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| **El Paso ISD Health Grade Level: H.S.**  | **Unit 7: Tobacco, Alcohol, and Other Drugs** | **12/3/12 – 12/14/12** |
|  | **Chapter 21: Tobacco****Chapter 22: Alcohol****Chapter 23: Medicines and Drugs** |
| **Academic Vocabulary:** ***Tobacco: stimulant, addictive drug, carbon monoxide, tar, carcinogen, smokeless tobacco, nicotine, leukoplakia, nicotine withdrawal, nicotine***  ***substitute, mainstream smoke, sidestream smoke, environmental tobacco smoke******Alcohol: alcohol abuse, depressant, ethanol, fermentation, intoxication, blood alcohol concentration, binge drinking, metabolism, alcohol***  ***poisoning, alcoholism, detoxification, sobriety, alcoholic, fetal alcohol syndrome, recovery******Medicines and Drugs: drug watches, drug-free school zone, psychoactive drugs, narcotics, designer drugs, depressants, hallucinogens,***  ***stimulants, euphoria, inhalants, paranoia, marijuana, anabolic-androgenic steroids, addiction, overdose, illegal drugs, substance abuse, illicit***  ***drug use, psychological dependence, physiological dependence, medicines, synergistic effects, vaccines, antagonistic interaction, drugs, side***  ***effects, additive interaction, analgesics*** |
| **Guiding Questions****Chapter 21**1. What effect does tar in cigarette smoke have on  the respiratory system? 2. How do tobacco companies encourage teen  tobacco use?3. List two refusal skills that you can use to say no  to tobacco.4. List three health problems associated with  environmental tobacco smoke.5. How do state laws discourage teen smoking?**Chapter 22**1. List three factors that influence alcohol use.2. Describe the effects that alcohol has on the  body.3. Describe the symptoms and alcoholic might  display.4. What are some physical, mental, social, and  legal consequences of driving while intoxicated  or driving under the influence?5. What is a safe amount of alcohol that a mother  can drink during pregnancy?**Chapter 23**1. What is the difference between an additive  interaction and an antagonistic interaction?2. List three legal consequences of drug use for  teens.3. What effect does marijuana have on the body?4. List five harmful effects of club drugs.5. What are the symptoms of a hallucinogen  overdose? | **Enduring Understandings****Chapter 21** 1. \*destroys the cilia that keep the respiratory tract clear \*damages alveoli and reduces lung function2. Tobacco company strategies:\*use ads that target younger people\*place promotional signs at eye level of children\*pay to feature their products in movies\*give away promotional items3. \*simple clear statements \*be assertive4. Problems associated with environmental tobacco smoke: \*contains 43 known carcinogens \*eye irritation \*ear infections \*coughing, asthma and/or other respiratory problems \*lung cancer 5. \*Laws prohibit the sale of tobacco products to minors \*stores selling tobacco products to minors can have their licenses revoked  **Chapter 22**1. Factors that influence alcohol use: \*family attitudes towards alcohol \*peer pressure \*media messages2. Effects alcohol has on body: \*affects coordination \*slows reaction time \*impairs vision, clear thinking, and judgment3. Symptoms of an alcoholic: \*craving for alcohol \*loss of control over drinking \*physical dependence on alcohol \*health, family, and legal problems 4. Consequences of driving under influence or intoxicated: \*car accidents \*loss of driver’s license \*harming or killing others \*police record \*higher insurance rates \*living or dealing with remorse or guilt5. There is no safe amount of alcohol for a pregnant mother to drink**Chapter 23**1. *Additive interaction-*medicines work together in a positive way *Antagonistic interaction-*drugs work against one another2. Consequences of teen drug use: \*court fines and legal fees \*suspended driving privileges \*suspension \*jail time or probation \*mandatory community service3. Effects of marijuana on body: \*raises levels of dopamine in the brain, which results in a sense of elation  followed by a crash when the drug wears off.4. Effects of club drugs: \*damage neurons in the brain, impair senses, memory, judgment, and  coordination \*loss of muscle and motor control \*blurred vision and seizures \*increase heart rate and blood pressure, that can lead to kidney or heart failure\*drowsiness or unconsciousness\*immobilization or amnesia\*breathing problems, coma, or death5. Symptoms of hallucinogen overdose: \*loss of contact with reality \*coma \*death |
|  | **TAUGHT** | **TESTED** |
| **TEKS****115.32****Chapter 21**2B. Analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention6A. Examine the effects of health behaviors on body systems7A. Analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences.7C. Develop strategies for preventing use of tobacco, alcohol, and other addictive substances.7D. Analyze the importance of alternatives to drug and substance abuse.13E. Demonstrate refusal skills**Chapter 22**3C.Analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead.7A. Analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as mental, physical, social, and legal consequences.7B. Explain the relationship between alcohol, tobacco, and other drugs and substances used by adolescents and the role these substances play in unsafe situations, such as HIV/STD, unplanned pregnancies, and motor vehicle accidents.7C. Develop strategies for preventing use of tobacco, alcohol, and other addictive substances.16D. Associate risk-taking with consequences such as drinking and driving.**Chapter 23**2B. Analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention.3C. Analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards, such as lead.4A. Analyze the health messages delivered through media and technology.6A. Examine the effects of health behaviors on body systems.7A. Analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences.7C. Develop strategies for preventing use of tobacco, alcohol, and other addictive substances.7D. Analyze the importance of alternatives to drug and substance abuse. | **Glencoe Health I Course** **Chapters 21-23****Individual Activities*** Interactive Notebooks –*Using a spiral notebook, students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right side, students write the textbook definition.*
* Foldables**-** *See beginning of Chapter for foldable activity ideas.*
* Word Wall- *Have vocabulary words on wall for student reference.*
* Private Health Journals- *Students are able to right down their personal thoughts and feelings about a certain topic being discussed.*
* Quick Starts**-** *See beginning of each section for ideas.*

**Cooperative Learning Activities** * *Have students work in groups and design a poster showing the chemicals in the cigarettes. Make sure students list the major chemicals and describe the function or effect of each chemical. Be creative and informative. (Ch. 21)*
* *Have students work with partners and discuss two problems: reasons teens might have problems resisting the pressures to use tobacco, and problems teens might have in quitting tobacco use. (Ch. 21)*
* *Provide students with magazines and have each group determine which ones have the most advertisements for alcohol. Ask students to answer: how is alcohol advertised, who is likely to read the magazine, what are the people in the ads doing, are they athletes, what negative impact do these advertisements cause? (Ch. 22)*
* *Working in groups to review the effects of alcohol on the body. Then brainstorm responses to: how do physical effects impact emotional/mental health of a person abusing alcohol? How would they affect that person’s social health? How would the health of that person’s family members be affected? (Ch. 22)*
* *Let students discuss and read information on stimulants. Then answer the question: Why is it important for everyone to know the indications of possible stimulant use and the symptoms of stimulant overdose? (Ch. 23)*
* *Students will work together to identify the most important drug-related facts and attitudes to share with middle school students. Have them plan a presentation, skit, or display, sharing facts and attitudes of drugs. Set up a small presentation at local middle school or invite them to high school. (Ch. 23)*

 **Technology Activities*** *Have students read newspaper employment columns and ask them to calculate the percentage of ads that make reference to non smoking environment. Have students also find out what states or cities govern smoking laws in local workplaces. (Ch. 21)*
* *Conduct an anonymous poll of students to find out how many smokers versus nonsmokers are. Come up with a questionnaire and distribute and collect data. Tabulate and graph the results and explain to class your findings. (Ch. 21)*
* *Learn and discuss the state laws regarding the purchase, possession, and consumption of alcohol by minors and the sales and delivery of alcohol to minors. Share findings with class. (Ch. 22)*
* *Research the effects of alcohol on teens. Use textbooks, magazines, online resources, and the library. Summarize and present findings to class. (Ch. 22)*
* *Have students watch a TV show or movie in which positive or negative attitudes towards drug use are depicted. Have students write a summary of the plot and describe the attitudes depicted. (Ch. 23)*
* *Ask students to research the school’s policy regarding marijuana possession and use. What are the consequences for students found with drugs on campus and off campus? (Ch. 23)*
 | **Assessment(s)****Chapter 21****Assessments**Lesson 1 Review p. 545Lesson 2 Review p. 550Lesson 3 Review p. 555Chapter 21 Review p.558-559Chapter 21 Test**Chapter 22****Assessments**Lesson 1 Review p. 567Lesson 2 Review p. 573Lesson 3 Review p. 579Chapter 22 Review p. 582-583Chapter 22 Test**Chapter 23****Assessments**Lesson 1 Review p. 591Lesson 2 Review p.597Lesson 3 Review p. 602Lesson 4 Review p. 610Lesson 5 Review p. 615Chapter 23 Review p. 618-619Chapter 23 Test |
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| **English Language Proficiency Standards*****“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”*** **Chapter 74.4 English Language Proficiency Standards** | **Refer to *English Language Proficiency Standards (ELPS) Implementation Guide*** |