




	D.A.R.E. Cross Content Correlations as Compared to the Indiana Academic Standards: Grade 5	<i>Intro. To D.A.R.E. & keeping it REAL</i>	<i>Drug Info. For Responsible Decision Making</i>	<i>Risk & Consequences</i>	<i>Peer Pressure</i>	<i>Dealing with Stressful Situations</i>	<i>Basics of Communication</i>	<i>Nonverbal Communication & Listening</i>	<i>Bullying</i>	<i>Helping Others</i>	<i>Getting Help from Others & Review</i>
D.A.R.E. Lesson		1	2	3	4	5	6	7	8	9	10
English/Language Arts:											
Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development											
	Decoding and Word Recognition										
5.1.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	X	X	X	X	X	X	X	X	X	X
	Vocabulary and Concept Development										
5.1.6	Understand unknown words by using word, sentence, and paragraph clues to determine meaning.	X	X	X	X	X	X	X	X	X	X
Standard 2 Reading: Comprehension and Analysis of Nonfiction and Informational Text											
	Structural Features of Informational and Technical Materials										
5.2.1	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	X	X	X	X	X	X	X	X	X	X
5.2.2	Analyze text that is organized in sequential or chronological order.	X	X	X	X	X	X	X	X	X	
	Analysis of Grade-Level-Appropriate nonfiction and Informtional Text										
5.2.3	Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	X	X	X	X	X	X	X	X	X	
5.2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior	X	X	X	X	X	X	X	X	X	

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		1	2	3	4	5	6	7	8	9	10
	D.A.R.E. Lesson										
5.2.6	Follow multiple-step instructions in a basic technical manual										
	Expository (Informational) Critique										
5.2.5	Distinguish among facts, supported inferences, evidence, and opinions in text.		X		X		X				
Standard 3 Reading: Comprehension and Analysis of Literary Text											
	Analysis of Grade-Level-Appropriate Literary Text										
5.3.2	Identify the main problem or conflict of the plot and explain how it is resolved	X	X	X	X	X	X	X	X	X	X
5.3.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	X	X	X	X	X	X	X	X	X	X
5.3.8	Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	X	X	X	X	X	X	X	X	X	X
Standard 4 Writing: Processes and Features											
	Organization and Focus										
5.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	X	X	X	X	X	X	X	X	X	X
5.4.3	Write informational pieces with multiple paragraphs							X			
5.4.11	Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.							X			
Standard 5 Writing: Applications											

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5.5.4	Write persuasive letters or compositions that: State a clear position in support of a proposal. Support a position with relevant evidence & effective emotional appeals. Follow simple organizational pattern, with the most appealing statements first and the least powerful ones last. Address reader concerns.							X			
5.5.7	Write summaries that contain the main ideas of the reading selection and the most significant details	X	X	X	X	X	X	X	X	X	
Standard 7 Listening and Speaking: Skills, Strategies, and											
	Comprehension										
5.7.1	Ask questions that seek information not already discussed.	X	X	X	X	X	X	X	X	X	X
5.7.2	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives	X	X	X	X	X	X	X	X	X	X
5.7.3	Make inferences or draw conclusions based on an oral	X	X	X	X	X	X	X	X	X	X
	Analysis & Evaluation of Oral and Media Communications										
5.7.7	Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.				X		X				
Health & Wellness:											
Standard 1: Students will comprehend concepts related to health promotion & disease prevention to enhance											
5.1.1	Describe the relationship between healthy behaviors and personal health.	X	X	X	X	X	X	X	X	X	X

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D.A.R.E. Lesson		1	2	3	4	5	6	7	8	9	10
5.1.2	Identify examples of emotional, intellectual, physical, and social health	X	X	X	X	X	X	X	X	X	X
5.1.3	Describe ways in which a safe and healthy school and community environment can promote personal health								X	X	
5.1.5	Describe when it is important to seek health care								X	X	X
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors											
5.2.1	Describe how the family influences personal health practices and behaviors.	X	X	X	X	X	X	X	X	X	X
5.2.2	Identify the influence of culture on health practices and behaviors.	X	X	X	X	X	X	X	X	X	X
5.2.3	Identify how peers can influence healthy and unhealthy behaviors.	X	X	X	X	X	X	X	X	X	X
Standard 4: Students will demonstrate the ability to utilize interpersonal communication skills to											
5.4.1	Demonstrate effective verbal and nonverbal communication skills to enhance health	X	X	X	X	X	X	X	X	X	X
5.4.2	Demonstrate refusal skills that avoid or reduce health risks.				X	X	X	X	X	X	X
5.4.3	Demonstrate nonviolent strategies to manage or resolve conflict.	X	X	X	X	X	X	X	X	X	X
5.4.4	Demonstrate how to ask for assistance to enhance personal health.								X	X	X

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Standard 5: Students will demonstrate the ability to use decision-making skills to enhance											
5.5.1	Identify health-related situations that may require a thoughtful decision.	X	X	X	X	X	X	X	X	X	X
5.5.2	Analyze when assistance is needed in making a health-related decision.								X	X	X
5.5.3	List healthy options to health-related issues or problems	X	X	X	X	X	X	X	X	X	X
5.5.4	Predict the potential outcomes of each option when making a health-related decision.	X	X	X	X	X	X	X	X	X	X
5.5.5	Choose a healthy option when making a decision.	X	X	X	X	X	X	X	X	X	X
5.5.6	Describe the outcomes of a health-related decision.	X	X	X	X	X	X	X	X	X	X
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health											
5.7.1	Identify responsible personal health behaviors.	X	X	X	X	X	X	X	X	X	X
5.7.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	X	X	X	X	X	X	X	X	X	X
5.7.3	Demonstrate a variety of behaviors to avoid or reduce health risks.	X	X	X	X	X	X	X	X	X	X
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.											

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5.8.1	Express opinions and give accurate information about health issues.		X	X	X	X	X	X	X	X	X
5.8.2	Encourage others to make positive health choices.				X	X	X	X	X	X	X
Guidance: Standard 3: Citizenship Development											
Respecting Self and Others											
3-5.3.1	Describe how to predict and prevent inappropriate expressions of anger.					X					X
3-5.3.3	Discuss the benefits of consensus building.				X						X
3-5.3.5	Discuss the steps of a conflict management model.	X	X	X	X	X	X	X	X	X	X
3-5.3.6	Relate a situation at school in someone has been kind to others.									X	
3-5.3.7	Demonstrate the characteristics of active listening.							X			X
3-5.3.9	Demonstrate verbal and non-verbal communications.				X		X	X			X
3-5.3.10	Describe how people act when they are aggressive, passive, and assertive.				X		X	X	X		X
3-5.3.11	Describe the steps of being assertive				X		X	X	X	X	X
Preparation for Good Citizenship											
3-5.3.22	Describe the importance of focusing on one's strengths.					X					
3-5.3.23	Discuss the relationship between behaviors and	X	X	X	X	X	X	X	X	X	X
3-5.3.24	Apply the steps of a decision-making process.	X	X	X	X	X	X	X	X	X	X
3-5.3.29	Describe a healthy balance between work and healthy leisure activities.					X					
Safety and Survival											
3-5.3.32	Discuss the emotional and physical dangers of alcohol and other substance abuse.		X	X	X	X	X	X	X	X	X