



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

<b>Unit title</b>	<i>Alcohol Drug and Awareness Program (ADAP)</i>	<b>Unit duration (hours)</b>	<i>11.25 Hours</i>
-------------------	--	------------------------------	--------------------

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

#### GSE Standards

[HEHS.1.e, g, h, l, k](#)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[HEHS.2.b, c, d, e, g, h](#)

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[HEHS.5.b, c, d, e](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

[HEHS.7.c](#)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

[HEHS.8.a,b,c](#)

Students will demonstrate the ability to advocate for personal, family, and community health.

#### **Concepts/Skills to be Mastered by Students**

The Alcohol Drug and Awareness Program (ADAP) is a state mandated program for teenagers who wish to get their Georgia Driver's License at age 16. The course is provided by the Georgia Department of Driver Services in conjunction with the Governor's Office of Highway Safety, and serves this purposes: To inform the young people of this state of the dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle; and To emphasize the importance of highways safety and crash prevention. Every teenager who wishes to obtain a Driver's License must complete the Alcohol Drug and Awareness Program.

#### Essential Questions

1. Why does the state require ADAP for teens obtaining a driver's license?
2. What are the dangers and consequences of alcohol use while driving?
3. What are the signs of driver's under the influence?
4. How does drinking alcohol affect critical thinking and reaction time?
5. When can your driver's license be revoked permanently?

**Assessment Tasks**

*List of common formative and summative assessments.*

Alcohol Drug and Awareness Program Quiz

Alcohol Drug and Awareness Program Test

(Students will receive a certificate of completion once they have passed the ADAP test, which will be used to obtain a driver's license.)

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<a href="#">GA HE H.S. 1</a>  <a href="#">GA HE H.S. 2</a>	Socratic debate to discuss which ADAP information should be shared with middle school Students? Students will research state ADAP resources.	Translated text will be issued to ELLs.
<a href="#">GA HE H.S. 5</a>  <a href="#">GA HE H.S. 7</a>	Venn Diagram that compares and contrasts street names to technical names for prescription Drugs, controlled substances, and illegal drugs.	Extended time will be permitted to those who require it.
<a href="#">GA HE H.S. 8</a>	Research laws and consequences related to underage drinking for socratic discussion.	Translated text will be issued to ELLs.

**Content Resources**

[www.Edgenuity.com](http://www.Edgenuity.com) (Online Health Platform)

[Georgia Department of Driver Services](#)

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
---	--	--

**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b>                  Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.  <b>N/A</b></p>	<p><b>Criteria II:</b>                  Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.                  Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).  <b>N/A</b></p>
<p><b>Formative Assessment(s):</b></p>	<ol style="list-style-type: none"> <li>1. Daily checks for understanding</li> <li>2. Daily reviews at the end of each class.</li> </ol>	
<p><b>Summative(s) Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. An exam will be given on the last day of the unit.</li> </ol>	
<p>Plan to address issues or concerns noted:</p>		

**Learning Experiences**

Add additional rows below as needed.

<b>Learning Experience Title</b>	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>LE 1:</b>	N/A	N/A	N/A
<b>LE 2:</b>			
<b>LE 3:</b>			
Plan to address issues or concerns noted:			

**Resources listed on unit planner**

Add additional rows below as needed.

<p><b>Resources</b></p>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> <li><b>State Standards</b></li> <li><b>MYP/DP (if applicable) components</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li><b>Complexity of resources including text and vocabulary</b></li> <li><b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>	<p><b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li><b>Common Assessment alignment to instruction and/or standards</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
<p><b>Resource:</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Plan to address issues or concerns noted:</p>			

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures: Scott Brunet

Kate Casagrande