

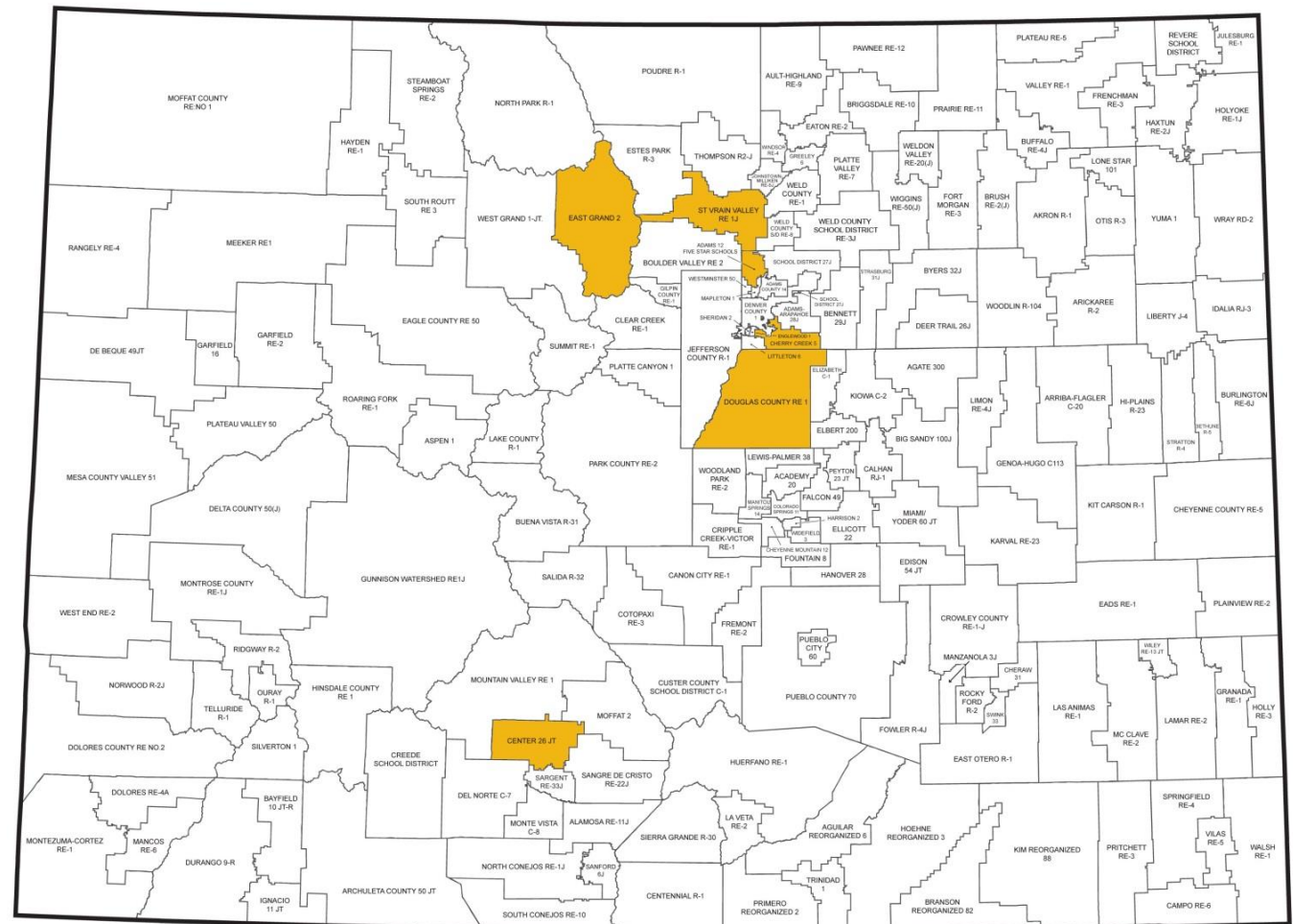
# Unit Title: Alcohol, Tobacco and Other Drugs are Not for Me

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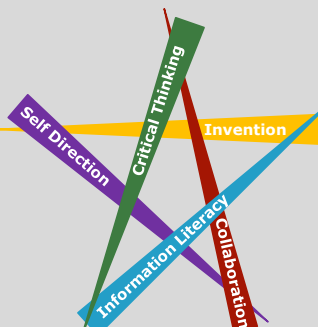
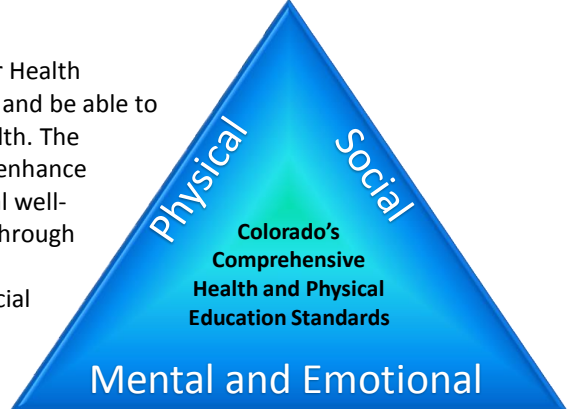


Colorado's District Sample Curriculum Project

*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health	<b>Grade Level</b>	7 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
2. Physical and Personal Wellness	1. Analyze factors that influence healthy eating behaviors	CH09-GR.7-S.2-GLE.1	
	2. Demonstrate the ability to make healthy food choices in a variety of settings	CH09-GR.7-S.2-GLE.2	
	3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)	CH09-GR.7-S.2-GLE.3	
	4. Analyze the internal and external factors that influence sexual decision-making and activity	CH09-GR.7-S.2-GLE.4	
	5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)	CH09-GR.7-S.2-GLE.5	
3. Emotional and Social Wellness	1. Demonstrate effective communication skills to express feelings appropriately	CH09-GR.7-S.3-GLE.1	
	2. Develop self-management skills to prevent and manage stress	CH09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze the consequences of using alcohol, tobacco and other drugs	CH09-GR.7-S.4-GLE.1	
	2. Demonstrate safety procedures for a variety of situations	CH09-GR.7-S.4-GLE.2	

<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p>	
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<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Alcohol, Tobacco and Other Drugs are Not for Me	3 weeks	3

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Alcohol, Tobacco and Other Drugs are Not for Me		<b>Length of Unit</b>	3 Weeks
<b>Focusing Lens(es)</b>	Influences	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.7-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• If you were a parent, what rules would you set for your teenager? (CH09-GR.7-S.4-GLE.1-EO.c)</li> <li>• What restrictions are imposed on you that reduce your participation in risky behaviors? (CH09-GR.7-S.4-GLE.1-EO.c)</li> <li>• What influences impact an individuals' use or non-use of alcohol, tobacco, and other drugs? (CH09-GR.7-S.4-GLE.1-EO.c)</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management			
<b>Concepts</b>	Addiction, Decisions, Behaviors, Consequences, Prevention, Law, relationships, society, influences, habits			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Risky behaviors and acquiescence of negative influences increase an individual's likelihood of becoming dependent on alcohol, tobacco, and other drugs.(CH09-GR.7-S.4-GLE.1-EO.a,b,d,f)	What is addiction? (CH09-GR.7-S.4-GLE.1-IQ.1) What are signs and symptoms of addiction? (CH09-GR.7-S.4-GLE.1-IQ.3)	Are there certain factors (experiences, family history) that contribute to teen addiction? .(CH09-GR.7-S.4-GLE.1-EO.a;RA.2)
Healthy habits help prevent risky behaviors and facilitate positive decisions for the maintenance of a healthy lifestyle.(CH09-GR.7-S.4-GLE1-EO.e)	How does exercise and nutrition promote healthy decision making? (CH09-GR.7-S.4-GLE.1-EO.e)	What lifelong goals could you set to promote a healthy lifestyle?
Community and state laws that regulate the use of alcohol, tobacco and other drugs contribute to a healthy society. (CH09-GR.7-S.4-GLE.1-EO.a,c,e)	What laws support your decisions to remain alcohol, tobacco and drug free? (CH09-GR.7-S.4-GLE.1-EO.c)	How does laws such the legal drinking age, influence your decision making?
Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain. (CH09-GR.7-S.4-GLE.1-EO.a,b,d,f)	How does the brain change once exposed to alcohol, tobacco, and other drugs? (CH09-GR.7-S.4-GLE.1-EO. a,b,d,f;RA.1;N.1)	How could alcohol, tobacco and drug use affect your future? (CH09-GR.7-S.4-GLE.1-EO.a, b;RA.1;N.1)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Social, economic, health, and cosmetic consequences of alcohol, tobacco, and other drugs (CH09-GR.7-S.4-GLE.1-EO.a,b,c)</li> <li>• The characteristics of addiction and its impact on all aspects of health (CH09-GR.7-S.4-GLE1-EO.b,d,f;RA.1;N.1)</li> <li>• Positive healthy habits verses alcohol, tobacco, and other drugs use habits. (CH09-GR.7- S.4-GLE.1-EO.e)</li> <li>• Rules, policies, and laws related to drugs, alcohol, and tobacco. (CH09-GR.7-S.4-GLE1-EO.c,f)</li> <li>• The effects of drugs, alcohol, and tobacco use. (CH09-GR.7-S.4-GLE.1-EO.a,f)</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between various consequences of alcohol, tobacco, and drug use. (CH09-GR.7-S.4-GLE1-EO.a,d)</li> <li>• Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health. (CH09-GR.7-S.4-GLE1-EO.a,c,f)</li> <li>• Differentiate experimentation from use, and use from addiction and what role the media plays? (CH09-GR.7-S.4-GLE.1-EO.a,b,c,d)</li> <li>• Demonstrate effective communication strategies to resist peer pressure and avoid the use of alcohol, tobacco and other drugs. (CH09-GR.7-S.4-GLE1-EO.c,d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.                      EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I will possess knowledge of the physical, social, economic, and cosmetic consequences associated with alcohol, tobacco, and drug use in order to refrain from participation in risky behaviors that hinder a healthy lifestyle.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Consequences, Decisions, Economics, Substance, Risks, Factors, Influences, Habits, Prevention, Law, Society, Behaviors</p>
<p><b>Technical Vocabulary:</b></p>	<p>Drugs, Addiction, Prescription, Performance Enhancing, Refusal Skills</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit looks at substance abuse through the lenses of influences and risky behaviors, and their effects on the student’s health. Throughout this unit, students will identify short and long term effects of substance abuse and the social, economic, and personal impacts of addiction. The unit culminates with students researching and writing an informative/persuasive article about their chosen substance (alcohol, tobacco, and marijuana/drugs) to a published source and then reviewing a peer’s article of the other two substances not chosen to demonstrate a deepened knowledge of aspects of all three substances.
<b>Considerations:</b>	The individual learning experiences build upon a presumed (student) working knowledge of basic research techniques. There are no learning experiences that introduce this skill. Teachers may choose to revisit/reinforce these understandings at the beginning of the unit. Additionally, each district/schools will have varying lengths of time to spend on instructional units due to the structure of the health education course.
<b>Unit Generalizations</b>	
<b>Key Generalization(s):</b>	Risky behaviors and acquiescence of negative influences increase an individual’s likelihood of becoming dependent on alcohol, tobacco, and other drugs
	Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain
<b>Supporting Generalizations:</b>	Healthy habits help prevent risky behaviors and facilitate positive decisions for the maintenance of a healthy lifestyle
	Community and state laws that regulate the use of alcohol, tobacco and other drugs contribute to a healthy society

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Risky behaviors and acquiescence of negative influences increase an individual’s likelihood of becoming dependent on alcohol, tobacco, and other drugs. Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a student media reporter your current assignment is to work with a partner to create an informational piece around tobacco, alcohol, marijuana or prescription drugs for middle school students. The research will include the possible short and long term effects of substance use/abuse to include the physical, emotional, social and economic impacts.
<b>Product/Evidence:</b> (Expected product from students)	Students will work in pairs to create an informational piece about tobacco (cigarettes, smokeless tobacco, e-cigarettes), alcohol, drugs (marijuana or prescription drugs). The product needs to include the possible short and long term effects of substance use/abuse to include the physical, emotional, social and economic impacts. The final product for sharing their research may include: <ul style="list-style-type: none"> <li>• Write an article to a local newspaper</li> <li>• Write an article for a teen health magazine</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	<ul style="list-style-type: none"> <li>• Teacher assigned partners</li> <li>• Teacher assigned topic/resources</li> <li>• Teacher will assign variations in reporter’s role (photographer, research assistant, etc.)</li> <li>• Become lead reporter to facilitate product outcome</li> <li>• Become lead reporter to gather local data of middle school students (Healthy Kids Colorado) and present findings to staff/administration</li> </ul>

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>Reviving Ophelia: Saving the Selves of Adolescent Girls</i> by Mary Pipher (830 – 1090 lexile range)</p> <p><i>The Pact</i> by Sampson Davis, George Jenkins, Rameck Hunt, Lisa Frazier Page (830 – 1090 lexile range)</p>	<p><i>Finding Home</i> by Lauren McKellen (830 – 1090 lexile range)</p> <p><i>Looking for Alaska</i> by John Green (830 – 1090 lexile range)</p> <p><i>Speak</i> by Laurie Halse (830 – 1090 lexile range)</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>			
1.	Description:	Think/work like a media reporter to compile data for your published article	<p>Teacher Resources:</p> <p><a href="https://docs.google.com/document/d/1xrydNmoz_nKRzoIUUDS7rfrBkkzRlIxD3mZHvyPw/edit?usp=sharing">https://docs.google.com/document/d/1xrydNmoz_nKRzoIUUDS7rfrBkkzRlIxD3mZHvyPw/edit?usp=sharing</a> (Teacher Directions)</p> <p><a href="https://drive.google.com/file/d/0Bwsv-B_K_gHscG9ENHA4M3lqSutUODFWUHJHMmYzTVRaa29R/view?usp=sharing">https://drive.google.com/file/d/0Bwsv-B_K_gHscG9ENHA4M3lqSutUODFWUHJHMmYzTVRaa29R/view?usp=sharing</a> (Exemplar 2-column Notes)</p> <p><a href="http://kidshealth.org/teen/drug_alcohol/">http://kidshealth.org/teen/drug_alcohol/</a> (Info on drugs and alcohol)</p>
			<p>Student Resources:</p> <p><a href="https://drive.google.com/file/d/0Bwsv-B_K_gHscG9ENHA4M3lqSutUODFWUHJHMmYzTVRaa29R/view?usp=sharing">https://drive.google.com/file/d/0Bwsv-B_K_gHscG9ENHA4M3lqSutUODFWUHJHMmYzTVRaa29R/view?usp=sharing</a> (Exemplar 2-column Notes)</p> <p><a href="http://kidshealth.org/teen/drug_alcohol/">http://kidshealth.org/teen/drug_alcohol/</a> (Info on drugs and alcohol)</p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf</a> (Step by step chart)</p>
	Skills:	Proper research techniques Gathering valid and reliable facts on Alcohol, Tobacco, and Marijuana	Assessment: Students will use a step by step chart to compile data for the article

<b>Prior Knowledge and Experiences</b>
<p>Even though most if not all 7<sup>th</sup> graders should have prior knowledge of communication/refusal skills, decision making skills, and a basic understanding surrounding substance abuse and addiction, many students may have varying personal influences and/or life experiences. Students may need to develop additional strategies for identifying risky behaviors and healthy habits.</p>

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 1		
The teacher may explore various examples of influence so students can begin to synthesize and analyze who or what plays an influential role in their lives. (positive and/or negative)		
<b>Generalization Connection(s):</b>	Risky behaviors and acquiescence of negative influences increase an individual’s likelihood of becoming dependent on alcohol, tobacco, and other drugs	
<b>Teacher Resources:</b>	<a href="http://tweenparenting.about.com/od/socialdevelopment/qt/Influence-On-Children.htm">http://tweenparenting.about.com/od/socialdevelopment/qt/Influence-On-Children.htm</a> (Info on who influences middle schools)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=wWUxxJSXwGY">https://www.youtube.com/watch?v=wWUxxJSXwGY</a> (Negative vs. positive influence video)	
<b>Assessment:</b>	Students will share two influential people (e.g. sticky notes, note cards, exit tickets, journal) and describe how they influence them.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Positive healthy habits verses alcohol, tobacco, and other drugs use habits</li> <li>• The effects of drugs, alcohol, and tobacco use</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication strategies to resist peer pressure and avoid the use of alcohol, tobacco and other drugs</li> </ul>	
<b>Critical Language:</b>	Consequences, Decisions, Influences, Society	

Learning Experience # 2		
The teacher may provide examples of risky behaviors vs. healthy habits (e.g. tobacco, alcohol and/or drug use vs. exercise, positive communication) so students can explore strategies to resist risky behaviors they may face in their own life.		
<b>Generalization Connection(s):</b>	Healthy habits help prevent risky behaviors and facilitate positive decisions for the maintenance of a healthy lifestyle.	
<b>Teacher Resources:</b>	<a href="http://www.cdc.gov/parents/teens/risk_behaviors.html">http://www.cdc.gov/parents/teens/risk_behaviors.html</a> (Info on a variety of different behaviors) <a href="https://www.youtube.com/watch?v=ll6H68EROfQ">https://www.youtube.com/watch?v=ll6H68EROfQ</a> (Video of why/how to teach refusal skills) <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=30959">http://www.uen.org/Lessonplan/preview.cgi?LPid=30959</a> (Ideas on teaching refusal skills) <a href="http://www.thirteen.org/edonline/tli/tolerance.html">http://www.thirteen.org/edonline/tli/tolerance.html</a> (Example role plays for tobacco/alcohol/marijuana)	
<b>Student Resources:</b>	<a href="http://www.kidshelp.com.au/teens/get-info/hot-topics/risky-behaviours.php">http://www.kidshelp.com.au/teens/get-info/hot-topics/risky-behaviours.php</a> ( Intro to risky behaviors) <a href="https://www.youtube.com/watch?v=PEEEJlRjCm">https://www.youtube.com/watch?v=PEEEJlRjCm</a> (Video of refusal skills in action)	

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://www.thecoolspot.gov/right_to_resist.asp">http://www.thecoolspot.gov/right_to_resist.asp</a> (Website for refusal skills) <a href="http://www.thirteen.org/edonline/tli/tolerance.html">http://www.thirteen.org/edonline/tli/tolerance.html</a> (Example role plays for tobacco/alcohol/marijuana)	
<b>Assessment:</b>	Students will work with a partner to create a role play that demonstrates the strategies of refusal when faced with peer pressure situations surrounding tobacco, alcohol and/or drug use.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide selected scenarios. <a href="http://www.thirteen.org/edonline/tli/tolerance.html">http://www.thirteen.org/edonline/tli/tolerance.html</a> (Example role plays for tobacco/alcohol/marijuana)	Students may work with a partner using teacher selected scenarios
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Positive healthy habits verses alcohol, tobacco, and other drugs use habits</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health</li> <li>Demonstrate effective communication strategies to resist peer pressure and avoid the use of alcohol, to other drugs</li> </ul>	
<b>Critical Language:</b>	Consequences, Decisions, Substance, Risks, Factors, Habits, Prevention, Behaviors, Refusal Skills	

<b>Learning Experience # 3</b>		
The teacher may identify the effects of tobacco use so students can analyze the short and long term effects on how this substance may impact the body and brain.		
<b>Generalization Connection(s):</b>	Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain	
<b>Teacher Resources:</b>	<a href="http://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/effects_cig_smoking/">http://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/effects_cig_smoking/</a> (CDC tobacco fact sheet) <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (T-chart template) <a href="http://www.cancer.org">www.cancer.org</a> (Cancer information)	
<b>Student Resources:</b>	<a href="http://www.tobaccofreekids.org/">http://www.tobaccofreekids.org/</a> (General info on tobacco for kids) <a href="http://www.cancer.org">www.cancer.org</a> (Cancer information)	
<b>Assessment:</b>	Students will identify 5 short term and 5 long term effects of tobacco. (e.g. poster, exit ticket)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of short and long terms effects The teacher may provide a graphic organize	Students may use teacher given list to circle their 5 short and long terms effects Students may work with a partner to complete a graphic organizer on the different effects



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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may design a brochure that depicts the effects of alcohol, tobacco, and marijuana abuse to display
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The effects of drugs, alcohol, and tobacco use</li> <li>Social, economic, health and cosmetic consequences of alcohol, tobacco, and other drugs</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health</li> </ul>	
<b>Critical Language:</b>	Addiction, Decisions, Behaviors, Consequences, Relationships, Society, Habits	

<b>Learning Experience # 4</b>		
The teacher may show the video “The Truth About Drugs and Alcohol” that illustrates the effects of alcohol & drug use/abuse so students can recognize the short and long term effects on how this substance may impact the body and brain.		
<b>Generalization Connection(s):</b>	Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain	
<b>Teacher Resources:</b>	<a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (T-chart template) <a href="https://www.youtube.com/watch?v=Z5VCxIDxg40">https://www.youtube.com/watch?v=Z5VCxIDxg40</a> (The Truth About Drugs and Alcohol) <a href="http://stopalcoholabuse.gov">http://stopalcoholabuse.gov</a> (Info on alcohol abuse) <a href="http://alcoholpolicymd.com">http://alcoholpolicymd.com</a> (Info on effects of alcohol) <a href="http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/states/co.html">www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/states/co.html</a> (Substance abuse in adolescent)	
<b>Student Resources:</b>	<a href="http://www.drugfreeworld.org/drugfacts/alcohol/short-term-long-term-effects.html">http://www.drugfreeworld.org/drugfacts/alcohol/short-term-long-term-effects.html</a> (Short and long term effects of alcohol) <a href="http://stopalcoholabuse.gov">http://stopalcoholabuse.gov</a> (Info on alcohol abuse) <a href="http://alcoholpolicymd.com">http://alcoholpolicymd.com</a> (Info on effects of alcohol) <a href="http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/states/co.html">www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/states/co.html</a> (Substance abuse in adolescent)	
<b>Assessment:</b>	Students will research and record the short and long term effects of how alcohol may impact the body and brain. ( e.g. t-chart)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of short and long terms effects The teacher may provide a graphic organizer	Students may use teacher given list to circle their 5 short and long terms effects Students may work with a partner to complete a graphic organizer on the different effects
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may design a brochure that depicts the effects of alcohol, tobacco, and marijuana abuse to display
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The effects of drugs, alcohol, and tobacco use</li> <li>Social, economic, health and cosmetic consequences of alcohol, tobacco, and other drugs</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health</li> </ul>
<b>Critical Language:</b>	Addiction, Decisions, Behaviors, Consequences, Relationships, Society, Habits

<b>Learning Experience # 5</b>		
The teacher may show a video that discusses the effects of marijuana abuse so students can become aware of the short and long term consequences on the body and brain.		
<b>Generalization Connection(s):</b>	Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=ayHE2V33uuc">https://www.youtube.com/watch?v=ayHE2V33uuc</a> (Youth and Drugs of Abuse) <a href="https://www.youtube.com/watch?v=8mesfPehYGg">https://www.youtube.com/watch?v=8mesfPehYGg</a> (Inside Dope- Marijuana Teen Addiction) <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (T-chart template) <a href="http://teens.drugabuse.gov/">http://teens.drugabuse.gov/</a> (Drugs) <a href="http://www.teacher.scholastic.com/scholasticnews/indepth/headsup">www.teacher.scholastic.com/scholasticnews/indepth/headsup</a> (Drugs, Alcohol, Tobacco)	
<b>Student Resources:</b>	<a href="http://kidshealth.org/teen/drug_alcohol/drugs/marijuana.html">http://kidshealth.org/teen/drug_alcohol/drugs/marijuana.html</a> (Facts about marijuana) <a href="http://teens.drugabuse.gov/">http://teens.drugabuse.gov/</a> (Drugs) <a href="http://www.teacher.scholastic.com/scholasticnews/indepth/headsup">www.teacher.scholastic.com/scholasticnews/indepth/headsup</a> (Drugs, Alcohol, Tobacco)	
<b>Assessment:</b>	Students will research to find an evidence based article that describes short term and long term effects of marijuana. Then does a pair/share of the article with a peer.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of short and long terms effects The teacher may provide a graphic organizer	Students may use teacher given list to circle their 5 short and long terms effects Students may work with a partner to complete a graphic organizer on the different effects
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may design a brochure that depicts the effects of alcohol, tobacco, and marijuana abuse to display
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The effects of drugs, alcohol, and tobacco use</li> <li>Social, economic, health and cosmetic consequences of alcohol, tobacco, and other drugs</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health</li> </ul>	
<b>Critical Language:</b>	Addiction, Decisions, Behaviors, Consequences, Relationships, Society, Habits	

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Learning Experience # 6		
The teacher may differentiate between substance use, misuse, and abuse so students can explore the characteristics of addiction and describe the impact on their health and personal relationships.		
<b>Generalization Connection(s):</b>	Risky behaviors and acquiescence of negative influences increase an individual’s likelihood of becoming dependent on alcohol, tobacco, and other drugs	
<b>Teacher Resources:</b>	<a href="http://teens.drugabuse.gov/educators/nida-teaching-guides/mind-over-matter/teachers-guide">http://teens.drugabuse.gov/educators/nida-teaching-guides/mind-over-matter/teachers-guide</a> (Teacher’s guide for addiction) <a href="http://teens.drugabuse.gov/educators/lessons-and-quizzes-by-drug/brain-and-addiction">http://teens.drugabuse.gov/educators/lessons-and-quizzes-by-drug/brain-and-addiction</a> (Lessons and quizzes for addiction) <a href="http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm">http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm</a> (Summarizing and note taking templates)	
<b>Student Resources:</b>	<a href="http://teens.drugabuse.gov/drug-facts/brain-and-addiction">http://teens.drugabuse.gov/drug-facts/brain-and-addiction</a> (Brain and addiction) <a href="http://kidshealth.org/teen/your_mind/friends/addictions.html">http://kidshealth.org/teen/your_mind/friends/addictions.html</a> (Dealing with addiction) <a href="http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm">http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm</a> (Summarizing and note taking templates)	
<b>Assessment:</b>	Students will work with a partner to create a 30 second PA (commercial) to illustrate the impact of substance addiction on a person’s health and relationships.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide completed graphic organizer The teacher may assign partners	Students may complete graphic organizer with notes Students may pair with another student to complete the organizer
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a poster depicting the impact of addiction to display in school
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The characteristics of addiction and its impact on all aspects of health</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Make connections between various consequences of alcohol, tobacco, and drug use</li> <li>Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health</li> <li>Differentiate experimentation from use, and use from addiction and what role the media plays</li> </ul>	
<b>Critical Language:</b>	Consequences, Decisions, Economics, Substance, Risks, Factors, Influences, Habits, Prevention, Law, Society, Behaviors	

Learning Experience # 7		
The teacher may introduce what the community and state laws are surrounding tobacco, alcohol and marijuana use so that students can develop an understanding and the impacts of violating these laws.		
<b>Generalization Connection(s):</b>	Community and state laws that regulate the use of alcohol, tobacco and other drugs contribute to a healthy society	
<b>Teacher Resources:</b>	<a href="https://www.courts.state.co.us/Courts/Education/Youth/Laws.cfm">https://www.courts.state.co.us/Courts/Education/Youth/Laws.cfm</a> (Laws in Colorado pertaining to youth: Alcohol, smoking, drugs) <a href="http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm">http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm</a> (Summarizing and note taking templates)	

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<b>Student Resources:</b>	<a href="https://www.courts.state.co.us/Courts/Education/Youth/Laws.cfm">https://www.courts.state.co.us/Courts/Education/Youth/Laws.cfm</a> (Laws in Colorado pertaining to youth: Alcohol, smoking, drugs)	
<b>Assessment:</b>	Students will create a discussion wall for the classroom to identify 3 community and 3 states laws pertaining to either tobacco, alcohol, and/or marijuana and research current event articles that relate to the violation of these laws. These articles will also be placed on the discussion wall.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide completed graphic organizer The teacher may assign partners	Students may complete graphic organizer with notes Students may pair with another student to complete the organizer
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may choose a community or state law and debate its effectiveness Students may compare and contrast community and states laws with school policy
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Rules, policies, and laws related to drugs, alcohol, and tobacco</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Make connections between various consequences of alcohol, tobacco, and drug use</li> </ul>	
<b>Critical Language:</b>	Consequences, Decisions, Economics, Substance, Risks, Factors, Influences, Habits, Prevention, Law, Society, Behaviors	

<b>Learning Experience # 8</b>		
The teacher may facilitate discussion circles around alcohol, tobacco, and marijuana so students can review key findings and identify one substance to further research for their performance assessment.		
<b>Generalization Connection(s):</b>	Risky behaviors and acquiescence of negative influences increase an individual’s likelihood of becoming dependent on alcohol, tobacco, and other drugs Alcohol, tobacco, and drug abuse have short and long term effects on the body and the brain	
<b>Teacher Resources:</b>	<a href="http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin">http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin</a> (Making class discussion more exciting)	
<b>Student Resources:</b>	<a href="http://kidshealth.org/teen/drug_alcohol/drugs/marijuana.html">http://kidshealth.org/teen/drug_alcohol/drugs/marijuana.html</a> (Facts about marijuana) <a href="http://www.drugfreeworld.org/drugfacts/alcohol/short-term-long-term-effects.html">http://www.drugfreeworld.org/drugfacts/alcohol/short-term-long-term-effects.html</a> (Short and long term effects of alcohol) <a href="http://www.tobaccofreekids.org/">http://www.tobaccofreekids.org/</a> (General info on tobacco for kids) <a href="http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm">http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm</a> (Summarizing and note taking templates)	
<b>Assessment:</b>	Students will research and complete a draft outline that identifies a substance (e.g. alcohol, tobacco or marijuana) to include risk factors and long term and short term consequences and resources ( Note taking graphic organizers)	

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may assign a selected substance for students to research	Students may research a teacher selected substance
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may deepen key findings by adding socioeconomic effects of identified substance
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The effects of drugs, alcohol, and tobacco use</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Make connections between various consequences of alcohol, tobacco, and drug use</li> <li>• Examine the impact of alcohol, tobacco, and drug use on personal relationships and all aspects of your health</li> </ul>	
<b>Critical Language:</b>	Consequences, Decisions, Economics, Substance, Risks, Factors, Influences, Habits, Prevention, Law, Society, Behaviors	