

Unit Title: Goal Setting, Self-Management, and Positive Decision Making

INSTRUCTIONAL UNIT AUTHORS

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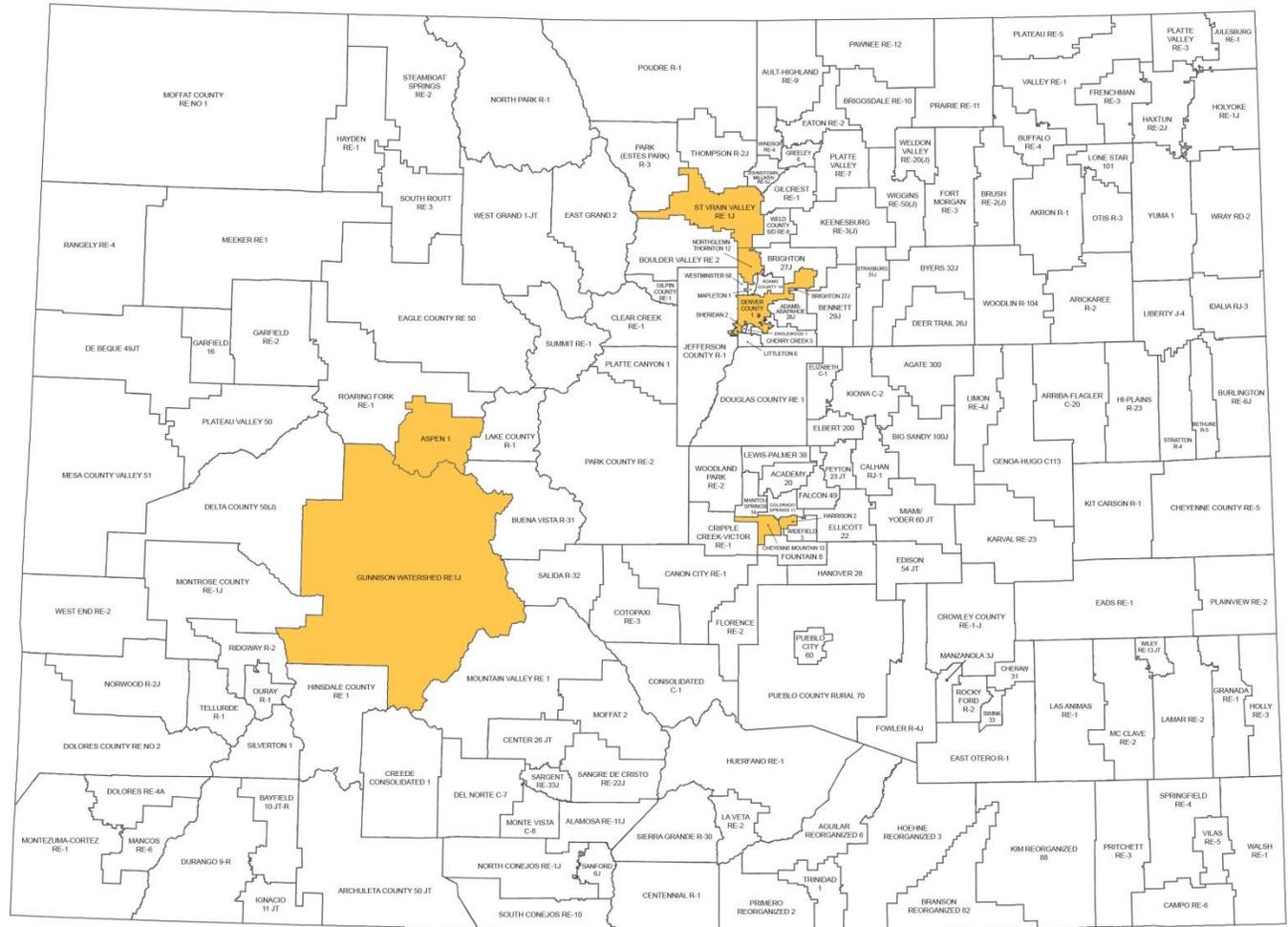
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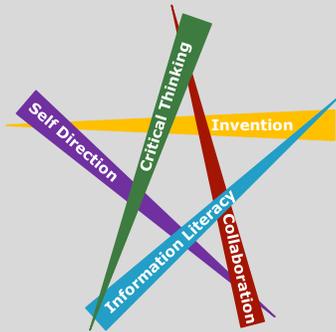
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their 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	High School
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet	CH09-GR.HS-S.2-GLE.1	
	2. Analyze how family, peers, media, culture, and technology influence healthy eating choices	CH09-GR.HS-S.2-GLE.2	
	3. Demonstrate ways to take responsibility for healthy eating	CH09-GR.HS-S.2-GLE.3	
	4. Use a decision-making process to make healthy decisions about relationships and sexual health	CH09-GR.HS-S.2-GLE.4	
	5. Support others in making positive and healthful choices about sexual activity	CH09-GR.HS-S.2-GLE.5	
	6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly	CH09-GR.HS-S.2-GLE.6	
3. Emotional and Social Wellness	1. Analyze the interrelationship of physical, mental, emotional, and social health	CH09-GR.HS-S.3-GLE.1	
	2. Set goals, and monitor progress on attaining goals for future success	CH09-GR.HS-S.3-GLE.2	
	3. Advocate to improve or maintain positive mental and emotional health for self and others	CH09-GR.HS-S.3-GLE.3	
4. Prevention and Risk Management	1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs	CH09-GR.HS-S.4-GLE.1	
	2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs	CH09-GR.HS-S.4-GLE.2	
	3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs	CH09-GR.HS-S.4-GLE.3	
	4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free	CH09-GR.HS-S.4-GLE.4	
	5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence	CH09-GR.HS-S.4-GLE.5	
	6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help	CH09-GR.HS-S.4-GLE.6	
	7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	CH09-GR.HS-S.4-GLE.7	
	8. Access valid information and resources that provide information about sexual assault and violence	CH09-GR.HS-S.4-GLE.8	
	9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	CH09-GR.HS-S.4-GLE.9	
	10. Advocate for changes in the home, school, or community that would increase safety	CH09-GR.HS-S.4-GLE.10	

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Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

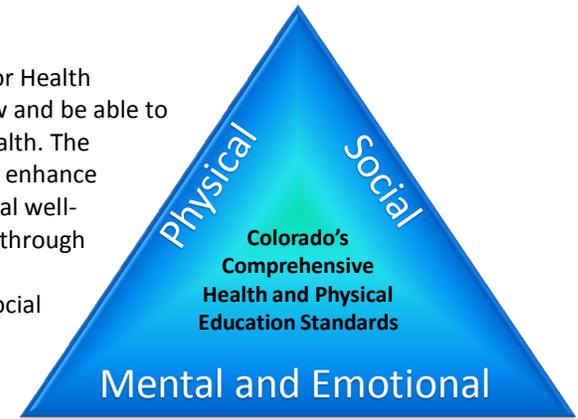
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

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.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Goal Setting, Self-Management, and Positive Decision Making	3 weeks	6

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Unit Title	Goal Setting, Self-Management, and Positive Decision Making		Length of Unit	3 weeks
Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.4-GLE.1, CH09-GR.HS-S.4-GLE.2, CH09-GR.HS-S.4-GLE.3, CH09-GR.HS-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do teens choose to drink or use tobacco and other drugs? (CH09-GR.HS-S.4-GLE.1-EO.a,b;IQ.1,2) and (CH09-GR.HS-S.4-GLE.2-EO.b;IQ.1,2) • Under what circumstance, if any, is it “ok” to use alcohol, tobacco or other drugs? (CH09-GR.HS-S.4-GLE.4-EO.a;IQ.1) • Is the teen brain the same as an adult brain? (CH09-GR.HS-S.4-GLE.2-EO.a;IQ.3) • Why is a person more likely to participate in risky behaviors when under the influence of alcohol or drugs? (CH09-GR.HS-S.4-GLE.1-EO.d;IQ.2) 			
Unit Strands	Prevention and Risk Management in Health			
Concepts	Refusal and Negotiating Skills, Decisions, Risky Behaviors, Addictions, Media, Culture, Peer-pressure, Support system, Consequences, Strategies, Influences, Resources, Relationships, Goal setting, Systems, Interactions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices.(CH09-GR.HS-S.4-GLE.1-EO.a) and (CH09-GR.HS-S.4-GLE.2-EO.b)	What are credible resources in the community to help with substance abuse?	How do teens use effective support systems for goal-setting to help avoid drug use?
Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts. (CH09-GR.HS-S.4-GLE.1-EO.f) and (CH09-GR.HS-S.4-GLE.2-EO.a,c) and (CH09-GR.HS-S.4-GLE.4-EO.b,c)	How does the media target teens to use tobacco, alcohol and other drugs? (CH09-GR.HS-S.4-GLE.2-EO.b,c)	Of media, culture and peer pressure, which has the most impact on teens to use drugs? Why? (CH09-GR.HS-S.4-GLE.2-EO.b)
Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills. (CH09-GR.HS-S.4-GLE.1-EO.b,c,d,e) and (CH09-GR.HS-S.4-GLE.3-EO.a,b,c)	What are negative consequences of drug use? (CH09-GR.HS-S.4-GLE.1-EO.b,c,d,e,f) What are strategies could a person use to refuse drugs?	In what situations would a person use effective refusal, negotiating and persuasion skills to avoid the use of drugs?
Healthy goal setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life. (CH09-GR.HS-S.4-GLE.4-EO.a,d)	How are healthy goals set? (CH09-GR.HS-S.4-GLE.2-EO.b)	Why does a person need self-management skills in order to achieve a healthy goal?

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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Physical and mental effects of substance abuse. (CH09-GR.HS-S.4-GLE.1-EO.b,c,d) • The body’s process for breaking down alcohol, tobacco and other drugs. (CH09-GR.HS-S.4-GLE.1-EO.e) • The definition of intravenous drug use and how HIV and hepatitis are transmitted (CH09-GR.HS-S.4-GLE.1-EO.f) • Physical, mental, emotional reason for alcohol, tobacco and other drug use. (CH09-GR.HS-S.4-GLE.2-EO.a) • The steps in a decision making model. (CH09-GR.HS-S.4-GLE.2-EO.a) and (CH09-GR.HS-S.4-GLE.4-EO.b,c) • Individual, family, community, and cultural norms surrounding drug use. (CH09-GR.HS-S.4-GLE.2-EO.b) • Credible resources available in the community to help with substance abuse issues. (CH09-GR.HS-S.4-GLE.2-EO.b) • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs. (CH09-GR.HS-S.4-GLE.2-EO.c) • Effective refusal skills. (CH09-GR.HS-S.4-GLE.3-EO.a) • Effective negotiating skills. (CH09-GR.HS-S.4-GLE.3-EO.b) • Effective persuasion and advocacy skills. (CH09-GR.HS-S.4-GLE.3-EO.c) • Effective goal setting strategies. (CH09-GR.HS-S.4-GLE.4-EO.a,d) • Positive coping skills (CH09-GR.HS-S.4-GLE.1-EO.a) 	<ul style="list-style-type: none"> • Analyze healthy alternatives to substance use (CH09-GR.HS-S.4-GLE.1-EO.a) • Predict the potential effects of an individual’s substance abuse on others (CH09-GR.HS-S.4-GLE.1-EO.b) • Analyze the consequences of using weight-loss pills and products as well as performance-enhancing drugs (CH09-GR.HS-S.4-GLE.1-EO.c) • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use (CH09-GR.HS-S.4-GLE.1-EO.d) • Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Describe the harmful effects of binge drinking (CH09-GR.HS-S.4-GLE.1-EO.e) • Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis(CH09-GR.HS-S.4-GLE.1-EO.f) • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use (CH09-GR.HS-S.4-GLE.2-EO.a) • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.2-EO.b) • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.2-EO.c) • Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.3-EO.a) • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs (CH09-GR.HS-S.4-GLE.3-EO.b) • Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.3-EO.c) • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.4-EO.a) • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors(CH09-GR.HS-S.4-GLE.4-EO.b) • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs (CH09-GR.HS-S.4-GLE.4-EO.c) • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals(CH09-GR.HS-S.4-GLE.4-EO.d)

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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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I will have access credible information which will enable me to implement persuasion, refusal, and negotiation skills that can lead to effective decisions for making healthy choices revolving around substance use.

Academic Vocabulary:

Analyze, Goals, Self-Control, Persuasion, Refusal, Negotiation, Influences, Media, Culture, Peer Pressure, Consequences, Decision-making, Resources, Risky Behaviors, Strategies, Systems, Skills, Relationships, Decisions, Interactions

Technical Vocabulary:

Intravenous, Addictions, HIV, Hepatitis, Metabolism, Binge Drinking, Prescription, Performance Enhancing

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Unit Description:	This unit looks at substance abuse through the lenses of healthy goal setting, self-management, and positive decision making; behaviors that impact relationships throughout a person’s life. During this 3-4 week unit, students will identify positive support systems, both in their lives and their community, as well as analyze the risks and consequences of substance abuse. Students will reflect upon a variety of influences in their lives, their community, and in larger society, as well as consider the interactions of these influences. The unit culminates in a “Talk Show” designed to allow students to demonstrate all they have learned about substance use/abuse and interpersonal relationships.
Considerations:	High School students should have a good working understanding of the terms decision-making, goals, peer pressure and risky behavior. However, since students will rely heavily on their own background experiences, it cannot be assumed that all students are going to agree on the same “risky behaviors” as being risky.
Unit Generalizations	
Key Generalization:	Healthy goal setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life
Supporting Generalizations:	Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices
	Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills.
	Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Healthy goal-setting drives the developments of self-management skills and positive decision-making which can impact relationships throughout a person’s life.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a student health advocate you and three other fellow students will collaborate, research, and present information about the effects of alcohol, tobacco or drugs in a “talk show” format, incorporating guests and host. The focus will be to present real-life consequences/effects of tobacco, alcohol or drug use/abuse on healthy relationships and self-management that debunks the perpetuated myths presented by peers and media. Your preparation for this talk show should address these questions. <ul style="list-style-type: none"> • How does the use/abuse of tobacco, alcohol or drugs negatively impact relationships? • How can healthy goal setting drive the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life?
Product/Evidence: (Expected product from students)	Students may work in purposeful heterogeneous groups to address the ways in which self-management skills around alcohol, tobacco, and drug use/abuse can positively impact personal relationships. Each team will be responsible for creating: Talk Show Script Notes on the information presented during the Talk Shows Bibliography groups to produce
Differentiation: (Multiple modes for student expression)	Students may take on various individual roles including: Host Guests Videographer Visual artist

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>From Binge To Blackout</i> - by Chris Volkmann and Toren Volkmann – Binge drinking Lexile level 1000 +</p> <p><i>Health Risks of Smoking</i> – by Ricardo R. Arce Lexile level 800+</p> <p><i>Tweak</i> - by Nic Sheff – Developing addictions Lexile level 770</p> <p><i>We All Fall Down</i> - by Nic Sheff – Living with Addiction Lexile level 870</p>	<p><i>Lockdown</i> - by Walter Dean Myers – Consequences of drug use & abuse Lexile 730</p> <p><i>Go Ask Alice</i> – author is anonymous Lexile level 1010</p> <p><i>Finding Home</i> – by Lauren McKellar Lexile level 1000</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a health self-advocate—Effective goal-setting strategies	Teacher Resources:	http://www.mcas.k12.in.us/Page/4813 (Explanation of SMART Goals, goal setting, printables, lesson plans)
			Student Resources:	http://www.mcas.k12.in.us/Page/4813 (Explanation of SMART Goals, goal setting, printables, lesson plans) http://student.aahanet.org/eweb/dynamicpage.aspx?site=student&webcode=itsmartgoals (SMART goal interactive development tool) http://www.timetoast.com/ (Online timeline program)
	Skills:	Predict how a drug-free lifestyle supports the achievement of short- and long-term goals	Assessment:	Students will generate SMART goals and construct a choices and consequences timeline.
2.	Description:	Think/work like a health advocate-- Physical, mental, emotional impacts of alcohol, tobacco and other drug use	Teacher Resources:	Open-ended responses relevant to content (refer to “Know and Do” section of this unit plan for journal prompt ideas)
			Student Resources:	Journal notebook
	Skills:	Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs	Assessment:	Across the unit students will write journal entries about short term and long term effects of tobacco, alcohol and drug use and making personal connections as appropriate.
3.	Description:	Think/work like a health self-advocate-- The steps in a decision making model	Teacher Resources:	http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png (Self-reflection template)
			Student Resources:	http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png (Self-reflection template)

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	Skills:	Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors	Assessment:	Students will complete self-reflection template, such as http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png
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Prior Knowledge and Experiences

The individual learning experiences build upon a presumed (student) working knowledge of basic research techniques. Thus, there are no learning experiences that introduce this skill. Teachers may, however, wish to revisit/reinforce these understandings at the beginning of the unit.

Learning Experience # 1

The teacher may brainstorm poor choices pertaining to alcohol, tobacco and/or drug use in order to help students create goals around positive decision-making.

Generalization Connection(s):	Healthy goal-setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person's life	
Teacher Resources:	http://www.mcas.k12.in.us/Page/4813 (Explanation of SMART Goals, goal setting, printables, lesson plans)	
Student Resources:	http://www.mcas.k12.in.us/Page/4813 (Explanation of SMART Goals, goal setting, printables, lesson plans) http://student.aahanet.org/eweb/dynamicpage.aspx?site=student&webcode=itsmartgoals (SMART goal interactive development tool) http://www.timetoast.com/ (Online timeline program)	
Assessment:	Students will create a SMART goal using the template to enhance their ability to assess and make better choices about tobacco, alcohol and drug use decisions and identify steps to achieve that goal. http://studentaffairs.stanford.edu/oe/schwab/goal-setting (Smart Goals template)	
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)
	http://www.mcas.k12.in.us/Page/4813 (Developing Smart Goals) http://worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279 (Smart Goal worksheets) http://studentaffairs.stanford.edu/oe/schwab/goal-setting (Smart Goals template)	Students may use visual representations to illustrate SMART goals

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://studentaffairs.stanford.edu/oe/schwab/goal-setting (Smart Goals template)	Students may create additional Smart Goals around their personal well-being
Critical Content:	<ul style="list-style-type: none"> • Effective goal setting strategies. • The steps in a decision making models 	
Key Skills:	<ul style="list-style-type: none"> • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals 	
Critical Language:	Goal, self-control, consequence, decision-making, strategies, specific, measurable, attainable, reasonable, timely	

Learning Experience # 2		
The teacher may introduce possible consequences of risky behavior so students can evaluate choices/consequences that represent both past and present choices.		
Generalization Connection(s):	Healthy goal setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills	
Teacher Resources:	www.capzles.com (Online timeline creator) Other online timeline resource http://www.softschools.com/teacher_resources/timeline_maker/ (Open-ended program for creating individual timelines) http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Printable template of a basic timeline)	
Student Resources:	www.teenshavechoices.org (Supports teen choices)	
Assessment:	Students will begin constructing a choices/consequences timeline that represents both past and present choices and the positive and negative consequences associated with those choices. Students will revisit and augment this timeline across the unit. (See on-going learning experience #3.)	
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)
	http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Printable template of a basic timeline)	Students may use the graphic organizer to visually depict choices/consequences (e.g. using images or drawings) Students may orally provide information for inclusion to the timeline to peers or teacher

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.capzles.com (Online timeline creator) Other online timeline resource http://www.softschools.com/teacher_resources/timeline_maker/ (Open-ended program for creating individual timelines) http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Printable template of a basic timeline)	Students may choose a historical figure or a character from fiction and create choices/consequences timeline for them
Critical Content:	<ul style="list-style-type: none"> • Physical and mental effects of substance abuse • The steps in a decision making model • Effective refusal skills • Effective negotiating skills • Effective persuasion and advocacy skills • Effective goal setting strategies 	
Key Skills:	<ul style="list-style-type: none"> • Predict the potential effects of an individual’s substance abuse on others • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Describe the harmful effects of binge drinking • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors 	
Critical Language:	Choice, consequences, influence, risky, peer pressure, culture, strategies, predict, goal setting, self-monitor, prevention	

Learning Experience # 3	
The teacher may introduce journal prompts (such as “Substance abuse can...”) so students can begin documenting decision-making and boundary setting in regards to substance abuse and its potential effect on relationships.	
Generalization Connection(s):	Healthy goal setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life
Teacher Resources:	http://www.theinsighttechnique.com/blog2/articles/7-tips-for-effective-journaling/ (Open-ended responses relevant to content, refer to “Know and Do” section of this unit plan for journal prompt ideas)
Student Resources:	http://www.theinsighttechnique.com/blog2/articles/7-tips-for-effective-journaling (7Tips for Effective Journaling) http://www.thatsdope.org (Info on improving athletic performance, dangers of steroids, dietary supplements, energy drinks, and the value of ethical decision making)
Assessment:	Students will construct journal entries around (personal examples of) effective/ineffective boundary settings in regards to substance abuse and its effect on relationships (e.g., Graphic organizer or exit ticket)

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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)
	http://www.presentationmagazine.com/weekly-calendar-template-605.htm (Blank journal page for student energy log-with teacher-added sentence stems)	Students may complete journal entries using sentence stems.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use a current event article to create a journal entry analyzing how a person’s choice to use tobacco, alcohol or drugs impacted their life or the life of others
Critical Content:	<ul style="list-style-type: none"> • Positive coping skill • Physical/mental substance abuse • Physical, mental, emotional reason for alcohol, tobacco and other drug use Individual, family, community, and cultural norms surrounding drug use • Effective refusal skills • Effective negotiating skills. Effective persuasion and advocacy skills • Effective goal setting strategies 	
Key Skills:	<ul style="list-style-type: none"> • Analyze healthy alternatives to substance use • Predict the potential effects of an individual’s substance abuse on others • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs • Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs 	
Critical Language:	Analyze, goals, self-control, influences, culture, peer pressure, relationships, decisions, addition, binge drinking, abuse, risky behaviors, substance	

Learning Experience # 4	
The teacher may identify the effects of tobacco use (using videos, news stories, etc.) so students can categorize and describe the addictive properties of nicotine.	
Generalization Connection(s):	Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills
Teacher Resources:	www.thetruth.com (Anti-tobacco campaign) http://www.cdc.gov/ (Center for Disease Control & Prevention) www.drugfree.org (Partnership for a Drug Free America) www.kidshealth.org/teen/drug_alcohol/ (Health resource site for teen) http://learntobehealthy.org/parents-teachers/educational-materials/tobacco-inhalants/?gclid=CNT81KiV27wCFa47Mgod0xAAtQ (Tobacco prevention)

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Student Resources:	www.kidshealth.org/teen (Tobacco use and risks) 1-800-Quit Now (Stopping Smoking) www.coquitline.org (Support for quitting smoking)	
Assessment:	Students will identify 5 short term and 5 long term effects of tobacco use. (e.g., poster, exit ticket). http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	
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)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	Students may visually depict causes and effects of tobacco use Students may work with a partner to complete the thinking map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=tobacco+effects&search_group=&lang=en&search_source=search_form (Tobacco/tobacco use images)	Students may design a poster accepting for school use depicting the effects of tobacco use, statistics on tobacco related health issues, etc
Critical Content:	<ul style="list-style-type: none"> • The body’s process for breaking down alcohol, tobacco and other drugs • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs 	
Key Skills:	<ul style="list-style-type: none"> • Analyze healthy alternatives to substance use • Predict the potential effects of an individual’s substance abuse on others • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs 	
Critical Language:	Tobacco, addiction, withdrawal, cancer, respiratory disease, long-term, short-term, effects, culture, peer pressure, influences	

Learning Experience # 5	
The teacher may identify the effects of alcohol (using videos, news stories, etc.) so students can discuss how alcohol may impact decision making and self-management.	
Generalization Connection(s):	Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills
Teacher Resources:	www.cdc.org (Center for Disease Control) www.drugfree.org (Strategies and support for a drug free America) www.kidshealth.org/teen/drug_alcohol/ (Articles that provide data and risks of substance use & abuse) www.abovetheinfluence.org (Drugs and alcohol prevention site) www.fatalvision.org (Purchase drunk goggles)

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Student Resources:	www.kidshealth.org/teen/drug_alcohol (Health resource site for teens, articles that provide data and risks of substance use & abuse) www.abovetheinfluence.org (Drugs and alcohol prevention site) www.compelledtoact.com/tragic_listing/spady.htm (Article about a young college girl’s binge drinking death)	
Assessment:	Students will identify 5 short term and 5 long term effects of alcohol use. (e.g., poster, exit ticket) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	
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)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	Students may visually depict causes and effects of alcohol use Students may work with a partner to complete the thinking map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=alcohol+abuse&search_group=&lang=en&search_source=search_form (Alcohol abuse images)	Students may design a poster accepting for school use depicting the effects of alcohol use, statistics on alcohol related health issues, etc
Critical Content:	<ul style="list-style-type: none"> • The body’s process for breaking down alcohol, tobacco and other drugs • Physical, mental, emotional reason for alcohol, tobacco and other drug use • The elements in a decision making model • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs 	
Key Skills:	<ul style="list-style-type: none"> • Predict the potential effects of an individual’s substance abuse on others • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car • Describe the harmful effects of binge drinking • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs • Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs 	
Critical Language:	Alcohol, binge drinking, influence, substance, decisions, self-control, peer pressure, consequences, systems, risky behaviors, decisions, interactions, relationships	

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Learning Experience # 6		
The teacher may introduce categories and forms of drugs so students can organize and synthesize the various effects of specific drugs (their use and abuse).		
Generalization Connection(s):	Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills	
Teacher Resources:	www.abovetheinfluence.com (Drug, tobacco, and alcohol prevention) www.drugfree.org (Anti-drug/prevention) http://www.dshs.wa.gov/ca/fosterparents/training/drugs/drugs03.htm (The Dope on Drugs) http://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs/commonly-abused-drugs-chart (Categories of Drugs) http://casapalmera.com/top-8-drug-categories/ (Top 8 drug categories)	
Student Resources:	www.abovetheinfluence.com (Drug, tobacco, and alcohol prevention) http://www.dshs.wa.gov/ca/fosterparents/training/drugs/drugs03.htm (The Dope on Drugs) http://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs/commonly-abused-drugs-chart (Categories of Drugs)	
Assessment:	Students will categorize (up to ten) different drugs; documenting their nature (e.g. barbiturates, hallucinogen, amphetamine etc.) and their effects. http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Categorizing and classifying graphic organizer)	
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 partially filled in graphic organizer (eg. with names of drugs listed) http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Categorizing and classifying graphic organizer)	Students may complete graphic organizer Students may choose a lesser number of drugs
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map) www.abovetheinfluence.com (Drug, tobacco, and alcohol prevention)	Students may select two specific drugs from different categories to compare and contrast their symptoms and physical effects on the body
Critical Content:	<ul style="list-style-type: none"> • Physical and mental effects of substance abuse • The body’s process for breaking down alcohol, tobacco and other drugs • The definition of intravenous drug use and how HIV and hepatitis are transmitted 	

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Key Skills:	<ul style="list-style-type: none"> Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis
Critical Language:	Prescription, depressant, stimulant, amphetamines, club drugs, man-made, substance, abuse, addition, effect, withdrawal, consequences

Learning Experience # 7		
The teacher may provide opportunities (e.g., risk scenarios) for student reflection so students can analyze and access their personal risk management behaviors.		
Generalization Connection(s):	Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills	
Teacher Resources:	http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png (Self-reflection template) http://www.liferoutes.org/pages/documents/Risky_Behaviour.pdf (Risky behavior scenarios)	
Student Resources:	http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png (Self-reflection template) http://www.liferoutes.org/pages/documents/Risky_Behaviour.pdf (Risky behavior scenarios)	
Assessment:	Students will complete a self-reflection template, such as http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png in order to analyze and access their personal risk management behaviors. (e.g. riding in a car with a person who is under the influence of alcohol or drugs not using seat belts, etc)	
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 partially filled in template. http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png	Students may provide oral responses to complete the template
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write a constructed response that identifies why people might engage in personal risky behaviors and provide suggestions for addressing these reasons
Critical Content:	<ul style="list-style-type: none"> Physical, mental, emotional reason for alcohol, tobacco and other drug use The steps in a decision making model The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs Effective refusal skills Effective goal setting strategies Positive coping skills 	

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Key Skills:	<ul style="list-style-type: none"> • Analyze healthy alternatives to substance use • Predict the potential effects of an individual’s substance abuse on others • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs
Critical Language:	Analyze, goals, self-reflection, refusal, influences, culture, peer pressure, consequences, decision making, risky behaviors, strategies, relationships

Learning Experience # 8					
The teacher may use various sources (e.g., guest speakers) to address drug prevention and risk management options so students can ask questions and gather information regarding healthy lifestyles and choices.					
Generalization Connection(s):	<p>Healthy goal setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person’s life</p> <p>Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices</p> <p>Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills</p> <p>Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts</p>				
Teacher Resources:	<p>http://www.coloradofop.org/ (Contact for police officer guest speakers)</p> <p>http://www.denverda.org/Prosecution_Units/juvenile_diversion/juvenile_diversion.htm (Contact for juvenile diversion speakers)</p> <p>http://www.colorado.gov/cs/Satellite/CDHS-ChildYouthFam/CBON/1251580877620 (Contact for juvenile justice guest speakers)</p> <p>http://www.colorado.gov/cs/Satellite/CDHS-BehavioralHealth/CBON/1251581448773 (Contact for youth services speakers)</p>				
Student Resources:	N/A				
Assessment:	Students will construct a journal entry reflecting on the guest speaker and synthesizing the information provided in the presentation.(e.g., Graphic organizer)				
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th style="width: 50%;">Access (Resources and/or Process)</th> <th style="width: 50%;">Expression (Products and/or Performance)</th> </tr> <tr> <td> http://www.presentationmagazine.com/weekly-calendar-template-605.htm (Blank journal page for student energy log-with teacher-added sentence stems) </td> <td>Students may complete journal entries using sentence stems</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)	http://www.presentationmagazine.com/weekly-calendar-template-605.htm (Blank journal page for student energy log-with teacher-added sentence stems)	Students may complete journal entries using sentence stems
Access (Resources and/or Process)	Expression (Products and/or Performance)				
http://www.presentationmagazine.com/weekly-calendar-template-605.htm (Blank journal page for student energy log-with teacher-added sentence stems)	Students may complete journal entries using sentence stems				

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may interview a trusted school or community member about drug prevention/risk management and write a summary of the interview
Critical Content:	<ul style="list-style-type: none"> • Individual, family, community, and cultural norms surrounding drug use • Credible resources available in the community to help with substance abuse issues • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Positive coping skills 	
Key Skills:	<ul style="list-style-type: none"> • Analyze healthy alternatives to substance use • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs • Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals 	
Critical Language:	Community, resources, positive supports system, influences, peer pressure, decision making, interactions	

Learning Experience # 9	
<p>The teacher may provide resources/data on the impact of various drugs so students can critically evaluate media, culture and peer pressure that can glamorize and perpetuate misunderstandings about drug use.</p>	
Generalization Connection(s):	Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills
Teacher Resources:	<p>http://www.whitehouse.gov/sites/default/files/docs/state_profile_-_colorado.pdf (National drug abuse statistics compare to Colorado’s drug abuse statistics)</p> <p>http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/states/co.html (Colorado adolescent drug abuse facts)</p> <p>www.gunnisoncounty.org/documentcenter/view/2460 (Healthy Kids Survey question)</p> <p>http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)</p> <p>http://narcononreviews.wordpress.com/2013/06/27/how-mainstream-media-glamorizes-drug-and-alcohol-use/ (Article on media glamorizing of drugs)</p> <p>http://narcononreviews.wordpress.com/2013/06/27/how-mainstream-media-glamorizes-drug-and-alcohol-use/ (Article on media</p>

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	glamorizing of drugs http://www.examiner.com/article/drug-use-glamorized (Article on media glamorizing of drugs) http://today.yougov.com/news/2011/08/23/60-respondents-say-media-glamorizes-addiction/ (Survey data on media glamorizing of drugs)	
Student Resources:	http://www.whitehouse.gov/sites/default/files/docs/state_profile_-_colorado.pdf (National drug abuse statistics compare to Colorado’s drug abuse statistics) http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/states/co.html (Colorado adolescent drug abuse facts) www.gunnisoncounty.org/documentcenter/view/2460 (Healthy Kids Survey question) http://narcononreviews.wordpress.com/2013/06/27/how-mainstream-media-glamorizes-drug-and-alcohol-use/ (Article on media glamorizing of drugs)	
Assessment:	Students will compare/contrast the influence of media, culture and peer pressure in regards to perceived vs. actual effects of substance abuse (e.g., Venn diagram, essay, poster, etc.). http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)	
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)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)	Students may work with partners to complete their compare and contrast document
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)	Students may choose a popular television program and one (drug/alcohol related) public service announcement in order to compare and contrast the depictions of drug/alcohol/tobacco use
Critical Content:	<ul style="list-style-type: none"> Physical, mental, emotional reason for alcohol, tobacco and other drug use. Individual, family, community, and cultural norms surrounding drug use. Credible resources available in the community to help with substance abuse issues. The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs. 	
Key Skills:	<ul style="list-style-type: none"> Analyze healthy alternatives to substance use Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors 	
Critical Language:	Analyze, perception, influence, interaction, binge drinking, risky behaviors, substance abuse	

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Learning Experience # 10		
The teacher may provide an array of multimedia samples so students can analyze how media, culture, and peer pressure may have a positive or negative impact on health enhancing behaviors.		
Generalization Connection(s):	Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts	
Teacher Resources:	www.youtube.com (Influence of drugs and alcohol in the media) http://www.youtube.com/watch?v=S_vVUIYOmJM (Spoof on use of Photoshop in the media) http://teachhealthk-12.uthscsa.edu/curriculum/media/media-pdf/Media-all.pdf (Lessons with media analysis templates) http://thecoolspot.gov/ (Peer pressure) http://timetoact.drugfree.org/think-why-teens-use-fitting-in.html (Peer pressure and fitting in) http://www.webmd.com/parenting/teen-abuse-cough-medicine-9/peer-pressure (Peer pressure and drug abuse) http://usatoday30.usatoday.com/news/health/2006-06-12-teens-pharm-drugs_x.htm (Culture/peer pressure and prescription drug abuse) http://shine.yahoo.com/healthy-living/5-ways-peer-pressure-good-thing-163700158.html (Positive benefits of peer pressure)	
Student Resources:	www.youtube.com (Influence of drugs and alcohol in the media) http://www.youtube.com/watch?v=S_vVUIYOmJM (Spoof on use of Photoshop in the media) http://www.webmd.com/parenting/teen-abuse-cough-medicine-9/peer-pressure (Peer pressure and drug abuse) http://usatoday30.usatoday.com/news/health/2006-06-12-teens-pharm-drugs_x.htm (Culture/peer pressure and prescription drug abuse) http://shine.yahoo.com/healthy-living/5-ways-peer-pressure-good-thing-163700158.html (Positive benefits of peer pressure)	
Assessment:	Students will choose a position i.e. culture, family, peers, media has the biggest influence on their health behaviors, and defend their position individually and as part of a group. (e.g., four corners, philosophical chairs). Teachers may use various formats to facilitate this discussion. e.g., four corners, philosophical chairs, take a stand etc. Students will also construct an exit ticket documenting their post discussion position regarding their biggest influence on their eating habits.	
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 pair with a fellow student during the discussion process to express their position
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may watch television for a particular block of time and identify positive or negative behaviors related to personal health. http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)

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Critical Content:	<ul style="list-style-type: none"> • Physical, mental, emotional reason for alcohol, tobacco and other drug use • Individual, family, community, and cultural norms surrounding drug use • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Effective persuasion and advocacy skills
Key Skills:	<ul style="list-style-type: none"> • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs
Critical Language:	Persuasion, media, culture, peer pressure, consequences, decision making, resources, influences, image, perception

Learning Experience # 11		
The teacher may provide scenarios pertaining to the impact of substance abuse on relationships so students can make personal connections either to their own relationships or future decision-making process.		
Generalization Connection(s):	Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices	
Teacher Resources:	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map) http://teens.drugabuse.gov/peerx/get-involved/investigate (Create a substance abuse scenario) http://www.talkaboutrx.org/documents/TAP2009_RolePlayingScenarios.pdf (Role playing scenarios around substance abuse) http://www.webmd.com/parenting/teen-abuse-cough-medicine-9/teen-drug-abuse-role-playing-teens-parents (Role playing scenarios) http://www.justthinktwice.com/Files/File/DEA_JustThinkTwice_TeachersGuide_8_24_11.pdf (Unit with role playing scenarios)	
Student Resources:	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map) http://www.thatsdope.org (Info on improving athletic performance, dangers of steroids, dietary supplements, energy drinks, and the value of ethical decision making)	
Assessment:	Students will create a visual representation of the impact of substance abuse on relationships that are both actual and potential (e.g., graphic organizer, poster, scenario) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	
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 work with a partner to create a visual representation

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.centerdigtaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (Create and watch PSA)</p> <p>http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Checklist to create PSA)</p> <p>http://agadventures.weebly.com/uploads/9/3/6/9/9369630/publicserviceannouncement_scriptingtemplate.pdf (Public Service Announcement script template)</p>	<p>Students may write a draft of a PSA on the impact of substance abuse on a person and relationships in their lives (e.g., pamphlet, commercial)</p>
Critical Content:	<ul style="list-style-type: none"> • Physical and mental effects of substance abuse • Physical, mental, emotional reason for alcohol, tobacco and other drug use • The steps in a decision making model • Individual, family, community, and cultural norms surrounding drug use 	
Key Skills:	<ul style="list-style-type: none"> • Predict the potential effects of an individual’s substance abuse on others • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals 	
Critical Language:	<p>Alcoholic, analyze, consequences, preventing, decision making, substance abuse, family dynamics, abuse, influences, interactions, additions, relationships</p>	

Learning Experience # 12	
<p>The teacher may discuss criteria for determining credible community resources and positive support systems so students can evaluate personal resources and support systems.</p>	
Generalization Connection(s):	<p>Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices</p>
Teacher Resources:	<p>http://www.library.illinois.edu/ugl/howdoi/webeval.html (Credible resource evaluation tool)</p> <p>http://owl.english.purdue.edu/owl/resource/553/01/ (Credible resource evaluation tool)</p> <p>http://www.loc.gov/rr/business/beonline/selectbib.html (Credible resource evaluation tool)</p> <p>http://teenmentalhealth.org/resources/ (Articles on teen mental health issues)</p> <p>http://www.cerias.purdue.edu/education/k-12/teaching_resources/lessons_presentations/SITECREDIBILITY2.pdf (Activities for teaching site credibility)</p> <p>http://blogs.slj.com/neverendingsearch/2013/05/22/thinking-about-credibility-and-about-turnitins-seer-the-source-educational-evaluation-rubric/ (Credible resource evaluation tool)</p>

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Student Resources:	http://pages.turnitin.com/rs/iparadigms/images/Turnitin_SEER_Rubric.pdf (Credible resources evaluation rubric)	
Assessment:	Students will analyze resources and personal support systems (e.g., create a resource guide).	
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 work with a partner to list 3 criteria to evaluate credible community resources and support systems
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://teenmentalhealth.org/resources/ (Valid internet resource)	Students may develop a thinking map using “credible community resources” as the center, defining the criteria for assessing reliability, and then presenting their map to the class
Critical Content:	<ul style="list-style-type: none"> • Individual, family, community, and cultural norms surrounding drug use • Credible resources available in the community to help with substance abuse issues 	
Key Skills:	<ul style="list-style-type: none"> • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors 	
Critical Language:	Analyze, influences, culture, media, community, resources, support system, positive	