

## Freshman Health

2013-2014

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Unit 2: Alcohol, Tobacco and Drugs

Transfer Goals - Students will be able to independently use their learning to make healthy choices regarding drugs, alcohol and tobacco to be healthy members of society. (department goal # 2, 3, 7)

### Stage 1 – Desired Results

#### Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- C. Diseases and Health Conditions

#### 21<sup>st</sup> Century Themes ([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- E. Social and Emotional Health

**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- B. Decision-Making and Goal Setting

**2.3 Drugs and Medicines:** All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

**21<sup>st</sup> Century Skills**

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

- Using alcohol, tobacco and other various drugs can severely hinder a healthy and active lifestyle.

*EU 2*

- Recovery is a lifelong commitment.

**Essential Questions:**

*EU 1*

- Is addiction inherently bad?
- Should drugs be illegal?
- Can a drug be used in a positive manner?

*EU 2*

- Should people arrested for drug possession be forced into mandatory rehabilitation?
- Can a recovered addict be a casual alcohol/drug user?

<p><b>Knowledge:</b> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The harmful effects of alcohol, tobacco and various drugs.</li> <li>• Diseases linked to alcohol, tobacco and drugs.</li> <li>• The stages of addiction.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• The different treatment options available to addicts.</li> <li>• How addiction affects the addicts friends and family members.</li> <li>• The different support groups available to the addict's friends and family members.</li> </ul>	<p><b>Skills:</b> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Identify diseases and/or disorders that are linked to alcohol, tobacco and drug use.</li> <li>• Identify the stages of addiction and recovery.</li> <li>• Identify laws and regulations related to alcohol, tobacco and drug use.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• Counsel a friend who is addicted.</li> <li>• Identify the different methods of treatment for the addict. Identify support groups or methods for the addict's friends and family members.</li> <li>• Refer a friend to a treatment facility.</li> </ul>
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## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- You are a substance awareness counselor for your high school. You have been asked to create an informational pamphlet on alcohol, tobacco and/or drugs that will be distributed to students at your school. The pamphlet should include the physical, social and mental effects of the substance that you chose.( EU1)
- You are a member of your high school's hallway decoration committee. You have been asked to create a poster to be hung in the hallways of your school to show the dangers of substance abuse. The poster should include information regarding the following: 1) the harmful short and long-term effects of that substance; 2) legal implications; 3) available resources for more information and help. ( EU1)
- You are an advice columnist for a local newspaper. You received a letter from a high school freshman who is struggling with a substance abuse addiction. In your return letter you need to include the dangers of substance abuse as well resources for more information and help on addiction. ( EU2)
- You are a drug and alcohol counselor who has been hired by a school district to make an instructional video on the different treatment options available to an addict and to an addict's friends and family members. The material should include both inpatient and outpatient methods. (EU2)

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Medicine facts label
- Quizzes/Tests on alcohol/drug/tobacco use, addiction, consequences and recovery
- Current events articles reviewing drug/alcohol/tobacco news
- Written essays on alcohol/drug/tobacco use, addiction, consequences and recovery
- Group work/Class discussion alcohol/drug/tobacco use, addiction, consequences and recovery
- Student made Power Point Presentations alcohol/drug/tobacco use, addiction, consequences and recovery • Notebook checks
- Create poems or songs relating to facts on alcohol/drug/tobacco use, addiction, consequences and recovery

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Use a Venn Diagram to analyze the relationship between medicines, health promotion, and disease prevention. **M**
- Using a T chart, describe the difference between prescription and over-the-counter medicines. **A/M**
- Using the important thing paragraph model, analyze the harmful effects of drugs, such as physical, mental, social, and legal consequences. **M/T**
- Using the last word activity, Identify the factors, such as the media, that influence decisions about substance abuse and your health. **M**
- Using a Freyer Model, students will categorize each drug into its proper psychoactive group. **A**
- Use an internet scavenger hunt to research different types of psychoactive drugs. **A**
- Show and discuss the video Teens in the ER. **A/M**
- In cooperative groups, develop strategies for preventing the use of alcohol, tobacco and/or drugs. **M**
- Use a rap/poem to state the role that substance abuse plays in unsafe situations such as HIV, STD's, unplanned pregnancies, and motor vehicle accidents. **M/T**
- Through role playing, demonstrate refusal strategies regarding alcohol, tobacco and/or drugs and the benefits of choosing not to use them. **M/T**
- Using a comparative checklist, describe the different treatment methods in regards to alcohol/drug addiction. **A/M**