



# Ontario Curriculum Links to Substance Abuse:

Participation in the K of C Substance Abuse Poster Contest will meet the following Ontario curriculum expectations:

## Age Group 8-11

### GRADE 4

<b>Curriculum: Health and Physical Education</b>
<b>C1.4:</b> identify substances (e.g., nicotine, carbon monoxide, tar) found in tobacco products and smoke (e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff), and describe their effects on health.
<b>C2.3:</b> demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question)[CT].
<b>C3.2:</b> describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them.
<b>Curriculum: Visual Arts</b>
<b>D1.3:</b> use elements of design in art works to communicate ideas, messages, and understandings (e.g., create a poster using colour and cropping of space to propose a solution to climate change; use contour lines of various weights in a charcoal gesture drawing of a person to capture the impression of movement; create a paper sculpture portrait of a favourite comic character that explores positive and negative space, using techniques of folding, scoring, fringing, and crimping).

### GRADE 5

<b>Curriculum: Health and Physical Education</b>
<b>C1.2:</b> describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (e.g., amount consumed, speed of consumption, sex, body size, combinations with other drugs or food, emotional state).
<b>C2.3:</b> demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, drug use, gambling) [IS].
<b>C3.3:</b> identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol at different points in his or her life [CT].
<b>Curriculum: Visual Arts</b>
<b>D1.3:</b> use elements of design in art works to communicate ideas, messages, and understandings (e.g., a series of three relief prints that use a glueline relief print process to illustrate the beginning, middle, and end of a story; a poster that presents solutions to stereotyping, bias, or bullying, using angle of view; a graffiti-style mural that addresses a community issue, using convex shapes that lead the eye with implied lines).

**GRADE 6**

<b>Curriculum: Health and Physical Education</b>
<b>C1.1:</b> describe the range of effects associated with using cannabis and other illicit drugs (e.g., crack, cocaine, Ecstasy, crystal methamphetamine) and intoxicating substances (e.g., gas, glue, prescription medications).
<b>C1.2:</b> identify people and community resources (e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when dealing with choices or situations involving substance use and addictive behaviours.
<b>C2.4:</b> use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis [CT].
<b>Curriculum: Visual Arts</b>
<b>D1.3:</b> use elements of design in art works to communicate ideas, messages, and understandings (e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content).

## Age Group 12-14

### GRADE 7

<b>Curriculum: Health and Physical Education</b>
<b>C1.2:</b> demonstrate an understanding of linkages between mental health problems and problematic substance use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PS].
<b>C2.3:</b> explain how preoccupation with body image or athletic performance can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, steroids, or performance-enhancing drugs), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT].
<b>C3.2:</b> analyse the personal and societal implications of issues related to substance use and addictive behaviours (e.g., effect of technology dependence on school and workplace performance, personal relationships, and physical health; risks associated with chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy) [CT].
<b>Curriculum: Visual Arts</b>
<b>D1.3:</b> use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose (e.g., create balance in positive and negative space in a personal logo design, using drawing or paper cut-outs of black-and-white shapes on a grey background; selectively manipulate the colour, values, and text in a digital composition to change the message of a print advertisement).

### GRADE 8

<b>Curriculum: Health and Physical Education</b>
<b>C1.3:</b> identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur (e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy).
<b>C2.2:</b> demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations [CT].
<b>Curriculum: Visual Arts</b>
<b>D1.3:</b> use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose (e.g., an illustration for a children's book that uses colour and rhythm to appeal to its audience; a short movie or animation that uses space, time, and framing to highlight a contemporary issue; a portrait of a person made from junk-food or brand packaging to communicate an opinion, in the style of Giuseppe Arcimboldo's series of allegorical portraits made from fruit, vegetables, and other unlikely objects such as pots and books).