Unit 5: Medicines and Drugs

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 19**
Length: **7 Weeks**
Status: **Published**

Unit Overview

The students will explore the dangers of using drugs as well as reasons and strategies to refuse these substances. The chapter emphasizes the value of using refusal skills and the decision making process.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
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.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.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
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.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
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.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.

Essential Questions

- How do I determine whether or not a medication will be effective?
- How do I make the “right” decisions in the face of peer, media and other pressures?
- Why does one person become an addict and another does not?

Application of Knowledge and Skills...

Students will know that...

- How medicines affect the body and types of medicines.
- How medicines differ from drugs and how they are used.
- How narcotics affect the body.
- The dangers of hallucinogens and marijuana.
- Where/How people who abuse drugs can access professional help.

Students will be able to...

- Describe alternatives to using drugs
- Describe how inhalants affect the body.
- Discuss how medicines differ from drugs.
- Explain the difference between drug misuse and drug abuse.
- Identify ways to avoid using drugs.

Assessments

- Medicines and Drugs Quiz Formative: Other written assessments Written quiz on medicines and drugs. 2.1.8.A.1-4, 2.1.8.D.1-4, 2.1.8.E.1,
- Medicines and Drugs Pre-Test Diagnostic: Other written assessments Pre-test will assess student knowledge on medicines and drugs. 2.1.8.A.1-4, 2.1.8.D.2-4, 2.1.8.E.3-4, 2.3.8.A.1-2, 2.3.8.B.1-2
- Medicines and Drugs Unit Test Summative: Written Test The students will take a unit test to assess their understanding of unit content. 2.1.8.A.1-4, 2.1.8.C.1-2, 2.1.8.D.1-4, 2.1.8.E.1-4, 2.2.8.A.1-2, 2.2.8.B.1-3, 2.2.8.C.1-3, 2.2.8.E.1-2, 2.3.8.A.1-2, 2.3.8.B.1,2,5,6,7,8, 2.3.8.C.1-2

Activities

Workbook packet from Teen Health 3

Have students develop of a list of medicines they use and describe the intended use for each one. Share answers with the class.

Explain the difference between prescription medicines and over-the-counter medicines.

Identify how to read a medicine label.

Describe the four ways medicines enter the body.

Have students identify the differences among and the effects of illegal drugs.

Explain the difference between drug use and drug abuse.

Have students brainstorm and record ways to stay drug free.

Ticket to Leave- daily

Discover Education Video-Drug Danger: Easy To Start, Hard To Stop

Chapter fourteen test

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: narcotic, hallucinogen, marijuana, inhalant, drug abuse, medicine

Differentiation to Extend Learning for Gifted Students May Include:

- Enrichment- challenge essay on summative assessment
- Exit Questions- tiered according to student abilities.
- Tiered Activities- Ask students whether they agree that drugs are the number-one issue among teens today. Have students share/debate their answers.

Integrated/Cross-Disciplinary Instruction

Resources

Teen Health 3- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=3BBCB590-62A3-49DB-85CB-DEBE16F83908&blnFromSearch=1&productcode=US

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.