Unit 4: Alcohol and other drugs

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 22**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In the Alcohol and Other Drugs unit, the students will learn about the dangers of alcohol and other drug use and ways to avoid such harmful behaviors.

Standards

HPE.2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
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.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
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

- Why do people choose to use alcohol and other drugs when they are aware of the detrimental effects?
- How does one reduce the health impact of alcohol and illegal drugs?
- Why does one person become an addict and another does not?

Application of Knowledge and Skills...

Students will know that...

- How alcohol affects a person's physical and mental health.
- Key terms
- Strategies to avoid using alcohol and other drugs.
- The impact of peer pressure, low self-esteem, genetics, and poor role models on the use and abuse of alcohol and other drugs.
- The long and short-term risks of using alcohol.
- The main types of illegal drugs.
- The relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- The signs and symptoms of substance abuse.
- The system of drug classification and how it is used in the prevention of substance abuse.
- Why medicines have warning labels.

Students will be able to...

- Describe the factors that contribute to the use and abuse of alcohol and other drugs.
- Describe the short and long-term risks of using alcohol.
- Discuss how to use legal drugs safely.
- Explain how alcohol affects a person's physical and mental health.
- Explain how drugs affect the body.
- Explain the dangers and side effects of illegal drugs.
- Explain the system of drug classification.
- Identify how diseases are linked to injected drug use.
- Identify why the use of alcohol and other drugs should be avoided.
- List the signs and symptoms of substance abuse.

Assessments

- Alcohol and Other Drugs Unit Test Summative: Written Test The students will take a unit test to assess ther understanding of the content of the unit. 2.3.6.A.1 ,2.3.6.A.2 ,2.3.6.B.1,2.3.6.B.4 ,2.3.6.B.5,2.3.6.B.6 ,2.3.6.B.7 ,2.3.6.C.1 ,2.3.6.C.2,2.3.6.C.3 ,2.3.6.C.4
- Alcohol and Other Drugs Pre-Test Diagnostic: Written Test A pre-test will assess student knowledge about alcohol and other drugs. 2.3.6.A.1 ,2.3.6.A.2,2.3.6.B.1 ,2.3.6.B.4 ,2.3.6.C.2
- Quiz Formative: Written Test Written quiz on drug and alcohol abuse. 2.3.6.B.1,2.3.6.B.4,2.3.6.B.5,2.3.6.B.6,2.3.6.B.7,2.3.6.C.1

Activities

Workbook Packet from Teen Health 1

Have students answer the following questions: Is alcohol a drug? At what age is it legal to begin drinking alcohol? Discuss answers.

Drunk Goggle Activity- A series of activities to demonstrate the dangers of drinking and using illegal drugs.

Project Alert- This program allows for role-playing situations that expose the dangers of drinking and using illegal drugs, as well as the importance of having reliable, trustworthy people as friends to help/protect you.

Have students review prescription and over-the-counter drugs, including their ingredients, directions for use and possible dangers.

Explain the difference between prescription, over-the counter, and illegal drugs.

Have students explain the difference between drug use and drug abuse.

Have students make lists of alternatives to drug use.

Discovery Education Video- "Alcohol and Its Effects"

Health Review "Jeopardy"

Chapter ten test

Alcohol- Effects

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: peer pressure, low self-esteem, genetics, role models, abuse, warning label, prevention, substance abuse

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered activities to challenge each student - Ask students to respond in writing to the following question: Why should two people not expect the same effects from drinking the same amount of alcohol? Have students work in small groups to share answers.

- 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

Science- identify the substances in drugs. How do drugs affect the body systems?

Resources

Teen Health I- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=3A5B0EFB-8A02-4FD5-B8B8-999AAEB3263B&blnFromSearch=1&productcode=US

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.