Unit 08: Alcohol

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **1Week**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success

Students will learn and understand the harmful effects that alcohol can have on the nervous system and body. Students will discuss and understand the use of alcohol in teens and society, while learning strategies to remain alcohol free. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Standards

By the end of Grade 8:

2.1 Mental Health: Emotional and Social Wellness

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

· 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

· 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.3 Safety

Personal Safety

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

Alcohol, Tobacco and other Drugs

The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

· 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

· 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

· 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

· 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

· 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder and Treatment

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

· 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

· 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

· 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.

· 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

· 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Interdisciplinary connections across content areas

· LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

· LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice,

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.

Inclusion of the Career Ready Practice Standards

· CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

· CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

· TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

- Is using alcohol most dangerous in the short term, long term, or both?
- Why does the chance of addiction to Alcohol increase in individuals who start using alcohol during teenage years?
- If alcohol is dangerous and detrimental for health, why is it legal for adults to purchase and consume?

Essential Understandings

alcohol use can be harmful to the body and nervous system.
there is a difference between alcohol use and abuse in adults.
there are specific laws pertaining to alcohol purchase and use .
certain factors affect a person’s blood alcohol content.

alcohol is an addictive substance.
alcoholism can be hereditary.
it is important to remain alcohol free and avoid situations that may put you at risk for using alcohol.
there are social alternatives to using alcohol.

Students Will Know

• • the difference between alcohol use and abuse in adults.	.
• • the parts and functions of the nervous system.	.
• • common problems that can affect the nervous system.	.
• • several strategies to keep the nervous system healthy.	.
• • why it is important to remain alcohol- free.	.
• • how alcohol use can affect the user's decisions and lead to risky behavior.	.
• • alternatives to drinking and refusal skills to avoid using alcohol.	.

Students Will Be Skilled At

key terms and concepts, including: alcohol, intoxicated, blood alcohol content, cirrhosis, ulcers, fetal alcohol syndrome, abuse, alcoholism, nervous system, neurons, central nervous system, peripheral nervous system, brain, spinal cord, binge drinking, minor, refusal skills, withdrawal.

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

• • follow all class rules and regulations	.
• • complete a diagram on the parts and functions of the nervous system.	.

• • participate in group work to identify the dangers of alcohol use and ways to abstain from alcohol.	.
• • research and present the common problems associated with alcohol use that affect the nervous system.	.
• • brainstorm ways that alcohol can affect the decision making process leading to risky behavior.	.
• • create skits demonstrating refusal skills.	.
• • complete a written assessment on the danger of alcohol use on the body systems, the parts and functions of the nervous system, and alternatives to alcohol use including refusal skills.	.
• • answer the essential questions.	.

Learning Plan

Preview the essential questions and connect to learning throughout the unit.
Introduce the alcohol unit highlighting topics such as the dangers associated with alcohol use, the difference between alcohol use and abuse, the parts and functions of the nervous system, the common problems that can affect the nervous system, strategies to keep the nervous system healthy, how alcohol use can affect the user's decisions, and alternatives to drinking and refusal skills to avoid alcohol use
Discuss key terms and concepts including: alcohol, intoxicated, blood alcohol content, cirrhosis, ulcers, fetal alcohol syndrome, abuse, alcoholism, nervous system, neurons, central nervous system, peripheral nervous system, brain, spinal cord, binge drinking, minor, refusal skills, withdrawal
Identify the ways that alcohol can affect one's nervous system and decision making
Facilitate group work to identify the dangers of alcohol use
Complete a diagram on the parts and functions of the nervous system
Create skits to demonstrate refusal skills
Complete a written assessment on the danger of alcohol use on the body systems, the parts and functions of the nervous system, and alternatives to alcohol use including refusal skills

Materials

Google classroom/ technology access

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environment.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing