

Unit II: Alcohol

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **10 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

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Instruction on Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Unit Summary

The purpose of this unit is to inform artists about alcohol so that they can make informed decisions about alcohol consumption.

Learning Objectives

- Artists will be able to explain alcoholism and the path to alcoholism.
- Describe the long-term damage that alcohol does to the organs of the body
- Explain the dangers of binge drinking
- Give alternatives to getting in the car with a drunk driver.
- How can I avoid alcohol?
- How do I make the “right” decisions in the face of peer pressure, media and other pressures?
- How does alcohol affect the brain?
- Identify three reasons you should not drink alcohol
- List short/long-term effects of alcohol.

- List the short-term effects of alcohol use
- State why alcohol is considered a drug
- Students will know the ways to refuse alcohol.
- Why avoid alcohol?

Essential Skills

- Advocate for a drug free school to improve personal and community health.
- Apply refusal skill strategies into everyday life scenarios.
- Identify effects of alcohol on body organs and body systems.
- Identify the short and long term effects that alcohol has on the body.

Standards

HE.9-12.2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
HE.9-12.2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
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.
HE.9-12.2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
HE.9-12.2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
HE.9-12.2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
HE.9-12.2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
HE.9-12.2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Enduring Understanding

- Research has clearly established that alcohol can have a variety of harmful effects on the human body.

Instructional Tasks/Activities

- Binge Drinking Article and Reflection
- Constructed response

- Create a Comic Strip (Short term effects)
- Do nows and/or exit slips
- Documentary (Drugged- Alcohol) with guided questions
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Individual, small, and large group work
- Interactive Choices Game
- PowerPoint Notes
- 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 artists studying the risks of alcohol on their bodies then the disease of alcoholism will be covered followed by support groups available to aid an alcoholic and his or her family, and lastly ways to refuse alcohol.

- 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

- Alcohol Effects on the body: <https://www.niaaa.nih.gov/alcohols-effects-health/alcohols-effects-body>
- Southern NJ AA: <https://www.snjaa.org/>