

**Course Number, Course, Chapter or Unit Title, and Time Frame**

**ALCOHOL AND TOBACCO AWARENESS GRADES 9/10**

**Content**

**Drinking (Alcohol)** , and accidents related, remains the number one cause of death among 15-19 year olds. Societal modeling, peer- pressure, media, and advertising strong influences on today's youth.

Learning about alcohol as a drug, its effects on the body, and the disease of alcoholism can/will lead to more youth choosing to abstain from alcohol and increase use of life skills will help students live healthier and longer lives.

**Tobacco** products are directly responsible for the deaths of over 400,000 Americans each year. That's 1000 each and every day. Worldwide, smoking-related health problems kill one in five people this year. Acetone, ammonia, benzene, carbon monoxide, formaldehyde, hydrogen cyanide, vinyl chloride- the list goes on and on into the thousands of chemicals in tobacco smoke. E-Cigarettes are now the most popular when choosing a Tobacco product, among teens and young adults.

Students need to learn about the harmful effects of tobacco and discuss strategies for quitting or, better still, avoiding tobacco products altogether.

**Common Core Standards**

**MA Frameworks: Standard 10 Tobacco, Alcohol, and Substance Use/Abuse Prevention, especially: 10.3 and 10.5 through 10.15.**

**National Health Standards: 1-7**

**21<sup>st</sup> Century Learning Expectations**

- ☒ Effectively apply critical thinking skills to solve problems.
- ☒ Communicate skillfully and effectively through written, visual, oral and technological means.
- ☒ Apply tools and technology to a variety of authentic tasks.
- ☒ Demonstrate connections between and among subjects to enhance understanding of the world.
- ☒ Demonstrate originality and innovation through individual and collaborative work.
- ☒ Demonstrate good citizenship, personal responsibility and character through individual and collective actions.
- ☒ Demonstrate understanding and respect for the diversity of ideas, cultures, abilities and lifestyles in the school and beyond.

**Concepts, Skills and Practices  
(students will know and be able to...)**

While exploring a variety of academic disciplines and because accidents and, in particular, driving under the influence remains the #1 cause of death for teens and CV disease associated with smoking is #1 killer of all

Americans students will:

Learn the risks associated with these two substances  
(Alcohol and Tobacco products)

Demonstrate ability to use interpersonal  
communication skills to enhance health

Apply subject knowledge and techniques in solving/  
avoiding physical health, mental, and/or social  
problems

**Exhibit a physically active lifestyle**

**More specifically...**

**ALCOHOL**

Define related vocabulary

Explain how alcohol is produced

Trace alcohol through body systems

Short/long term effects

Explore reasons why used in society

Critically assesses advertiser's claims/targets

Define Alcoholism and explore AMA 3 stages

Treatments/Recovery/Sobriety

Explore healthier alternatives

**TOBACCO**

Define related vocabulary

Explain how tobacco products are produced

Trace nicotine/chemicals through body systems

Short/long term effects

Explore reasons why used in society

Critically assesses advertiser's claims/targets

Dangers of smokeless tobacco

Costs

Associated diseases ("big 3") and Circulatory

Help quitting/Nicotine substitutes etc.

**Explore healthier alternatives**

**-e-cigarettes?**

**Essential Questions**

- 1. How does alcohol/tobacco use contribute to risky behaviors?**
- 2. In what ways does problem drinking/tobacco use harm people?**
- 3. How can I stay alcohol/tobacco free and encourage others to do the same?**

**Materials and Resources Needed**

Most of the reference material for lessons will come from the text but it should only be a reference.

-Text: Glencoe Health < Glencoe/McGraw-Hill, 2009, Ch 20 and 21 (pp540-578).

-Smartboard, Powerpoint Slides, Computer, DVD player, Internet access are helpful to aids and help with Tactile and Visual Learners.

-Most other materials are prepared and provided by the educator and department director.

### **Possible Instructional Strategies**

- ☒ Read
- ☒ Write
- ☒ Speak
- ☒ Listen
- ☐ Sing
- ☒ Present hands-on projects
- ☒ Collaborate learning
- ☒ Use multimedia presentations (video, audio, etc.)
- ☒ Debate
- ☐ Role Play and/or perform
- ☒ Discuss
- ☒ Lecture
- ☐ Complete Laboratory work
- ☒ Research – text, software, on-line, etc
- ☐ Conference
- ☒ Design and/or construct
- ☒ Practice reading and writing comprehension
- ☐ Model (examples, explanations, past student work)
- ☐ Practice
- ☐ Other: explain below

### **Possible Assessment Practices (both formative and summative)**

- ☐ Present orally – speech, report, etc
- ☒ Map, graph and/or chart work
- ☒ Debate
- ☐ Write, edit, and rewrite
- ☒ Create (models, artwork, simulations, video, audio etc)
- ☐ Present research
- ☒ Compare and contrast
- ☐ Complete and analyze laboratory data
- ☐ Assess reading comprehension
- ☐ Assess listening comprehension
- ☐ Perform (dance, sing, play a sport, role play, act, etc)
- ☐ Speak (language, enunciation, body language, etc)
- ☐ Predict results
- ☒ Build or construct
- ☐ Compose
- ☒ Take tests and quizzes
- ☐ other: explain below