

MSAD #54 Curriculum

Content Area: Health Education

Grade: 9

Unit: Alcohol, Tobacco, and other Drugs (ATOD) Unit #2

MLR Span: 9-Diploma

MLR Content Standard:

A Health Concepts,

B Health Information, Products and Services,

C Health Promotion and Risk Reduction,

D Influences on Health,

E Communication and Advocacy Skills,

F Decision-Making and Goal-Setting Skills:

Performance Indicator:

A1 Healthy Behaviors and Personal Health

A6 Basic Health Concepts

B1 Validity of Resources

B2 Locating Health Resources

C1 Healthy Practices and Behaviors

C2 Avoiding/Reducing Health Risks

D1 Influences on Health Practices/Behaviors

D2 Technology and Health

D3 Compound Effect of Risk Behavior

E1 Interpersonal Communication Skills

E2 Advocacy Skills

F1 Decision-Making

F2 Goal-Setting

Performance Descriptor(s)	MSAD #54 Objectives	Instructional Resources/ Activities/Assessments
<p>Students</p> <p>A1 Students predict how behaviors can impact health status.</p> <p>a. Analyze individual responsibility for enhancing health.</p> <p>b. Predict how healthy behaviors can positively impact health status.</p> <p>c. Describe barriers to practicing healthy behaviors.</p> <p>d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors.</p> <p>A6 Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</p> <p>B1 Students evaluate the <i>validity and accessibility of health information, products, and services.</i></p> <p>B2 Students access <i>valid and reliable health information, products, and services.</i></p> <p>a. Determine when professional health services may be required.</p> <p>b. Access <i>valid and reliable health information.</i></p> <p>c. Access <i>valid and reliable health products, and services.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> Analyze the health effects of ATOD on an individual as well as our society by researching specific drugs. Create a research paper that targets health risk, background information, effects on society, individual and social consequences, Legal ramifications, and statistics that show proof of the effects. Create a decision making model to refuse ATOD and evaluate the model by comparing with two other examples. Analyze techniques to deliver the message that ATOD's are not the best choice and explain why. This will be represented and explained through the creation of a public service announcement. Evaluate the validity of health information by determining the most accurate content from all of the following. (Internet, Books, magazines, and TV ads) Create a resource list of the possible drug council services in the immediate area to determine the effectiveness rate. 	<p>ALCOHOL</p> <p>Activity 1 Vocabulary triple entry Ethanol, Alcohol, Fermentation, Distillation, Alcohol poisoning, Binge drinking, Blood alcohol concentration, Delirium tremens, Overdose.</p> <p>Activity 2 Influences and risk factors of ATOD use and abuse.</p> <p>Quiz #6 Alcohol</p> <p>Activity 3 Legal Consequences of ATOD use and abuse.</p> <p>Activity 4 Effects of Alcohol Short and Long-term Effects of ATOD use and abuse (SA-9) worksheet Activity 75 reteaching worksheet</p> <p>Activity 5 Role Play Medical emergencies associated with ATOD abuse. "What to do if?"</p> <p>Activity 6 Review Game</p> <p>Activity 7 Three stages of Alcoholism Stage 1 Early Stage Stage 2 Middle Stage Stage 3 Late Stage</p> <p>Quiz #7</p> <p>TOBACCO</p> <p>Activity 8</p>

<p>C 1 Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of <i>STDs</i>, <i>HIV</i> and unintended pregnancy.</p>	<p>7. Will role-play strategies to improve the health of self and others when refusing ATOD.</p> <p>8. Create a PSA that targets a specific group of individuals to inform, prevent, and explain the use of ATOD.</p>	<p>Tobacco advertisements discussion</p> <p>Activity 9 Tobacco Match-up (Health Effects of Tobacco) Addiction, Nicotine, Stimulant, Tar, Carcinogen ,Carbon Monoxide, Smokeless tobacco</p>
<p>C2 Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.</p> <p>b. Develop injury prevention and response strategies including first aid for personal, family, and community health.</p>	<p>9. Will evaluate the specific drugs to answer the essential question of the Unit. What impact does ATOD have on our personal health, the health of others, our environment, and our society? Explain and give an in-depth analysis of each area.</p>	<p>Activity 10 Quick Write Essential Question What impact does ATOD have on our personal health, the health of others, our environment, and our society? Explain and give an in-depth analysis of each area.</p> <p>Activity 11 Tobacco Presentation discussing</p> <ol style="list-style-type: none"> 1. Dangers 2. Why teens start 3. Impact on health 4. Impact on quitting 5. How to quit
<p>D1 Students analyze and evaluate influences on health and health behaviors.</p> <p>a. Analyze how family, school and community influence the health of individuals.</p> <p>b. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>c. Evaluate the effect of the media on personal and family health.</p> <p>d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors.</p>	<p>10. Analyze the impact that legal ramifications and public policies have on individual decisions to not use ATOD.</p>	<p>Quiz # 8 Tobacco</p> <p>OTHER DRUGS Stimulants, Depressants, Hallucinogens, and Narcotics.</p> <p>Activity 12 Drug Presentation Discussion the for major drug categories stated above.</p> <p>Activity 13 Read Chapter 26 lesson 1 in the textbook and complete concept map 77.</p> <p>Activity 14 Reteaching activity 77</p> <p>Activity 15 Concept map 78</p> <p>Activity 16</p>

<p>f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>D2 Students evaluate the impact of technology, including medical technology, on personal, family, and community health.</p> <p>D3 Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Analyze the influence of alcohol use on individual and group behavior.</p> <p>b. Analyze the influence of drug use on individual and group behavior.</p> <p>E1 Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.</p> <p>E2 Students demonstrate ways to influence and support others in making positive health choices.</p> <p>b. Adapt health messages and communication techniques for different audiences.</p>		<p>Drug crossword puzzle</p> <p>Quiz #9</p> <p>MAJOR PROJECT Creation of ATOD Public Service Announcement.</p> <p>Activity 17 Research information about specific Drug</p> <p>Activity 18 Create a research paper using the information.</p> <p>Activity 19 Create a Skit for the PSA</p> <p>Activity 20 Film and Edit the Skit creating a PSA</p> <p>Activity 21 Presentation of the PSA</p> <p>Unit 2 Test ATOD</p> <p>VIDEOS WATCHED <u>TOO MUCH: The Extreme Dangers of Binge Drinking</u> (Human Relations Media Productions)</p> <p><u>DYING HIGH: Teens in the E.R.</u> (Human Relations Media Productions)</p> <p><u>ATHLETES, ALCOHOL AND STEROIDS: What's Wrong With This Picture?</u> (Human Relations Media Productions)</p>
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F1

Students apply a *decision-making* process to enhance health.

- a. Compare the value of thoughtful *decision-making* to quick *decision-making* in a health-related situation.
- b. Justify when individual or collaborative *decision-making* is appropriate.
- c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.
- d. Defend the healthy choice when making a decision.
- e. **Evaluate the effectiveness of a health-related decision.**

F2

Students develop and analyze a plan to attain a personal health goal.

- a. Assess personal health practices and overall health status.
- b. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.
- c. Implement strategies and analyze progress in achieving a personal health goal.