

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 emotional learning (SEL) and science standards and practices within health instruction. Aligning practices across content areas provides educators with the opportunity to reinforce student learning and 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	Transformative SEL Standards	Science Standards
Provides 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 texts that provide factual information 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, highlighting clear organization and content analysis.</p>	<p>Questions: Encourage students to ask questions about substance use, its impacts and its history in society.</p> <p>Digital and Social Media: Provide opportunities for students to analyze examples of digital and social media about substance use, identifying what makes sources reliable.</p>	Self-Awareness & Identity: Facilitate self-reflection activities for students to identify personal thoughts and societal impacts related to substance use.	<p>Asking Questions and Defining Problems: Encourage students to ask scientific 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>

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.

				<p>Cause and Effect: Provide opportunities for students to investigate the effects of substance use and the relationship to brain development.</p>
<p>Offers skill-building opportunities to analyze cultural influences, communicate effectively, and make decisions in navigating internal and external factors related to substance use.</p>	<p>Speaking and Listening (Comprehension and Collaboration): Foster discussions where students communicate their understanding of cultural influences and decision-making related to substance use.</p> <p>Writing (Text Types and Purposes): Engage students in writing arguments about the influence of external factors on substance use, using valid reasoning and evidence.</p>	<p>Identities: Provide opportunities to explore how individual or community identity is related to substance use and shape actions of resilience or resistance.</p> <p>Explanations, Arguments and Solutions: Have students develop arguments, explaining the impact of societal approaches to substance use and prevention.</p>	<p>Self-Management & Agency: Encourage students to set personal goals related to healthy living and substance avoidance.</p>	<p>Engaging in Argument from Evidence: Foster discussions about the impact of cultural influences on substance use, using scientific evidence to support claims.</p> <p>Analyzing and Interpreting Data: Guide students to analyze data on substance use trends and effects using tools like graphs and charts to visualize information.</p> <p>Constructing Explanations and Designing Solutions: Encourage students to explain how substances interact with biological systems and design</p>

				interventions or solutions for prevention and recovery.
Provides clarity that substances refer to all types of legal and illicit drugs, including alcohol, tobacco, marijuana and cannabis, prescription and over-the-counter medications.	Language (Vocabulary Acquisition and Use): Present terminology associated with substances, ensuring students understand context and meanings.	Chronological Thinking Skills: Discuss the connection between the historical context of substance use and current trends and laws.	Social Awareness & Belonging: Develop activities that promote understanding diverse cultural practices and beliefs about substances.	Developing and Using Models: Use models to showcase how substances affect the human body and brain, providing clarity through visual and physical representations.
Provides 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 (Research to Build and Present Knowledge): Incorporate projects that involve researching local resources and support systems for substance-related issues.	Civic Action: Provide opportunities for students to engage with community initiatives aimed at preventing substance misuse.	Relationships Skills & Collaborative Problem-Solving: Partner with local community organizations to help students learn about building supportive networks against substance use.	Planning and Carrying Out Investigations: Facilitate investigations where students explore community resources or programs addressing substance use, linking scientific understanding to real-world contexts.