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
<table>
<thead>
<tr>
<th>Performance Descriptor(s)</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities/Assessments</th>
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<tr>
<td><strong>A1</strong> Students predict how behaviors can impact health status.</td>
<td>Students will:</td>
<td><strong>ALCOHOL</strong></td>
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| a. Analyze individual responsibility for enhancing health. | 1. Analyze the health effects of ATOD on an individual as well as our society by researching specific drugs. | Activity 1  
Vocabulary triple entry  
Ethanol, Alcohol, Fermentation, Distillation, Alcohol poisoning, Binge drinking, Blood alcohol concentration, Delerium tremens, Overdose. |
| b. Predict how healthy behaviors can positively impact health status. | 2. 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. | Activity 2  
Influences and risk factors of ATOD use and abuse. |
| c. Describe barriers to practicing healthy behaviors. | 3. Create a decision making model to refuse ATOD and evaluate the model by comparing with two other examples. | Quiz #6 Alcohol |
| d. Examine **personal susceptibility** to, and the **potential severity** of, injury or illness if engaging in unhealthy behaviors. | 4. 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. | Activity 3  
Legal Consequences of ATOD use and abuse. |
| **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. | 5. Evaluate the validity of health information my determining the most accurate content from all of the following. (Internet, Books, magazines, and TV ads) | Activity 4  
Effects of Alcohol  
Short and Long-term Effects of ATOD use and abuse (SA-9) worksheet  
Activity 75 reteaching worksheet |
| **B1** Students evaluate the **validity and accessibility of health information, products, and services.** | 6. Create a resource list of the possible drug council services in the immediate area to determine the effectiveness rate. | Activity 5  
Role Play Medical emergencies associated with ATOD abuse. “What to do if?” |
| **B2** Students access **valid and reliable health information, products, and services.** | | Activity 6  
Review Game |
| a. Determine when professional health services may be required. | | Activity 7  
Three stages of Alcoholism  
Stage 1 Early Stage  
Stage 2 Middle Stage  
Stage 3 Late Stage |
| b. Access **valid and reliable health information.** | | Quiz #7 |
| c. Access **valid and reliable health products, and services.** | | **TOBACCO** |
| | | Activity 8 |
### 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 STDs, HIV and unintended pregnancy.

### C 2
Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

- Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.
- Develop injury prevention and response strategies including first aid for personal, family, and community health.

### D 1
Students analyze and evaluate influences on health and health behaviors.

- Analyze how family, school and community influence the health of individuals.
- Analyze how peers influence healthy and unhealthy behaviors.
- Evaluate the effect of the media on personal and family health.
- Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- Analyze how culture and personal values and beliefs influence individual health behaviors.

### 7. Will role-play strategies to improve the health of self and others when refusing ATOD.

### 8. Create a PSA that targets a specific group of individuals to inform, prevent, and explain the use of ATOD.

### 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.

### 10. Analyze the impact that legal ramifications and public policies have on individual decisions to not use ATOD.

### Tobacco advertisements discussion

### Activity 9
Tobacco Match-up (Health Effects of Tobacco) Addiction, Nicotine, Stimulant, Tar, Carcinogen, Carbon Monoxide, Smokeless tobacco

### 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.

### Activity 11
Tobacco Presentation discussing
1. Dangers
2. Why teens start
3. Impact on health
4. Impact on quitting
5. How to quit

### Quiz # 8 Tobacco

### OTHER DRUGS
Stimulants, Depressants, Hallucinogens, and Narcotics.

### Activity 12
Drug Presentation Discussion the for major drug categories stated above.

### Activity 13
Read Chapter 26 lesson 1 in the textbook and complete concept map 77.

### Activity 14
Reteaching activity 77

### Activity 15
Concept map 78

### Activity 16
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| **f.** Investigate how public health policies and government regulations can influence health promotion and disease prevention. | **Drug crossword puzzle**
**Quiz #9**  
**MAJOR PROJECT**
Creation of ATOD Public Service Announcement. |
| **D2**
**Students evaluate the impact of technology, including medical technology, on personal, family, and community health.** | Activity 17
Research information about specific Drug |
| **D3**
**Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.** | Activity 18
Create a research paper using the information. |
| a. Analyze the influence of alcohol use on individual and group behavior. | Activity 19
Create a Skit for the PSA |
| b. **Analyze the influence of drug use on individual and group behavior.** | Activity 20
Film and Edit the Skit creating a PSA |
| **E1**
**Students utilize skills for communicating effectively with family, peers, and others to enhance health.** | Activity 21
Presentation of the PSA |
| a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others. | **Unit 2 Test ATOD** |
| b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks. | **VIDEOS WATCHED**
**TOO MUCH: The Extreme Dangers of Binge Drinking** (Human Relations Media Productions) |
| **E2**
**Students demonstrate ways to influence and support others in making positive health choices.** | **DYING HIGH: Teens in the E.R.**
(Human Relations Media Productions) |
<p>| b. Adapt health messages and communication techniques for different audiences. | <strong>ATHLETES, ALCOHOL AND STEROIDS: What’s Wrong With This Picture?</strong> (Human Relations Media Productions) |</p>
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<tr>
<th>F1</th>
<th>Students apply a <em>decision-making</em> process to enhance health.</th>
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<tbody>
<tr>
<td>a.</td>
<td>Compare the value of thoughtful <em>decision-making</em> to quick <em>decision-making</em> in a health-related situation.</td>
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<td>b.</td>
<td>Justify when individual or collaborative <em>decision-making</em> is appropriate.</td>
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<td>c.</td>
<td>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.</td>
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<td>d.</td>
<td>Defend the healthy choice when making a decision.</td>
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<td>e.</td>
<td>Evaluate the effectiveness of a health-related decision.</td>
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<th>F2</th>
<th>Students develop and analyze a plan to attain a personal health goal.</th>
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<td>a.</td>
<td>Assess personal health practices and overall health status.</td>
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<tr>
<td>b.</td>
<td>Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.</td>
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<tr>
<td>c.</td>
<td>Implement strategies and analyze progress in achieving a personal health goal.</td>
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