

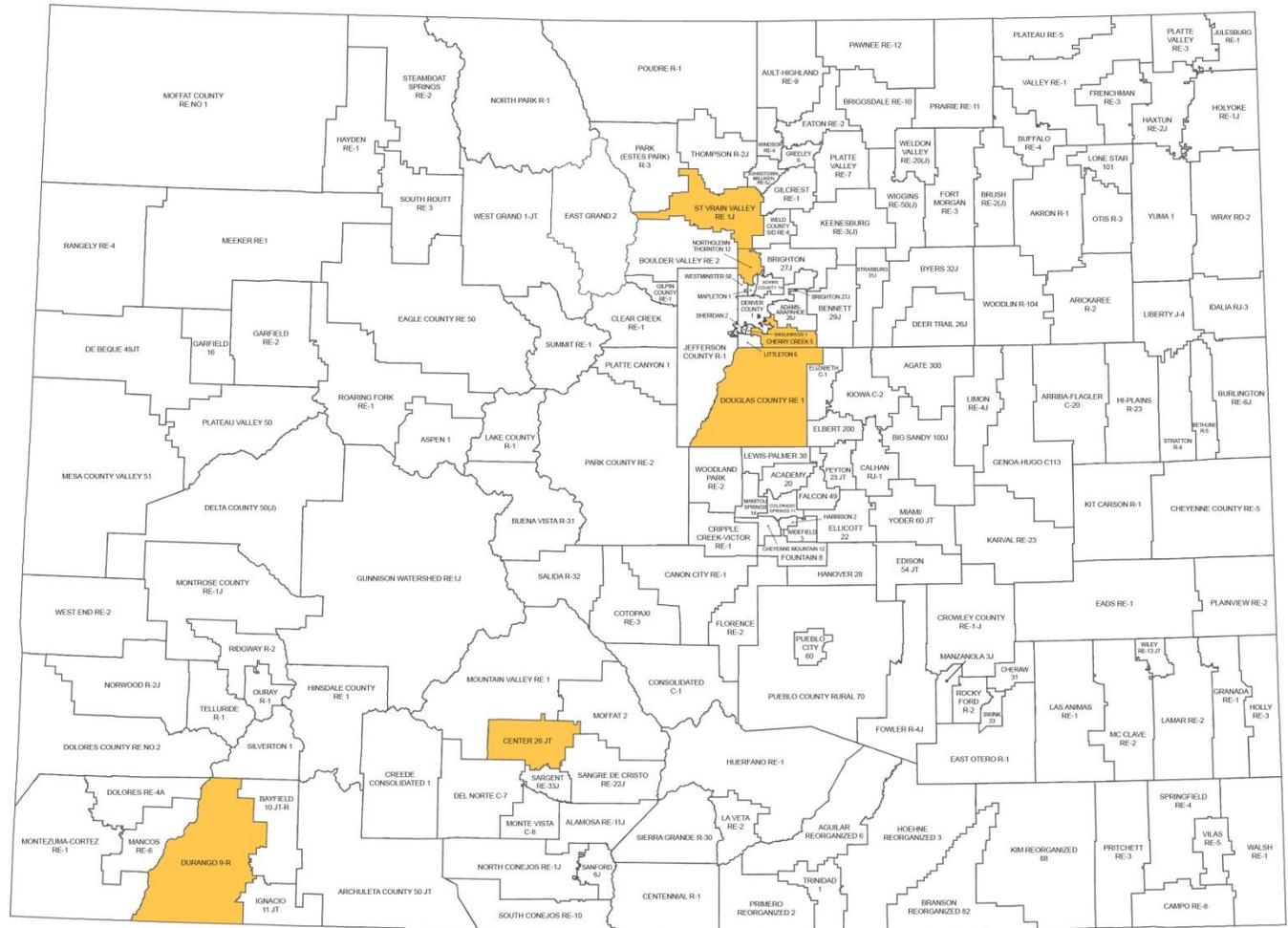
Unit Title: Alcohol, Tobacco & Drugs

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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

Content Area	Comprehensive Health	Grade Level	8 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active	CH09-GR.8-S.2-GLE.1	
	2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy	CH09-GR.8-S.2-GLE.2	
	3. Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs)	CH09-GR.8-S.2-GLE.3	
	4. Promote and enhance health through disease prevention	CH09-GR.8-S.2-GLE.4	
3. Emotional and Social Wellness	1. Access valid school and community resources to help with mental and emotional health concerns	CH09-GR.8-S.3-GLE.1	
	2. Internal and external factors influence mental and emotional health	CH09-GR.8-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs	CH09-GR.8-S.4-GLE.1	
	2. Access valid sources of information about alcohol, tobacco, and other drugs	CH09-GR.8-S.4-GLE.2	
	3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free	CH09-GR.8-S.4-GLE.3	
	4. Analyze the factors that influence violent and non-violent behavior	CH09-GR.8-S.4-GLE.4	
	5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior	CH09-GR.8-S.4-GLE.5	
<p align="center">Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <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>	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Alcohol, Tobacco & Drugs	2 Weeks	3	

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Unit Title	Alcohol, Tobacco & Drugs		Length of Unit	2 Weeks
Focusing Lens(es)	Risks management, decision making	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.8-S.4-GLE.1, CH09-GR.8-S.4-GLE.2, CH09-GR.8-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the risks of beginning to use alcohol, tobacco or other drugs at an early age? (CH09-GR.8-S.4-GLE.1,2,3) • Is the teen brain more susceptible to addictions than the adult brain? (CH09-GR.8-S.4-GLE.1-EO.1;IQ.4) • Do you create situations of risk or are you just a participant in them? (CH09-GR.8-S.4-GLE.3-EO.b;IQ.2) 			
Unit Strands	Prevention and Risk Management			
Concepts	Risks, Effects, Validity, Decision-making, Influences, Media, Behaviors, Information, Choice, Relationships			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors (CH09-GR.8-S.4-GLE.1-EO.a,b)	How can depression, anxiety and other mental problems influence a person’s decisions related to tobacco, alcohol and drug use? (CH09-GR.8-S.4-GLE.1-EO.b;IQ.1)	Have you your emotions ever tempted you to use alcohol or other drugs?
Alcohol and drug use/abuse can create the possibilities for risky situations and poor decision-making. (CH09-GR.8-S.4-GLE.1-EO.d;IQ.5)	What is the relationship between drug and alcohol use and involvement in sexual activity? (CH09-GR.8-S.4-GLE.1-IQ.5)	Who are the greatest influence to educate use about the effects of tobacco, alcohol and drug use?
Media information can encourage/discourage individual choices around the use/abuse of tobacco and alcohol. (CH09-GR.8-S.4-GLE.2-EO.a)	How do media and advertisements potential convey inaccurate information about tobacco and alcohol? (CH09-GR.8-S.4-GLE.2-EO.b)	Should alcohol beverage companies be allowed to sponsor athletic events?(CH09-GR.8-S.4-GLE.2-EO.b;IQ.3)
Alcohol, tobacco and other drug use/abuse can result in negative ramifications for relationships with family and friends (CH09-GR.8-S.4-GLE.3-EO.b)	What mental and physical health and life circumstances may be impacted by alcohol or other drug use?	How would you respond to someone who you knew used performance-enhancing drugs? (CH09-GR.8-S.4-GLE.1-EO.g)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Effects of alcohol and drug use (CH09-GR.8-S.4-GLE.1-EO.a) • Risky behaviors(CH09-GR.8-S.4-GLE.1-EO.b) • Addiction(CH09-GR.8-S.4-GLE.1-EO.c) • Characteristics of depression and anxiety(CH09-GR.8-S.4-GLE.1-EO.d;IQ.1) • Valid information(CH09-GR.8-S.4-GLE.2;EO.a;RA.1,2) • Media images(CH09-GR.8-S.4-GLE.2-EO.a) • Decision-making process(CH09-GR.8-S.4-GLE.3-EO.a;N.1) 	<ul style="list-style-type: none"> • Analyze the effects of alcohol and drug use(CH09-GR.8-S.4-GLE.1-EO.a) • Describe how alcohol and other drugs may lead to a variety of risky behaviors(CH09-GR.8-S.4-GLE.1-EO.b) • Identify sources a person may have available to assist with addiction problems from tobacco, alcohol and other drugs use.(CH09-GR.8-S.4-GLE.2;EO.a;RA.1,2) • Discuss the influence and information media and advertisements provide pertaining to decisions about tobacco and alcohol use. (CH09-GR.8-S.4-GLE.2-EO.a,b) • Describe the effects drug use has on family and friends(CH09-GR.8-S.4-GLE.1-EO.a)

<p>Critical Language: 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>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I will be able to make positive decisions about the effects of tobacco and drug use from receiving information from trusted adults and agencies.</i></p>
<p>Academic Vocabulary:</p>	<p>Risks, Effects, Validity, Decision-making, Influences, Media, Behaviors, Information, Choice, Relationships</p>
<p>Technical Vocabulary:</p>	<p>Addiction</p>

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Unit Description:	The focus of this unit is for students to make connections between drug use/abuse, risky behavior, poor decision making and possible consequences. Students will evaluate the positive aspects of their life and hypothesize how alcohol, tobacco, and other drugs could impact that happiness. They will use credible resources to develop and support arguments regarding use of alcohol, tobacco and other drugs. Finally, students will reflect on the causes of addiction and the portrayal of drugs and alcohol in the media. As a performance assessment, students will design and create a media presentation to showcase their knowledge of how drug and alcohol abuse may create possibilities for risky situations, poor decision-making, and addiction.
Considerations:	As authors of this unit, we understand the following things may need to be considered: <ul style="list-style-type: none"> ● Not all students will be able to provide and/or receive constructive criticism. ● Number of students in class ● Time with students ● Integrating culture ● Background knowledge of students. ● Access to technology
Unit Generalizations	
Key Generalization:	Alcohol and drug use/abuse can create the possibilities for risky situations and poor decision-making.
Supporting Generalizations:	Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors.
	Media information can encourage/discourage individual choices around the use/abuse of tobacco and alcohol.
	Alcohol, tobacco and other drug use/abuse can result in negative ramifications for relationships with family and friends.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Alcohol and drug use/abuse can create the possibilities for risky situations and poor decision-making.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your team of peers are producers and performers of a media production (e.g. iMovie, Camtasia, adobe premiere) that demonstrates your understanding of how alcohol and drug use/abuse can create the possibilities for risky situations and poor decision-making. You will reflect on the positive aspects of your life that make you happy in order to demonstrate how these things can be interrupted when tobacco, drug, and/or alcohol use is involved. <ul style="list-style-type: none"> ● Roles of team members will include: <ul style="list-style-type: none"> ● Director ● Actors ● Writer/ Editor ● Camera person

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Product/Evidence: (Expected product from students)	Students will develop and present a media product. The elements of the media presentation should include: <ul style="list-style-type: none"> • A final product that is 6-10 minutes in length • Final outline of the movie • List of roles of each group member • A target audience and why they were chosen as the audience • The format in which it will be presented • Peer-Evaluation • Movie instructions/Rubric
Differentiation: (Multiple modes for student expression)	<ul style="list-style-type: none"> • Students may create movies using different video editing software • Students may design movies with addiction as the focus, so long as that addiction pertains and affects their lives.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>The fishbowl discussion: A strategy for large honors classes.</i> - Priles, M. A. (855 – 1210 lexile range)</p> <p><i>The IMovie '11 Project Book: Stuff You Can Do with IMovie.</i> Carlson, Jeff (805 - 1100 lexile range)</p> <p><i>Researching in a Digital World: How Do I Teach My Students to Conduct Quality Online Research?</i> Palmer, Erik (855- 1210 lexile range)</p> <p><i>Drugs 101: An Overview for Teens.</i> Margaret O., and John F. Setaro (855- 1165 lexile range)</p> <p><i>Alcohol 101: An Overview for Teens.</i> Hyde, Margaret O., and John F. Setaro (855 – 1165 lexile range)</p> <p><i>Smoking 101: An Overview for Teens.</i> - Hyde, Margaret O., and John F. Setaro (855 – 1165 lexile range)</p>	<p><i>Be Happy: A Little Book to Help You Live a Happy Life</i> - Sheehan, Monica. (600 -730 lexile range)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like producers / actors to develop an understanding of the decision making process	Teacher Resources:	Decision-Making Model (Image of the decision-making model) Fishbowl Strategy (Interactive teaching strategy to spark class discussion) Video Example of Fishbowl Strategy (Video of how a “fishbowl” strategy is done within a classroom)

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				YouTube Video on how to make an iMovie (Instructional video)
			Student Resources:	Decision-Making Model (Image of the decision-making model) Fishbowl Strategy (Interactive teaching strategy to spark class discussion) Video Example of Fishbowl Strategy (Video of how a “fishbowl” strategy is done within a classroom) YouTube Video on how to make an iMovie (Instructional video) https://www.google.com/search?q=graphic+organizing+journals&biw=1024&bih=719&tbm=isch&tbo=u&source=univ&sa=X&ved=0CB0QsARqFQoTCNihvcyi-ccCFQV-kgodfvkBwA (Examples of journals)
	Skills:	Describe how alcohol and other drugs may lead to poor decision-making.	Assessment:	Students will complete a daily journal entry showing the impact of positive or negative decision.
2.	Description:	Think /work like producers/actors to develop an understanding of risky situations.	Teacher Resources:	YouTube Video on how to make an iMovie (Instructional video) Teen Influences on Drug Use (Site resource)
			Student Resources:	YouTube Video on how to make an iMovie (Instructional video) Teen Influences on Drug Use (Site resource) Addiction Information- Website https://www.google.com/search?q=graphic+organizing+journals&biw=1024&bih=719&tbm=isch&tbo=u&source=univ&sa=X&ved=0CB0QsARqFQoTCNihvcyi-ccCFQV-kgodfvkBwA (Examples of journals)
	Skills:	Describe how alcohol and other drugs may lead to a variety of risky behaviors	Assessment:	Students will journal about a risky behavior and the impact it had on them and/or others.

Prior Knowledge and Experiences	
<p>These ongoing learning experiences build upon a presumed student working knowledge of concepts and skills such as:</p> <ul style="list-style-type: none"> ● Basic understanding of what it means to be healthy. (All aspects of health, e.g. physical , mental, emotional, social) ● Basic understanding of the gateway drugs ● Basic understanding of how decisions have consequences (good and bad) ● Basic understanding of addiction ● Basic knowledge of accessing valid school and community resources <p>However, not all 8th graders will have the same background knowledge pertaining to health education. Additionally, students will have varying cultural experiences.</p>	

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Learning Experience # 1		
The teacher may provide examples of intrinsic/extrinsic motivations, so students can evaluate what life experiences make them happy and positively influence their life. (e.g. family, friends, sports, puppies, etc.) Additionally, students will connect drug use/abuse to the potential impact it may have on individual happiness.		
Generalization Connection(s):	<ul style="list-style-type: none"> Alcohol, tobacco and other drug use/abuse can result in negative ramifications for relationships with family and friends The inter-relationship between tobacco, and alcohol use and other stressors on their health status 	
Teacher Resources:	300 Things example rubric (Formative self-evaluation)	
Student Resources:	Tumblr Example (Student example, web based blog/ social network) Prezi Student Example (Student example, web based poster presentation) Wordle Creator (Website word compiler)	
Assessment:	Students will create a document summarizing life experiences that make them happy (not related to drugs or alcohol) At the conclusion of the unit, students will then write a reflection that shows a connection to the impact of drug use/abuse to what is important to the individual.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may present examples of former students' work.	Students may create, using any format.(e.g. lined paper, poster board, Wordle, scrap book)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may blog, Extended over the year(s).
Critical Content:	<ul style="list-style-type: none"> Decision-making process Risky behaviors 	
Key Skills:	<ul style="list-style-type: none"> Describe the effects drug use has on family and friends Analyze the effects of alcohol and drug use Describe how alcohol and other drugs may lead to a variety of risky behaviors 	
Critical Language:	Intrinsic motivation, Extrinsic motivation, Influences, Relationships	

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Learning Experience # 2		
The teacher may introduce the “fishbowl” strategy of debates so students can analyze varying points of view around the impacts of tobacco, alcohol and other drugs.		
Generalization Connection(s):	<ul style="list-style-type: none"> • Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors <ul style="list-style-type: none"> ○ How can depression, anxiety and other mental problems influence a person’s decisions related to tobacco, alcohol and drug use? ○ How would you respond to someone who you knew used performance-enhancing drugs? • Media information can encourage/discourage individual choices around the use/abuse of tobacco and alcohol. <ul style="list-style-type: none"> ○ How do media and advertisements potential convey inaccurate information about tobacco and alcohol? ○ Should alcohol beverage companies be allowed to sponsor athletic events? 	
Teacher Resources:	Fishbowl Strategy (Interactive teaching strategy to spark class discussion) Video Example of Fishbowl Strategy (Video of how a “fishbowl” strategy is done within a classroom) KWL Chart (Formative assessment form)	
Student Resources:	Video Example of Fishbowl Strategy (Video of how a “fishbowl” strategy is done within a classroom) KWL Chart (Formative assessment form)	
Assessment:	Students will begin to analyze and articulate their viewpoints of tobacco, alcohol and other drug use through involvement in the fishbowl discussion. Students will submit an Exit ticket on potential research topics identified from the discussion.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a variety of ways for students to analyze and express their opinions. (fishbowl, observer, optional chair to join fishbowl)	<ul style="list-style-type: none"> • Students may have the freedom to express their viewpoints in a structured manner and in a comfortable classroom environment • Students may have the choice to express their opinion in a variety of ways (e.g in smaller groups or in front of the class)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Valid information 	

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	<ul style="list-style-type: none"> • Effects of alcohol and drug use • Addiction • Characteristics of depression and anxiety
Key Skills:	<ul style="list-style-type: none"> • Analyze the effects of alcohol and drug use • Describe how alcohol and other drugs may lead to a variety of risky behaviors • Discuss the influence and information media and advertisements provide pertaining to decisions about tobacco and alcohol use • Describe the effects drug use has on family and friends
Critical Language:	Risks, Effects, Validity, Influences, Information, Addiction, Depression, Anxiety, Media

Learning Experience # 3		
The teacher may provide examples of credible resources (e.g. symbaloo) so students can begin to examine valid information regarding tobacco, alcohol, and other drugs.		
Generalization Connection(s):	<ul style="list-style-type: none"> • Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors <ul style="list-style-type: none"> ○ How can depression, anxiety and other mental problems influence a person’s decisions related to tobacco, alcohol and drug use? ○ How would you respond to someone who you knew used performance-enhancing drugs? 	
Teacher Resources:	National Institute on Drug Abuse (Credible site) Drugs and Alcohol (Credible site) Symbaloo Webmix Example Sites (Resource that compiles websites into one site)	
Student Resources:	National Institute of Drug Abuse (Valid site) Drug Facts (Credible site) Teen Influences on Drug Use (Credible resource) Symbaloo Webmix Example Sites (Resource that compiles websites into one site)	
Assessment:	Students will construct their own Symbaloo Webmix containing at least five valid resources while researching tobacco, alcohol and other drugs.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide multiple different ways of gathering research (e.g. encyclopedias, textbooks, etc.).	Students may pick their own resources and personalize their individual Symbaloo Webmix.

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may compile a master Symbaloo Webmix based on the sites provided by the entire class.	Students may use the master Symbaloo Webmix as a resource moving forward in the unit and throughout the school year.
Critical Content:	<ul style="list-style-type: none"> Valid information Effects of alcohol and drug use 	
Key Skills:	<ul style="list-style-type: none"> Analyze the effects of alcohol and drug use. Describe how alcohol and other drugs may lead to a variety of risky behaviors Describe the effects drugs uses has on family and friends 	
Critical Language:	Validity, Credible Resources, Information	

Learning Experience # 4		
The teacher may facilitate “Super Bowl”, a fishbowl strategy, so students evaluate varying points of views and research from Symbaloo Webmix, pertaining to tobacco, alcohol and drug use.		
Generalization Connection(s):	<ul style="list-style-type: none"> Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors. <ul style="list-style-type: none"> How can depression, anxiety and other mental problems influence a person’s decisions related to tobacco, alcohol and drug use? How would you respond to someone who you knew used performance-enhancing drugs? 	
Teacher Resources:	Fishbowl strategy (Describes the procedures of the fishbowl strategy) Video on Fishbowl! (Youtube video that shows how to conduct a fishbowl) Superbowl Peer Evaluation (Peer evaluation sheet)	
Student Resources:	Symbaloo Webmix (Resource that compiles websites into one site)	
Assessment:	Students will articulate and analyze their viewpoints through involvement in “Superbowl.” Students will peer evaluate their partner’s discussion on the provided evaluation sheet	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide a variety of ways for students to analyze and express their opinions. (fishbowl, observer, optional chair to join fishbowl)	<ul style="list-style-type: none"> • Students may have the freedom to express their viewpoints in a structured manner and in a comfortable classroom environment. • Students may have the choice to express their opinion in a variety of ways (e.g. in smaller groups or in front of the class)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with larger platform to discuss thoughts and ideas (e.g. auditorium, other classes, etc.)	Students may survey peers, teams, faculty members, and/or community members on their viewpoints
Critical Content:	<ul style="list-style-type: none"> • Valid information • Effects of alcohol and drug use • Addiction • Characteristics of depression and anxiety 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the effects of alcohol and drug use • Describe how alcohol and other drugs may lead to a variety of risky behaviors • Discuss the influence and information media and advertisements provide pertaining to decisions about tobacco and alcohol use • Describe the effects drug use has on family and friends 	
Critical Language:	Risks, Effects, Validity, Influences, Information, Addiction, Depression, Anxiety, Media	

Learning Experience # 5		
The teacher may facilitate an investigation and discussion around tobacco and addiction so students can hypothesize the ramifications regarding an individual’s health, personal goals, and relationships with family and friends.		
Generalization Connection(s):	<ul style="list-style-type: none"> • Knowledge of short and long-term effects associated with the use/abuse of tobacco, alcohol and other drugs can inform decision-making around risky behaviors. <ul style="list-style-type: none"> ○ How can depression, anxiety and other mental problems influence a person’s decisions related to tobacco, alcohol and drug use? • Alcohol, tobacco and other drug use/abuse can result in negative ramifications for relationships with family and friends. <ul style="list-style-type: none"> ○ What mental and physical health and life circumstances may be impacted by alcohol or other drug use? 	
Teacher Resources:	The Red Balloon Energizer -example of how addiction can consumes an individual’s life Tobacco Mission Impossible - example of the risks and consequences of drug use/abuse	

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Student Resources:	Think Pair Share Worksheet Addiction Information (Website)	
Assessment:	Students will participate in a think-pair-share as they read and discuss scenarios about risky behaviors and possible consequences of tobacco, alcohol and other drug use.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may journal one scenario of a possible risk and consequence.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add resources to their Symbaloo Webmix. (LE #3)
Critical Content:	<ul style="list-style-type: none"> • Risky behaviors • Addiction • Decision-making process • Valid information 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the effects of alcohol and drug use • Describe the effects drugs uses has on family and friends 	
Critical Language:	Risks, Effects, Influences, Information, Addiction, Relationships, Decision-making	

Learning Experience # 6		
The teacher may discuss structures and procedures of role playing so students can investigate possible risks and consequences within scenarios associated with drug abuse / addiction resources.		
Generalization Connection(s):	Alcohol, tobacco and other drug use/abuse can result in negative ramifications for relationships with family and friends	
Teacher Resources:	WebMD Resource - Role Playing Scenarios TalkAboutRx - Role Playing Scenarios Role Play Rubric (Rubric for participation) Role Play Rubric 2 (Rubric example)	
Student Resources:	Role Play Rubric (Rubric for participation) Role Play Rubric 2 (Rubric example)	
Assessment:	Students will work in a small group to perform a role play that demonstrates possible advocates / resources a person could go to when seeking help for drug abuse and / or addiction.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	N/A	<ul style="list-style-type: none"> • Students may create their own role play scenario (e.g. drug addict therapy session, intervention, rehab) • Students may perform in smaller groups instead of in front of the entire class.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may research celebrity drug addicts and depict them during role play scenarios.
Critical Content:	<ul style="list-style-type: none"> • Effects of alcohol and drug use • Risky behaviors • Addiction • Valid information 	
Key Skills:	<ul style="list-style-type: none"> • Identify sources a person may have available to assist with addiction problems from tobacco, alcohol and other drugs use • Analyze the effects of alcohol and drug use 	
Critical Language:	Risks, Effects, Influences, Information, Addiction, Behaviors, Ramifications	

Learning Experience # 7		
The teacher may show examples of alcohol commercials or advertisements so students can investigate media influence on the use of alcohol. (e.g. T.V. clip, movie clip, song clip, advertisements)		
Generalization Connection(s):	<ul style="list-style-type: none"> • Media information can encourage/discourage individual choices around the use/abuse of tobacco and alcohol. <ul style="list-style-type: none"> ○ How do media and advertisements potential convey inaccurate information about tobacco and alcohol? ○ Should alcohol beverage companies be allowed to sponsor athletic events? 	
Teacher Resources:	What makes a good commercial ad? Does media influence us? (example)	
Student Resources:	YouTube (media resources)	
Assessment:	Students will critique and reflect on media’s portrayal of alcohol.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with a variety of media types (e.g. music, commercials, movie clips, tv., etc.)	Students may use any appropriate type of media to critique the portrayal of alcohol.

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with examples of tobacco and other drugs in the media and how they are portrayed.	Students may evaluate how other drugs/tobacco are portrayed in the media and compare with their findings for alcohol.
Critical Content:	<ul style="list-style-type: none"> • Valid information • Media images • Decision-making process • Risky behaviors 	
Key Skills:	<ul style="list-style-type: none"> • Discuss the influence and information media and advertisements provide pertaining to decisions about tobacco and alcohol use • Describe how alcohol and other drugs may lead to a variety of risky behaviors 	
Critical Language:	Risks, Effects, Decision-making, Influences, Information, Media, Behaviors, Choice	

Learning Experience # 8		
The teacher may provide resources so students can explore and demonstrate their knowledge of how addiction may create the possibilities for risky situations and poor decision-making.		
Generalization Connection(s):	Alcohol and drug use/abuse can create the possibilities for risky situations and poor decision-making	
Teacher Resources:	YouTube Video on how to make an iMovie (instructional video) imovie instruction (Handout for assignment)	
Student Resources:	imovie instruction (Handout for assignment)	
Assessment:	Students will design an iMovie, or similar movie production software, to showcase their knowledge of how drug and alcohol abuse may create possibilities for risky situations, poor decision-making, and addiction. Students are expected to reflect on their list of “300 things that make you happy” (LE #1) in order to demonstrate how these things can be interrupted when tobacco, drug, and/or alcohol use is involved	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • The teacher may provide students with different options for video production (e.g. Camtasia, Adobe Premiere, Sony Movie Studio, etc.) • The teacher may provide students with the option to design their movie in a way that showcases their knowledge of any type of addiction, even if it is not directly related to ATOD (e.g. gambling, hoarding, etc.) 	<ul style="list-style-type: none"> • Students may use the video production software of their choice • Students may design movies with addiction as the focus, so long as that addiction pertains and affects their lives

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students the opportunity to critique peer videos in a similar fashion to L.E. #7	Students may use their videos to advocate for positive decision-making practices in other classes in the school.
Critical Content:	<ul style="list-style-type: none"> • Valid information • Effects of alcohol and drug use • Risky behaviors • Decision-making process • Addiction 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the effects of alcohol and drug use • Describe how alcohol and other drugs may lead to a variety of risky behaviors • Describe the effects drugs uses has on family and friends • Discuss the influence and information media and advertisements provide pertaining to decisions about tobacco and alcohol use 	
Critical Language:	Risks, Effects, Validity, Decision-making, Influences, Information, Addiction, Behaviors, Choice, Relationships, Media	