Unit 4: Alcohol

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 14**
Length: **5 Weeks**
Status: **Published**

Unit Overview

The students will explore the dangers of using alcohol as well as reasons and strategies to refuse this substance. The chapter emphasizes the value of refusal skills and the decision-making process when students are confronted with these substances.

Standards

HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
HPE.2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
HPE.2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal

	substances.
HPE.2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
HPE.2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
HPE.2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
HPE.2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Essential Questions

Why does one person become an addict while another does not?

Why do people choose to use alcohol when they are aware of the detrimental effects?

Application of Knowledge and Skills...

Students will know that...

- Alternatives to alcohol for fun and relaxation.
- Problems caused by alcohol.
- Sources of help for alcohol addiction.
- The dangers of drinking.
- The effects of alcohol on the body.

Students will be able to...

- Describe the three stages of alcoholism.
- Explain why alcohol affects each person differently.
- Explain why teens use alcohol.
- Identify reasons to refuse alcohol.
- List the dangers of drinking.

Assessments

- Alcohol Quiz Formative: Other written assessments Written quiz on alcohol use/abuse. 2.1.8.A.3-4, 2.1.8.C.1, 2.2.8.A.1-2, 2.3.8.B.1,2,5,6, 2.3.8.C.1-2
- Alcohol Pre-Test Diagnostic: Other written assessments Pre-test will assess student knowledge on alcohol and its effects. 2.1.8.A.3-4, 2.1.8.C.1, 2.2.8.E.1-2, 2.3.8.B.1,2,5
- Alcohol Unit Test Summative: Written Test The students will take a unit test to assess their understanding of the content of the unit. 2.1.8.A.3-4, 2.1.8.C.1-3, 2.1.8.D.1, 2.1.8.E.4, 2.2.8.A.1-2, 2.2.8.B.1-3, 2.2.8.E.1-2, 2.3.8.B.1,2,5,6, 2.3.8.C.1-2

Activities

Workbook packet from Teen Health 3

Project Alert- role-playing activities.

Drunk Goggles- activities simulating feeling of being drunk.

Have students make a list of how alcohol negatively affects the body.

Describe the dangers of using alcohol.

Identify resources for help with alcohol-related problems.

Discuss drinking and driving.

Have students create a list of ways to "say no" to alcohol.

Ticket to leave- daily

Discovery Education- Kids and alcohol

Chapter twelve test

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: addiction, alocholism

Differentiation to Extend Learning for Gifted Students May Include:

- Tier Activities-Assign each group of students a body system. Students will research how alcohol affects each system. Students will share with the class and may use note cards as needed.

- 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

Language Arts- Define the term, *drug*. How does alcohol fit the definition? Does society treat alcohol as a drug?

Resources

Teen Health 3- 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.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.