

Interdisciplinary Practices

This document is grounded in substance use, misuse, and substance use disorder¹ education principles (see [2023 Oregon Health Standards](#), pp. 6–7). It illustrates opportunities to incorporate Oregon’s English language arts (ELA), social science, Transformative Social and Emotional Learning (TSEL) and science standards and practices within health instruction. Aligning practices across content areas provides educators with the opportunity to reinforce the learning of students and to enhance elementary instruction that addresses substance use. This document describes these opportunities in more detail.

Substance Use, Misuse, Substance Use Disorder Guiding Principles	ELA Anchor Standards	Social Science Disciplinary Practices	TSEL Standards	Science Standards
Provide information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches.	<p>Reading (Key Ideas and Details): Use developmentally appropriate stories and picture books that provide information and basic concepts about substances and their effects. Encourage students to read or listen closely, make inferences and support conclusions with textual evidence.</p> <p>Writing (Production and Distribution): Support writing exercises where students explain information about substances. Encourage students to use a combination of drawing, dictating or writing based on developmental level.</p>	<p>Questions: Encourage students to ask questions about substance use, its impacts and its use over time.</p> <p>Digital and Social Media: Provide opportunities for students to review digital and social media about substance use, distinguishing facts and opinions.</p>	Self-Awareness & Identity: Facilitate self-reflection activities for students to identify personal thoughts and societal influence related to substance use.	<p>Asking Questions and Defining Problems: Encourage students to ask questions about the effects of substances, fostering inquiry and critical thinking.</p> <p>Obtaining, Evaluating and Communicating Information: Teach students to evaluate scientific information about substances, distinguishing between credible sources and misinformation.</p> <p>Cause and Effect: Provide opportunities for students to investigate the effects of substance use.</p>

¹ The Oregon Health Standards use the term abuse, but all Oregon Department of Education developed lesson plans and professional learning refer to this as substance use disorder.

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<p>Offer skill-building opportunities to analyze cultural influences, communicate effectively and make decisions in navigating internal and external factors related to substance use.</p>	<p><i>Speaking and Listening</i> (Comprehension and Collaboration): Conduct class discussions where students share examples of making healthy choices and discuss how to make decisions related to substance use.</p> <p><i>Writing</i> (Text Types and Purposes): Engage students in writing arguments or narratives explaining or showing how to make decisions related to substance use, using clear organization.</p>	<p><i>Global Awareness and Cultural Understanding:</i> Share various cultural perspectives on substance use and integrate these into classroom discussions.</p> <p><i>Explanations, Arguments, and Solutions:</i> Create opportunities (writing, speaking, illustrating) for students to explain how to make informed decisions related to substance use.</p>	<p><i>Self-Management & Agency:</i> Encourage students to set individual goals related to healthy living and substance avoidance.</p>	<p><i>Engaging in Argument from Evidence:</i> Foster discussions about the impact of cultural influences on substance use, using scientific evidence to support claims.</p> <p><i>Analyzing and Interpreting Data:</i> Guide students to use tools like graphs and charts to visualize information about substance use.</p>
<p>Provide clarity that substances refer to all types of legal and illicit drugs, including alcohol, tobacco, marijuana and cannabis, prescription, and over-the-counter medications.</p>	<p><i>Language</i> (Vocabulary Acquisition and Use): Present developmentally appropriate terms associated with substances, ensuring students understand context and meanings.</p>	<p><i>Chronological Thinking Skills:</i> Share the historical context of substance use and how this has changed over time.</p>	<p><i>Social Awareness & Belonging:</i> Develop activities that promote understanding diverse cultural practices and beliefs about substances.</p>	<p><i>Developing and Using Models:</i> Use models to showcase how substances affect the human body and brain, providing clarity through visual and physical representations.</p>

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Provide students with real-life connections to people and other local resources in the school and in the community to get assistance for themselves or others.	Writing (<i>Research to Build and Present Knowledge</i>): Incorporate projects that involve researching local resources and support systems for substance-related issues.	Civic Action: Share community initiatives aimed at preventing substance misuse with students.	Relationships Skills & Collaborative Problem Solving: Support students to identify trusted peers, adults or organizations that can help them address substance use questions or issues.	Planning and Carrying Out Investigations: Facilitate investigations where students explore community resources or programs addressing substance use.