

Course: Health 1
Unit #2: Alcohol, Tobacco, and Drugs

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 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.
 - 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
 - 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
 - 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).
 - 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.
 - 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
 - 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.
 - 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).
 - 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

- 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).

- **Career Readiness, Life Literacies, and Key Skills NJSLs**

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Interdisciplinary Content Standards**

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)

- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Drug and Alcohol Education N.J.S.A. 18A:40A-1 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 pursuant to section 2 of this act, 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

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Cancer Awareness (NJSA 18A:40-33) Requires the development of a school program on cancer awareness

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to apply their knowledge to the 'real world' situations involving both the immediate and long-term effects of the misuse of alcohol, tobacco, and drugs.

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve "real world" health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.

- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

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

- How can the risks involved with current drugs, their use and abuse, affect someone's life?
- Why do some teens choose to begin using tobacco, alcohol and marijuana?

EU 2

- How can community resources help someone who abuses drugs?
- How can mandatory rehabilitation have on individuals arrested for drug possession?
- How can a recovered addict be a casual alcohol/drug user?

Knowledge

Students will know . . .

EU 1

- the harmful effects of alcohol, tobacco and various drugs (2.3.12.HCDM.2)
- diseases linked to alcohol, tobacco and drugs (2.3.12.DSDT.1)
- the stages of addiction (2.3.ATD.2, 2.3.ATD.3)
- the nature of drugs, alcohol, anabolic steroids, tobacco and controlled dangerous substances (2.3.12.ATD.1)

Skills

Students will be able to. . .

EU 1

- discuss diseases and/or disorders that are linked to alcohol, tobacco and drug use (2.3.12.DSDT.1)
- analyze the stages of addiction and recovery (2.3.12.DSDT.5)
- evaluate laws and regulations related to alcohol, tobacco and drug use (2.3.12.DSDT.3)
- counsel a friend who is addicted (2.3.12.DSDT.4)

- the physiological, psychological, sociological and legal effects drugs have on the individual, the family and society (2.3.12.DSDT.3)

EU 2

- the different treatment options available to addicts (2.3.12.DTSD.5)
- how addiction affects the addicts' friends and family members (2.3.12.ATD.2)
- the different support groups available to the addict's friends and family members (2.3.12.DSDT.4, 2.3.12.DSDT.5)

EU2

- reflect the different methods of treatment for the addict (2.3.12.DSDT.5)
- discuss support groups or methods for the addict's friends and family members (2.3.12.DSDT.4, 2.3.12.DSDT.5)
- refer a friend to a treatment facility (2.3.12.DSDT.4, 2.3.12.DSDT.5)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

The teacher may include but are not limited to the following:

- Using a Freyer Model, students will categorize each drug into its proper psychoactive group. (A EU 1)
- Use an internet scavenger hunt to research different types of psychoactive drugs. (A EU 1)
- Show and discuss the video *Teens in the ER*. (A/M EU 1)
- Using a T chart, describe the difference between prescription and over-the-counter medicines. (A/M EU 1)
- Using a comparative checklist, describe the different treatment methods in regards to alcohol/drug addiction. (A/M EU2)
- In cooperative groups, develop strategies for preventing the use of alcohol, tobacco and/or drugs. (M EU 1,2)
- Using the last word activity, Identify the factors, such as the media, that influence decisions about substance abuse and your health. (M EU 1)
- 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 EU 1,2)
- Through role playing, demonstrate refusal strategies regarding alcohol, tobacco and/or drugs and the benefits of choosing not to use them. (M/T EU 1, 2)
- Using the important thing paragraph model, analyze the harmful effects of drugs, such as physical, mental, social, and legal consequences. (M/T EU 1)
- Create a skit involving an individual who is battling a drug addiction, showing their path of how they started abusing drugs, the impact their addiction has had on themselves, their family, and society. Include a second character who is assisting the addict in their recovery process. T (EU 1,2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Healthy Living	30
2	Alcohol, Tobacco, and Drugs	30
3	Human Sexuality and Relationships	30

Instructional Materials

- McGraw Hill "Glencoe Health" Textbooks
- The Goodheart-Willcox Company, Inc. "Comprehensive Health" Textbook
- Teachers Toolbox School Health Education from SHAPE America

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.