Unit 3 - Alcohol, Drugs, Tobacco and Vaping
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Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 11

Unit 3 - Alcohol, Drugs, Tobacco and Vaping

Belleville Board of Education

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Unit Overview

The content areas that will be covered throughout the lessons in the Drug and Alcohol unit are all designed to enhance student health. Some of those content areas are comprehending concepts, analyzing influences (of family, peers, culture, technology, and the media), accessing valid information, use of interpersonal communication skills, decision making, and advocacy for personal, family, and community health. Students will discuss how research has clearly established that alcohol and other drugs have a variety of harmful effects on the body. There are common indicators, stages and influencing factors of chemical dependency.

Enduring Understanding

- Students will learn about the most abused drugs amongst teens
- Students will learn the harmful effects of drug use.

- Students will learn about the growing trend of prescription drug use
- Students will understand the short and long term effects of drug use.
- Students will be able to identify local resources to seek help if them or someone they know needs assistance.
- Students will learn the harmful effects of tobacco, e-cigarettes and vaping.
- Students will be able to list the stages of addiction.
- Students will know illnesses that can occur from their actions.

Essential Questions

- What are the harmful effects of Drug use?
- Why are Prescription drugs a growing trend?
- What are the stages of addiction?
- What are some local resources to seek help?
- What are the effects of alcohol other drugs on the brain and body?
- When does substance use become abuse?
- What are the effects of use and abuse on the user's mental/emotional well-being?
- What are the dangers of driving under the influence?
- What are potential outcomes of substance use?
- How is the decision process affected by use and abuse?
- What are the legal consequences of using alcohol, tobacco, prescription or illegal drugs?

Exit Skills

- To identify risk factors and protective factors associated with substance abuse.
- To discuss what addiction is and the consequences of it.

- To determine behaviors that increase well-being and allow students to achieve life goals.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.2.12.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
HPE.2.3.12.B.CS1	There are immediate and long-term consequences of risky behavior associated with substance abuse.
HPE.2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
HPE.2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual’s ability to stop abusing drugs and remain drug-free.
HPE.2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.
HPE.2.3.12.C.CS1	The ability to interrupt a drug dependency/addiction typically requires outside

	intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
HPE.2.3.12.C.CS2	Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

Interdisciplinary Connections

LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

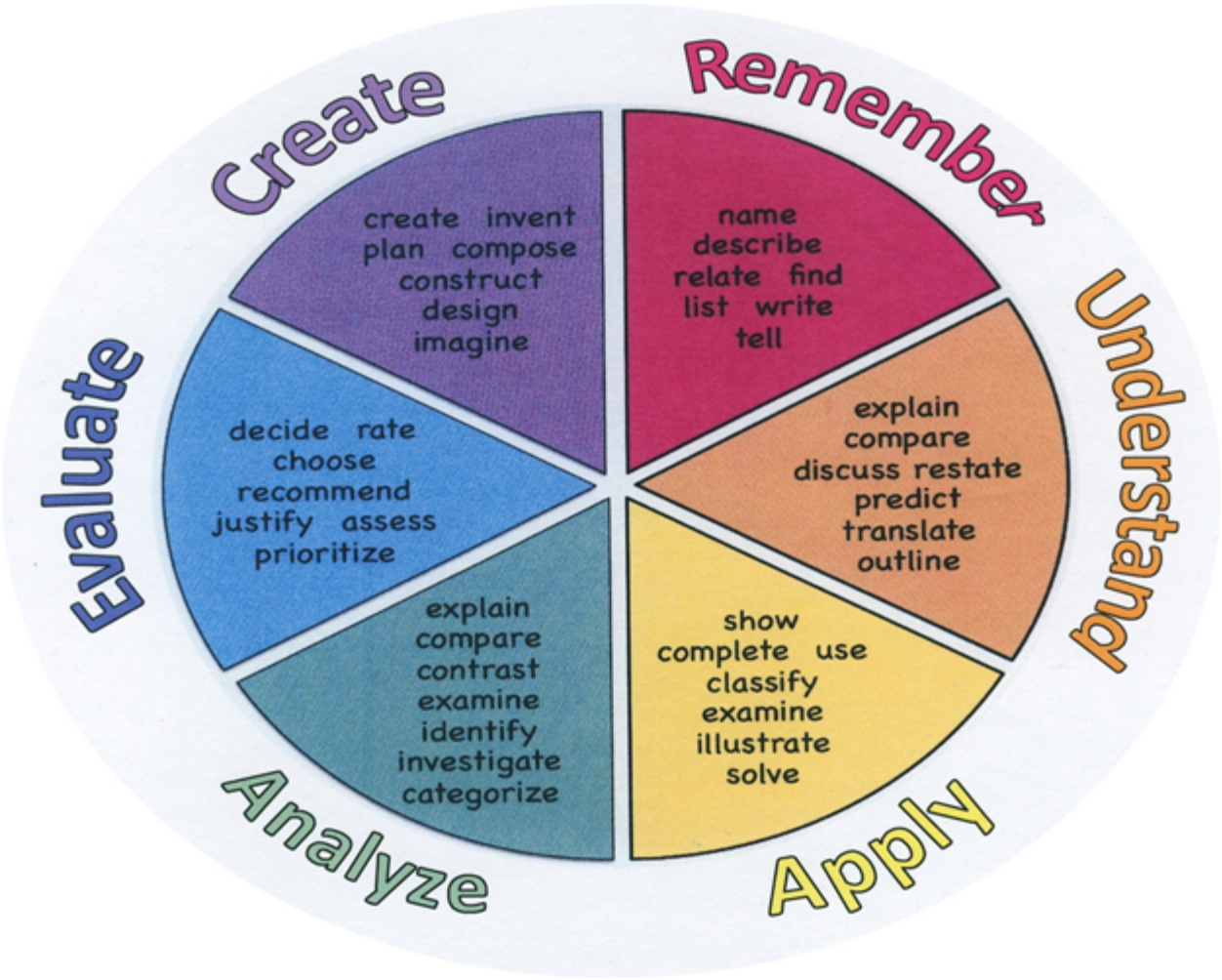
- SWDAT Identify three major factors that influence teens to start vaping.
- SWDAT Summarize the effects of vaping on the body and lungs.
- SWDAT desribe the irreversible effects of vaping.
- SWDAT compare and contrast vaping e-cigarettes to smoking combustible cigarettes.
- SWDAT Describe how alcohol acts as a depressant in the body.
- SWDAT Identify three major factors that influence underage drinking.
- SWDAT Summarize the effects of intoxication on the body systems.
- SWDAT Describe the factors that affect blood alcohol concentration.
- SWDAT Identify three major factors that influence underage smoking.
- SWDAT Summarize the effects of smoking marijuana on the body systems.
- SWDAT Identify and compare information that is contained on the bottle of over the counter and prescription drugs.
- SWDAT Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements.
- SWDAT Analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals.
- SWDAT Examine data on how drugs/alcohol effect decision making the potential for illness, injury, disease, and risky health behaviors.
- SWDAT Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of

alcohol, tobacco, and other drugs in several social settings.

- SWDAT Summarize the effects of alcohol/drug use on the body systems.
- SWDAT Identify the factors; such as peer pressure, that influence teen alcohol/drug use.
- SWDAT Describe the different stages of alcoholism and drug addiction.
- SWDAT Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.
- SWDAT Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.
- SWDAT Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- SWDAT Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Alcohol Kahoot!
- Board Rotation
- Buzz Session
- Discussion
- Drugs Kahoot!
- Group Text analysis
- Marijuana Kahoot!
- Peer Review
- Scientific reasoning and research
- The truth about video analysis
- Think, Pair, Share

Assessment Evidence - Checking for Understanding (CFU)

Think, pair, share - formative assessment

Unit test - summative assessment

Group presentations - alternative assessment

Drugs Kahoot - formative assessment

Take home quiz - alternative assessment

- "Truth About..." Webquests
- "What Stuck With You?" Exit Tickets
- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Truth about Alcohol Quiz
- Truth about Drugs Quiz
- Truth about Marijuana Quiz
- Unit review/Test prep
- Unit Test
- Vocabulary
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Mc Graw Hill Education - Glencoe Comprehensive Health and Physical Education Virtual Textbook

- Chapter 20 Tobacco - Lessons 1, 2 and 3 (with Spanish Translation)
- Chapter 21 Alcohol - Lessons 1, 2 and 3 (with Spanish Translation)
- Chapter 22 Illegal Drugs - Lessons 1, 2, 3 and 4 (with Spanish Translation)

Ancillary Resources

- The truth about alcohol slideshow presentation
- The truth about alcohol worksheet
- The truth about alcohol booklet
- The truth about marijuana slideshow presentation
- The truth about marijuana worksheet
- The truth about marijuana booklet
- The dangers of vaping slideshow presentation
- The dangers of vaping worksheet

- Chemicals and Tobacco slideshow presentation
- The truth about prescription pills booklet
- The truth about prescription pills worksheet
- The truth about Drugs booklet
- The truth about Drugs worksheet
- Drug Facts sheet
- Alcohol Facts sheet
- Marijuana Facts sheet

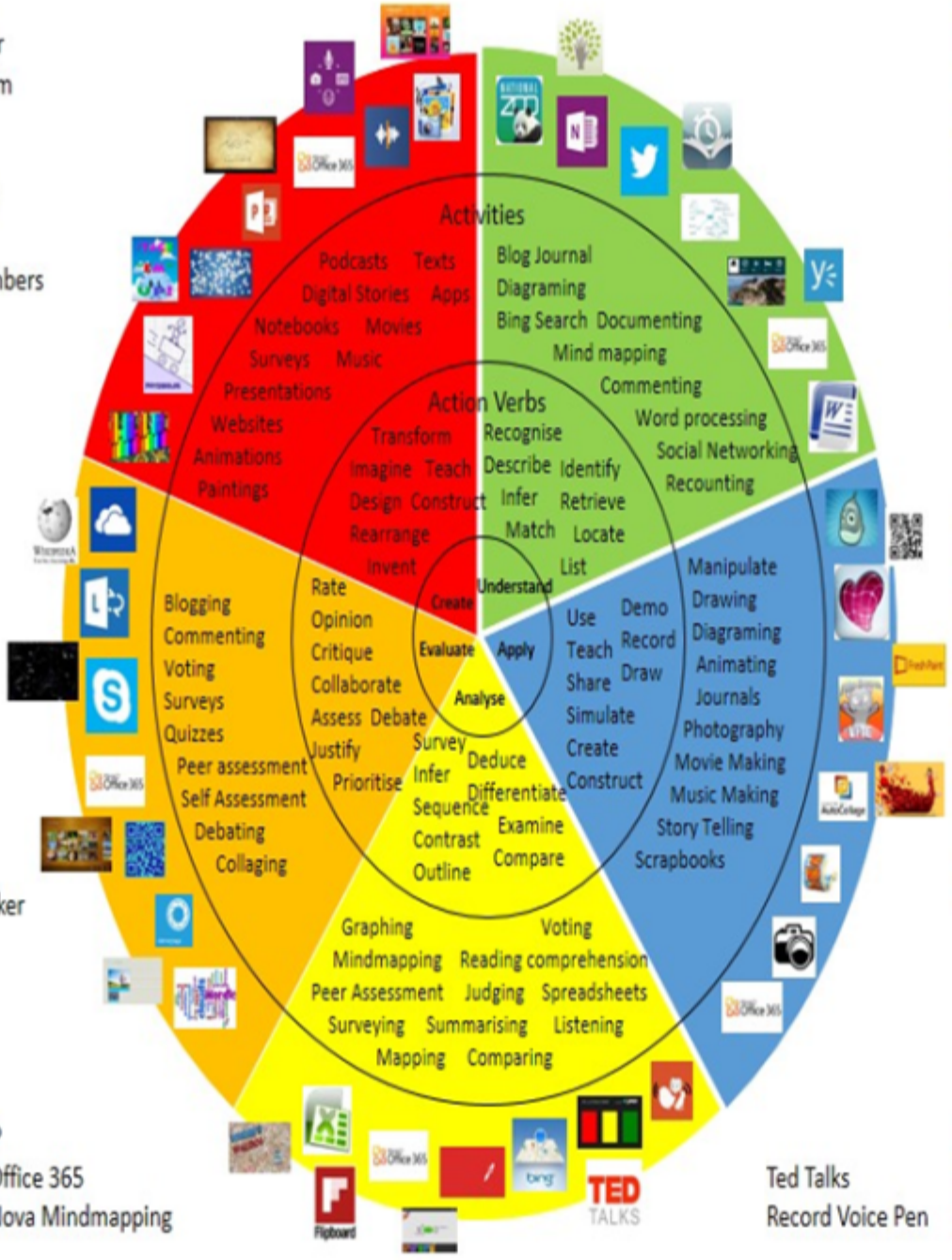
Technology Infusion

- Google Classroom
- Smart TV - slideshows
- Chromebooks
- Youtube - alcohol, drugs, vaping and tobacco
- "the truth about.." videos and webquests
- Kahoot!

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Choice of creating a powerpoint, poster or pamplet
- Notes posted on Google Classroom to reference
- Printed notes
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles

- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Alcohol Awareness

NJSLS: (linked below)

Interdisciplinary Connection: English Literacy, Health literacy

Statement of Objective:

- SWDAT Describe how alcohol acts as a depressant in the body.
- SWDAT Identify three major factors that influence underage drinking.
- SWDAT Summarize the effects of intoxication on the body systems.
- SWDAT Describe the factors that affect blood alcohol concentration

Anticipatory Set/Do Now: Students will be given a number of statements about alcohol and in pairs, students will have to determine whether or not they are a myth or fact.

Learning Activity: Through the use of discussion and powerpoint presentation, the class will discuss the dangers of alcohol abuse and it's negative effects on the mind. Students will watch "the truth about alcohol" video and take the corresponding online course to answer questions on a worksheet.

Student Assessment/CFU's: Teacher observation, Class discussion

Materials: Smart TV, Powerpoint, chromebooks, worksheet, internet

21st Century Themes and Skills: (linked)

Differentiation: (linked)

Integration of Technology: Powerpoint, Chromebooks, "the truth about alcohol" video

HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.2.12.E.CS2	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.
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