

Unit V: Drugs and Alcohol

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **9 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

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|---|-----|
| N/A | N/A |

Unit Summary

The purpose of this unit is to give artists the information they need to make responsible decisions when it comes to driving safely.

Learning Objectives

- How and why do drugs, alcohol, and tobacco affect your brain activity?
- How does a drunk driver impact our political, social and economic society?
- How important is it for each driver to understand the effects of all drugs on their abilities whenever they are driving a motor vehicle?
- How important is it to establish personal boundaries in reference to drugs, alcohol, tobacco, marijuana, and other drugs, including OTC and RX drugs?

Essential Skills

- Describe the experience of driving under the influence
- Explain the dangers of driving under the influence
- Identify the risks of driving under the influence

Standards

- | | |
|----------------------|---|
| HE.9-12.2.3.12.PS.1 | Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). |
| HE.9-12.2.3.12.PS.4 | Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. |
| HE.9-12.2.3.12.ATD.3 | Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. |

Enduring Understanding

- Even a small amount of alcohol and drugs can negatively impact driving ability and increase the incidence of accidents.

Instructional Tasks/Activities

- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Individual, small, and large group work
- Quizzes
- Review Activity
- Section Review Questions
- Tests

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline

- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Assessment Procedure

Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to begin with the ways that drugs affect the brain and decision making and how this in term affects a person's driving skills. Then the specific laws about BAC and DUIs will be discussed.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations
- Problem Correction
- Project
- Quiz

- Rubric
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

Honors Modifications

Resources

- Drivers Ed Manual: <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>