## Alcohol, Tobacco, and Other Drugs – 6th Grade

### Common Core and/or Essential Standards:
- **6. ATOD.1:** Analyze influences that promote the use of alcohol, tobacco, and other drugs.
- **6. ATOD.2:** Understand the health risks associated with alcohol, tobacco, and other drug use.
- **6. ATOD.3:** Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

### Transfer:
*Students will be able to independently use their learning to...*
- **6. ATOD.1.1:** Analyze the marketing and advertising by alcohol and tobacco companies in terms of strategies used to influence youth experimentation with their products.
- **6. ATOD.1.2:** Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.
- **6. ATOD.2.1:** Explain the immediate social and physical consequences of tobacco use, including spit tobacco.
- **6. ATOD.2.2:** Summarize the short-term and long-term effects of being exposed to secondhand smoke.
- **6. ATOD.3.1:** Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.
- **6. ATOD.3.2:** Summarize the short-term and long-term benefits of resistance to drug abuse.

### Meaning
#### Understandings: *Students will understand that...*
The media uses strategies to target teens into influencing them to use tobacco and alcohol. They will also understand the risks and consequences associated with tobacco, alcohol and other drugs and be able to develop skills to avoid the pressure to use them.

#### Essential Question(s):
*Why do people continue to abuse and misuse alcohol, tobacco and other drugs when they cause so many negative consequences?*

### Acquisition
#### Students will know:
How to be able to use a variety of refusal skills to avoid pressure and strategies used by the media to encourage teens to use tobacco, alcohol and other drugs. They will know the risks associated with using tobacco, alcohol and other drugs and benefits in resisting their use.

#### Students will be skilled at:
Students will be skilled at writing goal-setting and decision making refusal plans to avoid media, social and peer pressure to influence them to use alcohol, tobacco, and other drugs because of the risks associated with their use.

### Essential Vocabulary:
Advertising, Marketing, Leukoplakia, Smokeless Tobacco, Nicotine, Cancer, Emphysema, Bronchitis, COLD, Second Hand Smoke & Pneumonia.

### IT Standards:

### IT Strategies:
**Understanding:**
The media uses strategies to target teens into influencing them to use tobacco and alcohol. They will also understand the risks and consequences associated with tobacco, alcohol and other drugs and be able to develop skills to avoid the pressure to use them.

**Essential Questions:**
Why do people continue to abuse and misuse alcohol, tobacco and other drugs when they cause so many negative consequences?

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>Revised Blooms</th>
<th>Formative Assessments (Evidences)</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating:</strong></td>
<td>Can the student create new product or point of view?</td>
<td>assemble, construct, create, design, develop, formulate &amp; write.</td>
<td>Bellringers</td>
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<td><strong>Evaluating:</strong></td>
<td>Can the student justify a stand or decision?</td>
<td>appraise, argue, defend, judge, select, support, value &amp; evaluate</td>
<td>Question &amp; Answer</td>
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<td><strong>Analyzing:</strong></td>
<td>Can the student distinguish between the different parts?</td>
<td>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question &amp; test.</td>
<td>Skits</td>
</tr>
<tr>
<td><strong>Applying:</strong></td>
<td>Can the student use the information in a new way?</td>
<td>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use &amp; write.</td>
<td>Posters</td>
</tr>
<tr>
<td><strong>Understanding:</strong></td>
<td>Can the student explain ideas or concepts?</td>
<td>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate &amp; paraphrase</td>
<td></td>
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<tr>
<td><strong>Remembering:</strong></td>
<td>Can the student recall or remember the information?</td>
<td>define, duplicate, list, memorize, recall, repeat, reproduce &amp; state</td>
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**Formative Assessments (Evidences):**
- Bellringers
- Question & Answer
- Skits
- Posters

**Summative Assessment:**
- Unit Test
- Performance Task/Project
- And/or Group Project
# STAGE 3

## Approximate number of days spent on unit:

<table>
<thead>
<tr>
<th>W</th>
<th>Where are we going? Why? What is expected?</th>
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<tbody>
<tr>
<td>H</td>
<td>How will we Hook and Hold students?</td>
</tr>
<tr>
<td>E</td>
<td>How will we Equip students to Explore and Experience?</td>
</tr>
<tr>
<td>R</td>
<td>How will we help students Rethink, Rehearse, Revise, and Refine?</td>
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<tr>
<td>E</td>
<td>How will student self Evaluate and reflect on learning?</td>
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<tr>
<td>T</td>
<td>How will we Tailor learning to vary needs, interests, and styles?</td>
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<td>O</td>
<td>How will we Organize and sequence the learning?</td>
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## Resources:

- Entry questions, Essential questions
- Notebooks, Graphs and Diagrams
- Role-play scenarios, Key words for the unit
- Flip charts using the Active Board
- Quizzes and Unit Test, Written Prompts
- Video Clips, Power Points and DVD’s
- Guest Speakers, Demonstrations
- Newspapers, Health Books, Magazines
- Computer, Internet, Camcorder, Document Camera

## Strategies:

<table>
<thead>
<tr>
<th>W</th>
<th>Students will begin with entry question (tobacco, alcohol &amp; other drugs are harmful, YES or NO) to “hook” students into considering all aspects of drug use.</th>
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<tbody>
<tr>
<td>H</td>
<td>Students will be engaged in discussions that relate to advertising practices of alcohol and tobacco companies strategies to influence the youth market and the risks associated with the use of alcohol, tobacco and other drugs.</td>
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<td>E</td>
<td>We will define the key alcohol, tobacco and drug terms and will review and discuss a power point presentation as it relates to all areas of alcohol, tobacco and drug abuse.</td>
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<td>R</td>
<td>Work in cooperative groups to discuss and display effects of drugs with charts, graphs and student presentations.</td>
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<tr>
<td>E</td>
<td>Self evaluation will be done by students researching the risks and steps associated with the use of alcohol, tobacco and other drugs and by evaluating their own strengths &amp; improvements needed.</td>
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<td>T</td>
<td>The students will be exposed to a variety of presentation modalities for teaching such as modern videos, internet, and web sites to explore physical and mental effects of all drugs and allowing the possibility to work alone or in small groups. Students will also examine and discuss articles from magazines and newspapers relating to drug use.</td>
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Students will be introduced to the unit with basic facts, then move on to more advanced concepts allowing students to uncover more information through research. The structured sequence of learning will show the “gateway” effect of tobacco, alcohol, and other drugs.