (Clarification: buddy system, upstander, ally, propose alternative activities when offered harmful substances)
Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure. (Clarification: student-led marketing campaigns, public service announcements)
Describe how to support family and friends who are trying to stop using tobacco and/or nicotine.
Grades 9-12
Standard 1: HE.912.SUA.1. Health promotion and disease prevention concepts
Differentiate between various levels of alcohol consumption and its effects on the body. (Clarification: standard drink vs excessive/ heavy/binge drinking, effects on blood alcohol concentration)
Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences. (Clarification: driving under the influence, fetal alcohol syndrome)
Analyze the long-term health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological damage. (Clarification: neurological damage can include learning, memory, mental health, and brain development)
Analyze how alcohol and/or drug use can impede goals, activities, achievements and college and career readiness.
Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use. (Clarification: could include psychological aspects, drug misuse, dependency and addiction)
Examine the effects of marijuana/THC on brain function and development.
Differentiate between the three major categories of prescription drugs and describe the purposes and side effects. (Clarification: opioids, stimulants, depressants)
Analyze signs and symptoms of prescription drug misuse and overdose. (Clarification: the short- and long-term effects of prescription drug use on an individual's health)
Summarize the risks and consequences of misusing and sharing prescription drugs. (Clarification: physical, mental, social, performance and legal)

Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco and/or nicotine use. (Clarification: psychological consequences such as anxiety and depression; financial impacts such as the long-term impact on personal financial goals and avoidable cost of tobacco-related illnesses to society)
Standard 2: HE.912.SUA.2 Internal and external influences
Analyze the legal, emotional and social consequences of underage consumption of alcohol.
Distinguish how external factors, including industry practices, can influence behaviors related to tobacco and/or nicotine use. (Clarification: perceptions of norms, advertising via media, portrayals in mainstream media, tobacco or vaping industry practices involving efforts to attract youth and counter public health protections)
Standard 3: HE.912.SUA.3 Access to valid information, products and services
Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol misuse and/or abuse. (Clarification: immediate and long-term issues related to alcohol misuse and/or abuse)
Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
Investigate how marijuana/THC use can impede goals, activities, achievements and college and career readiness.
Evaluate the accessibility of effective nicotine cessation products and services. (Clarification: consider available nicotine cessation products/ services and barriers to access such as transportation, cost, phone/web access)
Standard 4: HE.912.SUA.4 Communication skills and resilient behaviors to reduce health risks
Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.
Standard 5: HE.912.SUA.5 Advocacy for personal, family and community health
Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. (Clarification: can ask family, guardians, care givers, teachers, school counselors)
Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to marijuana/THC.
Compare strategies for supporting family and friends who are trying to stop using tobacco and/or nicotine. (Clarification: including supportive actions and connections to professional resources)