

# 01\_Unit 1: Alcohol, Tobacco, and other Drugs

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **4 weeks (20 lessons)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the seventh grade curriculum the students will focus on "Alcohol, Tobacco, and other Drugs" and "Dependency, Substance Disorder and Treatment."

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **CONTENT AREA STANDARDS**

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HE.6-8.2.3.8.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.
HE.6-8.2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.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.

### **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- tobacco is a harmful and addictive substance that comes in different forms such as cigarettes, cigars, pipes, electronic cigarettes and smokeless tobacco.
- all forms of tobacco use are harmful to your health.
- the use of tobacco negatively impacts ones respiratory , circulatory, nervous, digestive, and excretory systems.
- tobacco contains nicotine which is an extremely powerful and addictive drug.
- tobacco has many negative costs to the user along with society.
- tobacco is expensive, increases the amount of money spent on health care, acts as a human carcinogen to the user and the other people breathing it in, lowers productivity of workers, causes premature births, and increases the changes of health problems in infants.
- laws and education protect nonsmokers and lower the cost of tobacco use to society (i.e. tobacco taxes, smoke-free environments, labeling laws, advertising limits, and antismoking campaigns).
- many sources can influence teens to try tobacco (i.e. peer pressure, advertising).
- alcohol is a drug that affects the mind and body.
- teens influences that encourage them to try alcohol (i.e. media, peer pressure).
- the negative effects of alcohol use pose even greater risks for teens (i.e. legal trouble).
- the use of alcohol has an immediate effect on many parts of the body and it may have long-term effects on a person's life.
- alcohol use poses many dangers to teens (i.e. increased risk of an automobile accident, damage mental/emotional and social health, increased risk of pregnancy, poor decision-making, and risk for sexual assault and abuse).
- the disease of alcoholism results from addiction and has physical, mental/emotional, and social consequences.
- alcoholism affects family members and teen use of alcohol costs the U.S more than \$50 billion a year.

- alcohol abuse occurs when someone uses alcohol in ways that are unhealthy, illegal, or both.
- any drug can be harmful to your health if abused or misused.
- misusing or abusing a drug can damage your body and lead to allergic reactions, illness, or even death.
- drug use has physical consequences, weakens a person's ability to think and learn, and it can change someone's personality, cause mood swings or even lead to violence.
- using drugs can lead to problems with the law.
- responding to peer pressure, the media, and personal problems can influence teens to try drugs.
- resources are available to help drug users and their families face substance abuse.

## **Procedural Knowledge**

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Examine how the use of alcohol, tobacco, and other drugs by adolescents impacts their lives, their families lives, and the community.

- describe tobacco
- explain the risks of tobacco use
- explain tobacco addiction
- analyze how tobacco impacts society
- describe alcohol
- explain the effects and dangers of alcohol use
- define alcoholism and alcohol abuse
- explain drug use and abuse
- analyze strategies to stay drug free

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Questions that may be addressed but not limited to are:

How does tobacco, alcohol or drug use impact our lives and those around us?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

### **Summative Assessments**

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Questions that may be addressed but not limited to are:

How does tobacco, alcohol or drug use impact our lives and those around us?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - pollution, biology

Social Studies- laws, community

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.