



Marietta City Schools

District Unit Planner

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

Unit title	<i>Alcohol, Tobacco, Vaping and Other Drugs</i>	Unit duration (hours)	<i>18.75 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

[HEHS.1.e, h](#)

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

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

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

[HEHS.5.b](#)

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

[HEHS.6.a,b](#)

Students will demonstrate the ability to use goal-setting skills to enhance health.

[HEHS.8.a](#)

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

Concepts/Skills to be Mastered by Students

Alcohol Use and Its Dangers

Nicotine, Tobacco, and their Dangers

Prescription, Nonprescription, and Illegal Drugs

A Substance-Free Lifestyle

Health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.

Essential Questions

Alcohol Use and Its Dangers

1. Describe the effects of alcohol use on the human body.
2. Analyze internal and external pressures to use alcohol.
3. Explain the legal and social consequences of alcohol use.
4. Explain when services are required for alcohol-related health issues.

Nicotine, Tobacco, and their Dangers

1. Explain the impacts of nicotine and tobacco on the human body.
2. Analyze the internal and external pressures to use nicotine and tobacco.
3. Explain the legal and social consequences associated with nicotine and tobacco use.

Prescription, Nonprescription, and Illegal Drugs

1. Identify the different types of illegal and legal drugs.
2. Describe the impact of drugs on the human body.
3. Explain the social and legal implications of using drugs.
4. Analyze the internal and external pressure to use drugs.

A Substance-Free Lifestyle

1. Explain health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
2. Identify strategies for preventing use of tobacco, alcohol, and other addictive substances.
3. Identify health alternatives to alcohol, tobacco, and other drug use.
4. Identify treatment options for those suffering from alcoholism, nicotine dependency, and drug addiction.

Assessment Tasks

List of common formative and summative assessments.

- 1) Alcohol Use and Its Dangers Quiz
- 2) Nicotine, Tobacco and their Dangers Quiz
- 3) Prescription, Nonprescription and Illegal Drugs Quiz
- 4) A Substance-Free Lifestyle Quiz
- 5) Alcohol, Tobacco, Vaping and Other Drugs Unit Test

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
HEHS.1.e.h HEHS.2.c, d, g, h HEHS.5.b HEHS.8.a	Students will research the benefits of a substance free lifestyle and develop a digital poster To share the benefits within their peers.	Translated text is available through the edgenuity platform.
	Students will develop digital presentations that explain the impacts of nicotine and tobacco on the human body.	Extended time will be prepared for those that require it.

Content Resources

www.Edgeenuity.com (Online Health Platform)

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>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</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>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: 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"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <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>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <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 specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<ol style="list-style-type: none"> 1. Quizzes at the end of each subcategory. 2. Questions to check for understanding after videos. 3. Summary paragraphs to check for understanding at the end of each subcategory. 	<p>N/A</p>
<p>Summative(s) Assessment:</p>	<ol style="list-style-type: none"> 1. Each unit is finalized with a cumulative exam. 	
<p>Plan to address issues or concerns noted:</p>		

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	<p>Criteria I: 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"> 1. State Standards 2. MYP/DP (if applicable) components <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>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <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 specific quote(s) and reference page numbers or location (ex: time in video).</p>	<p>Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
LE 1:	N/A	N/A	N/A
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

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

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