

2022 - Drugs Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

During this unit the student will identify the difference between drug misuse and drug abuse, the risk of marijuana, club drugs, and anabolic steroid use, the relationship between narcotic abuse and drug tolerance, stimulants and depressants, hallucinogens, inhalants, drug treatments and staying drug free.

Essential Questions:

1. Why is it important to use medicines only as directed?
2. What types of directions are provided with prescription drugs?
3. Can you imagine what your life would be like without those who are closest to you?
4. What are some other reasons to avoid marijuana?
5. What are some other effects of marijuana use?
6. What are some effects marijuana causes that could impair a person's ability to drive safely?
7. How could using drugs stand in the way of reaching your goals?
8. Can you think of some consequences of steroid use related to mental/emotional health?
9. What are some healthful activities you can do with your family?
10. Why are patients strictly supervised by doctors when using narcotics?
11. What are some harmful effects of stimulant abuse?
12. What are some harmful effects of depressants?
13. What are some harmful effects of hallucinogens?
14. What other parts of the body can inhalant abuse damage?
15. Who would you feel comfortable talking to if you needed help?
16. What should you do if you recognise cravings and loss of control in someone you know?

Enduring Understandings:

1. Defining drugs and various types.
2. Naming the short and long term effects of drug use.
3. Reasons to avoid marijuana and other drugs.
4. Facts about anabolic steroid use.
5. Naming the most commonly abused narcotics along with their negative side effects.
6. Recalling the effects of narcotic drug abuse.
7. Explaining how hallucinogens affect the user and the risk they take when using one time.
8. Understanding that the greatest risk of inhalant use is death which can occur with the person's first use of the drug.
9. Describing the different treatments used for drug use.
10. Knowing there are 4 different options for recovering/treatment from drug addiction.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
HE.6-8.2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
HE.6-8.2.3.8.ATD	Alcohol, Tobacco and other Drugs
HE.6-8.2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
HE.6-8.2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
HE.6-8.2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
HE.6-8.2.3.8.DSDT	Dependency, Substances Disorder and Treatment
HE.6-8.2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
HE.6-8.2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
HE.6-8.2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
HE.6-8.2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and

HE.6-8.2.3.8.HCDM.2

others affected by substance disorders in the community and at the state level.

Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Lesson Titles:

Lesson 1. Drug Misuse and Abuse

Lesson 2. Marijuana and Other Illegal Drugs

Lesson 3. Narcotics, Stimulants, and Depressants

Lesson 4. Hallucinogens and Inhalants

Lesson 5. Opioids

Lesson 6. Stay Drug Free

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Brainstorming can create new, innovative ideas.

Inter-Disciplinary Connections:

TECH.8.1.P.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Equity Considerations

Not Applicable

Amistad Mandate

Topic: Examining the historical and contemporary tobacco-related health disparities faced by Black and Indigenous communities.

Website: "The Legacy of Targeting: How the Tobacco Industry Has Exploited Black Communities" by the Truth Initiative: <https://truthinitiative.org/research-resources/targeted-communities/tracing-racist-tactics-tobacco-industry>

This lesson addresses Component 1 of the Amistad Mandate: "Promote student understanding of the historical and contemporary contributions of diverse populations to the advancement of public health and the health of all communities."

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Examining the use of tobacco by the Nazi regime during the Holocaust and its impact on individual and community health.

Website: "Tobacco and the Holocaust" by the United States Holocaust Memorial Museum (USHMM): <https://www.pmi.com/our-transformation/cigarettes-belong-in-museums-philip-morris-international-s-ceo-calls-on-governments-to-accelerate-the-end-of-smoking>

This lesson addresses Component 1 of the Holocaust Mandate: "Analyze the causes and consequences of the Holocaust, emphasizing the systematic persecution and murder of European Jews."

- Bias
- Bigotry

- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Exploring the unique challenges and considerations for LGBTQ+ and Disabled individuals in addressing tobacco use and addiction.

Website: "Tobacco Free for All: LGBTQ+ and Disability" by the Truth Initiative: <https://truthinitiative.org/>

This lesson addresses Component 2 of the LGBTQ+ and Disabilities Inclusion Mandate: "Analyze the impact of historical and contemporary inequalities on the health and well-being of LGBTQ+ individuals and individuals with disabilities."

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Examining the diverse cultural perspectives and practices related to tobacco use within AAPI communities.

Website: "Asian Health Coalition: Tobacco Use Prevention" <https://www.asianhealth.org/>: <https://www.asianhealth.org/>

This lesson addresses Component 4 of the AAPI Mandate: "Infuse the contributions and perspectives of Asian American and Pacific Islander communities throughout history into all aspects

of the curriculum."

- Economic
- Political
- Social

Benchmark Assessment

Writing prompt

Skills Based Assessment

Reading response

Alternative Assessments

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Summative Assessment:

- Alternative Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

- Unit Packet

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. The students will be able to explain ways support groups help people with drug addiction.
2. The students will be able to identify different strategies for choosing to be drug free..
3. The students will be able to describe how your emotions can affected by drug choices.
4. The students will be able to compare the 4 major options for drug treatment and what they do for the body.
5. The students will be able to understand the negatives side effects of each class of drug.

Formative Assessment:

1. Feedback. Teacher provides oral or written feedback to student discussion or work. For example, a teacher responds orally to a question asked in class; provides a written comment in a response; or provides feedback on student work.
 2. Self-assessment. Students reflect on and monitor their progress. This activity may be performed in conjunction with a predetermined academic and behavioral goals.
 3. Observation. A teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.
- Anticipatory Set
 - Closure
 - Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student

- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Chromebooks needed for various reasons - online packet, articles, drug review, assessments

Computer Science and Design Thinking Standards

TECH.8.1.8.A.1

Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.4

Graph and calculate data within a spreadsheet and present a summary of the results.

TECH.8.1.8.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.