Unit 4: Drugs and Alcohol

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 15**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students explore ways to protect their health. They will become aware of the dangers of alcohol and illegal drugs and examine reasons and strategies to refuse such substances.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
HPE.2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
HPE.2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
HPE.2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.

HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
HPE.2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
HPE.2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
HPE.2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
HPE.2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
HPE.2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
HPE.2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
HPE.2.3.8.B.8	Analyze health risks associated with injected drug use.
HPE.2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
HPE.2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Essential Questions

- Why do people use and abuse alcohol and other drugs despite warnings about the dangers to self and others?

Application of Knowledge and Skills...

Students will know...

- Effective ways to "say no" to alcohol and drugs.
- How to use medicines properly.

- The two main parts of the central nervous system and how they function.
- Why people react differently to alcohol, based on age, size and gender.

Students will be able to...

- Define alcohol and discuss its effects on the body
- Describe how different drugs affect the body
- Describe the different types of medicines
- Discuss alternatives to using alcohol and drugs
- Discuss how people can avoid misusing medicines
- Explain how the nervous system functions as the CNS of the body
- Explain the difference between drugs and medicines
- Explain the risks of alcohol/drugs realative to the health triangle
- Identify factors that may lead to disorders of the nervous system
- Identify reasons to avoid substance abuse
- Identify the signs an alcoholic may exhibit

Assessments

- Chapter Quiz
- Diagnostic: Sample Assessment Item
- Drugs and Alcohol Pre-Test
- Drugs and Alcohol Unit Test
- Formative: Other written assessments
- Pre-test will assess student knowledge on drugs and alcohol. 2.1.8.A.1,4, 2.1.8.C.1-3, 2.1.8.D.2,4, 2.2.8.A.2, 2.2.8.B.1-2, 2.2.8.E.2
- Summative: Written Test
- The students will take a unit test to assess their understanding of content. 2.1.8.A.1,3,4, 2.1.8.C.1-3, 2.1.8.D.1-4, 2.1.8.E.1-2, 2.2.8.A.2, 2.2.8.B.1-2, 2.2.8.D.2, 2.2.8.E.1-2, 2.3.8.A.1-2, 2.3.8.B.1-8, 2.3.8.C.1-2
- Written quiz on the effects of drugs and alcohol. 2.1.8A.1-3, 2.1.8.C.1-3, 2.1.8.D.1-4, 2.1.8.E.1-2, 2.2.8.A.2, 2.2.8.B.1-2, 2.2.8.D.2, 2.2.8.E.2

Activities

Workbook packet from Teen Health 2

Discovery Education- Alcohol: Think, Don't Drink

Identify the types of medicines; over-the counter and prescription and how they differ.

Explain the difference between a drug and a medicine.

Drunk Goggle Activity- a series of activities to demonstrate the dangers of drinking and using illegal drugs.

After each activity, students will discuss what they saw and how to prevent the behavior observed.

Discuss how alcohol affects the different parts of the body. A diagram will be distributed.

Explain how alcohol effects people differently, based on a variety of factors.

Explain and identify the dangers of various types of illegal drugs. View a drug kit which has replicas of drugs divided into different categories.

Discuss how to care for the nervous system and how illegal substances affect the nervous system.

Ticket to Leave- daily

Chapters nine and ten test

Alcohol: Think, Don't Drink

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
  - Integrate activities into thematic units
  - Trigger student's prior knowledge and experience, which may be different from other students in the class
  - Scaffold complex texts
  - Collaboration with ELL teacher
  - Content specific vocabulary important for ELL students to understand include: medicin, gender, central nervous system, alcoholic, substance abuse

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered Activities- Have students answer the following question and then share with the class: Why do you think so many teens experiment with alcohol even though underage drinking is illegal and unsafe? (Students must provide a minimum of three reasons in their answers.)

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

  - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
  - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
  - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Social Studies- Students will locate newspaper articles about accidents and violent incidents involving alcohol and drugs. (Current Events)

Science- Students will examine chemicals that comprise alcohol and drugs.

Resources

Teen Health 2- Glencoe McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=1464275F-29AF-4ACA-9E53-

C1A9D0D27522&blnFromSearch=1&productcode=US

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.