Unit 4: Alcohol, Tobacco and Drugs

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 25**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In the Alcohol, Tobacco and Drugs Unit, students will know the difference between medicines and illegal drugs. They will know who can give them medicines and how they are safely stored. They will understand the harm of tobacco and alcohol use.

Standards

HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
HPE.2.3.2.B.4	Identify products that contain alcohol.
HPE.2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HPE.2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Essential Questions

- Why might educated people make poor health decisions?
- How do I make the right decision in the face of peer, media and other pressure?

Application of Knowledge and Skills...

Students will know that...

- alcohol affects decision making.
- alcohol is found in beer, wine and liquor.

- longtime use of alcohol can damage the brain, liver, heart and stomach.
- medicines are drugs that improve health or prevent illness.
- medicines should be administered by a trusted adult.
- tobacco use can harm lungs, the heart, stomach, mouth and gums.

Students will be skilled at...

- describe how medicines are safely stored.
- describe the effects of too much alcohol.
- describe the harm of first-hand and second-hand smoke
- describe the people who can administer medicines.
- identify alcoholic and non-alcoholic drinks
- identify medicines.

Assessments

- Summative: Benchmark Assessment 2.3.A; 2.3.B, 2.3.C Mid year and final benchmark tests.
- Diagnostic: Instructional/Assessment Focus 2.2.2.A.1; 2.3.2.A.1; 2.3.2.B.1 What can you tell me about medicine and drugs?
- Formative: Other written assessments 2.2.2.A.1; 2.3.2.A.1; 2.3.2.A.2 Describe the purpose of medicines and who can give them to a child.
- Formative: Other written assessments 2.2.2.A.1; 2.3.2.B.1; 2.3.2.B.4; 2.3.2.C.1; 2.3.2.C.2. Identify alcoholic and non-alcoholic drinks. Describe the impact of alcohol on the body.
- Formative: Other written assessments 2.2.2.A.1; 2.3.2.B.2; 2.3.2.B.3; 2.3.2.C.1; 2.3.2.C.2 Describe the harm in using tobacco.
- Summative: Other oral assessments 2.3.A, 2.3.B, 2.3.C Explain the difference between medicines and drugs and why drinking alcohol and smoking cigarettes are dangerous.

Activities

- Discuss the effects of medicines, how they are stored and who can give them to a child.
- Explore different forms of tobacco and the impact its use has on the body.
- Identify alcoholic and non-alcoholic drinks.
- Discuss the short-term and long-term effects of drinking alcohol on the body.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives

- Pre-Assessment of student understanding
- Differentiated Activity
- Whole-Group Discussion
- Post-Assessment
- Flexible Grouping strategies:
    - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
    - Student Choice Groups
    - Interest Groups
    - Learning Profile Groups
    - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
    - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
    - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments
- Preferential seating
- Modified worksheets
- Vocabulary cards with pictures
- Role playing "Just say No".
- Matching game with alcohol and non-alcoholic drinks

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: medicine, health, tobacco, lungs, heart, stomach, mouth, gums, brain, liver

Differentiation to Extend Learning for Gifted Students May Include:

- Interview the school nurse to learn more about medications and her role in the school.
- Interivew police officers about their role in educating students about "Just saying No"
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
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    - Content – consider leveling of resources, using additional resources, or developing learning

centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.

- Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
- Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Language Arts: reading and learning "Just Say No" rap song with little book, speaking and listening during discusisons.

Resources

McGraw Hill Health Teacher's Edition

McGraw Hill Health big book

McGraw Hill Health duplication masters

McGraw Hill Health posters

21st Century Skills

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.