Unit 3: Alcohol, Tobacco, & Other Drugs

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 19**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In the Alcohol, Tobacco, and Other Drugs unit, students will learn about the harmful effects of alcohol, tobacco, and drug abuse as well as how to recognize signs of abuse. Students will discuss strategies for remaining drug-free and ways to help those that are addicted to drugs.

Standards

HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Essential Questions

- How does drug abuse impact a person's life?
- What are the effects of drug abuse on society?

Application of Knowledge and Skills...

Students will know that...

- alcohol affects speech, memory, coordination, reaction time, and judgment
- alcoholism is an addiction to alcohol, and a person can seek treatment through a number of different agencies/organizations, such as Alcoholics Anonymous
- Key Terms- drug, prescription drug, over-the-counter drug, nicotine, second-hand smoke, intoxication, cirrhosis, inhalant, addiction
- laws regarding smoking include: you must be eighteen to purchase tobacco products; all indoor workplaces and places open to the public are required to have smokefree environments
- signs and symptoms of inhalant abuse are nausea, headaches, memory loss, weak muscles, violent behavior, and loss of appetite
- smoking can causes diseases such as cancer, heart disease, and emphysema
- there are several methods a person can use to quit smoking including quitting abruptly ("cold turkey"), using a nicotine patch, or chewing nicotine gum
- using alcohol, tobacco, and other drugs will not help people avoid their problems

Students will be able to...

- describe the connection between the use of alcohol and disease
- describe the health risks of smoking
- identify situations in which alcohol can influence decision-making abilities
- identify the health impacts on non-smokers with exposure to smoke
- list effective strategies to stop using alcohol and tobacco

Assessments

- Alcohol, Tobacco, & Other Drugs Benchmark Summative: Benchmark Assessment (2.3.6 A2, B2-B6, C3-C4)
- Mural Formative: Other visual assessments Many people say they drink or smoke to help them relax or as a way to deal with stress. Have students design a mural showing less harmful ways to manage stress and effective, healthful ways to relax. (2.3.6 C3 & C4)
- Quiz Formative: Instructional/Assessment Focus Assess knowledge of prescription vs. over the counter drugs, tobacco, and alcohol. (2.3.6 A2, B2-B6)
- What Do You Know? Formative: Instructional/Assessment Focus Assess students' knowledge of tobacco, alcohol, and drugs by reading them several statements and having students respond true or false. (2.3.6 A2, B2-B6, C3-C4)

Activities

- **Make Responsible Decisions**- Pose situations for students to think about and demonstrate making responsible decisions. Ex:Ron is having trouble paying attention in school. Ashley tells him that a prescription she takes helps her concentrate. She offers Ron her pills. Should he take them?
- **Explore the effects of smoking**- Model how smoking affects breathing using straws. Ex: Take one regular drinking straw and put it in your mouth. Breathe through it for 30 seconds. Next, take a smaller straw, such as a coffee stirrer, and breathe through it for 30 seconds. Have students take note of the differences. Breathing through the larger straw shows how much harder the lungs have to work when a

person has smoked for a short time. Breathing through the smaller straw shows how difficult it can be to breathe when a person has smoked for years.
- **Saying No**- Make a paper chain of ways to say no to drug use or a reason to stay drug free. Have each student write at least one link.

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

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: drug, perscription drug, over-the-counter drug, nicotine, second-hand smoke, intoxication, cirrhosis,

inhalant, addition

Differentiation to Extend Learning for Gifted Students May Include:

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
    - 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

- **Write About It!-** Have students write a song or poem persuading other young people not to use alcohol.
- **The Economics of Alcohol**- Government estimates show that alcohol abuse costs more that $184 billion per year in lost production, medical care, and other costs. Have students research the costs of alcohol abuse and write a paragraph on their findings.

Resources

Health & Wellness Macmillian/McGraw-Hill 2008

www.mmhhealth.com

NJ Smoking Laws http://www.njgasp.org/d2b_det.htm

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.