

Course: <i>Health 1</i> Unit #2: <i>Alcohol, Tobacco, and Drugs</i>	Year of Implementation: 2026-2027
Curriculum Team Members <i>Matt Hoffman</i> mhoffman@lrhsd.org <i>Ashlie Donzuso</i> adonzuso@lrhsd.org <i>Jessica Di Meglio</i> jdimeglio@lrhsd.org ; <i>Laura Binai</i> lbina@lrhsd.org	
Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ 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).
- **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
 - 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. •
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
 - 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

- **Interdisciplinary Content Standards**
 - 8.1.12.DA.5 – Create data visualizations to communicate findings
 - 8.2.12.ED.1 – Use a design process to identify problems and create solutions.
 - RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats.

- HS-LS2-7 (NGSS) – Design, evaluate, and refine a solution for reducing impacts of human activities on the environment.
- 1.5.12prof.Cn11a – Investigate how media and contemporary issues influence artistic expression.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

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 make informed and responsible choices in real-world situations by analyzing both the immediate and long-term consequences of using or misusing alcohol, tobacco, and other drugs.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhsd.org/academics/curriculum>

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.

Essential Questions

How do substance-related choices affect long-term health?

<i>EU 2</i> recovery is a lifelong commitment.	
<u>Knowledge</u> Students will know . . . <i>EU 1</i> - 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) - the physiological, psychological, sociological and legal effects drugs have on the individual, the family and society (2.3.12.DSDT.3) <i>EU 2</i> - 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)	<u>Skills</u> Students will be able to. . . <i>EU 1</i> - 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) <i>EU2</i> - 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

Performance Task: (See Senior Supervisor for approval of modifications to task.)

Other Evidence:

- 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 PowerPoint 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 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)
- Gallery walk of consequences rotating through stations displaying facts, images, and personal stories related to the physical, emotional, and social consequences of alcohol, tobacco, and drug use. They take notes and reflect on key takeaways in their journals. (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)
- Students research and prepare for a structured classroom debate, integrating perspectives from biology (addiction as a brain disease), psychology, and ethics. (M, EU 1)
- Students analyze the financial cost of substance use over time versus investing in health and wellness (e.g., gym memberships, therapy, nutrition). (M, EU 1)
- In cooperative groups, develop strategies for preventing the use of alcohol, tobacco and/or drugs. (M EU 1,2)
- Identify the factors, such as the media, that influence decisions about substance abuse and your health. (M EU 1)
- Using the important thing paragraph model, analyze the harmful effects of drugs, such as physical, mental, social, and legal consequences. (M, T EU 1)
- 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)
- 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)
- Create a skit or script 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

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Healthy Living	34
2	Alcohol, Tobacco, and Drugs	8
3	Human Sexuality and Relationships	25

Instructional Materials

Suggested resources, but not limited to:

- McGraw Hill “Glencoe Health” Textbooks
- The Goodheart-Willcox Company, Inc. “Comprehensive Health” Textbook
- Teachers Toolbox School Health Education from SHAPE America
- <https://teens.drugabuse.gov>
- <https://abovetheinfluence.com>
- <https://www.cdc.gov/healthyyouth/substance-use/index.htm>

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.