

# Unit 7: Substance Use, Misuse, & Abuse

Content Area: **Unified Arts**  
Course(s): **Health 4**  
Time Period: **February**  
Length: **3 Double Blocks**  
Status: **Published**

## Unit Summary

---

Individuals can have a considerable measure of control over their own health, including the risks of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease.

## Standards

---

HPE.2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
HPE.2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
HPE.2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
HPE.2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
HPE.2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
HPE.2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
HPE.2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Student Learning Objectives

---

Students will learn to:

- define germs/pathogens and know how viruses/bacteria affect our body.
- explain how germs are spread.
- understand the importance of washing our hands and commonly missed areas.
- list the three levels of defense that the body employs to prevent the disease process.
- describe the process by which the body fights infection.
- differentiate between communicable and non-communicable diseases
- categorize communicable diseases by causative agents and modes of transmission:
  - causative agents (bacteria, protozoa, virus, fungi)
  - modes of transmission (air, touch, food, body fluids)
- identify risk factors associated with disease control to include proper handling of blood
- explain how body defenses and the immune system help prevent disease:
  - transmission of germs
  - body defenses: skin, mucus, cilia, earwax, stomach acid, white blood cells

## Essential Questions

---

- What do I need to know about my body and diseases in order to stay healthy?
- How do the body's smallest parts work together?
- What causes disease to occur?
- How does the body respond when it is sick?
- What are the three levels of our defense system?
- What choices do you make on a daily basis that affect your health?
- What are positive assets in life that can help prevent drug abuse and addictions?
- What are different types of drugs and how do they affect the body?
- What is the importance of physical fitness?
- What are supports I can access to avoid risky behaviors?

## Enduring Understandings

---

Students will understand that:

- the body spends much energy attempting to prevent the onset of disease.
- the body has various levels of defense or prevention mechanisms.
- the body repairs itself and generates new cells as required.
- immunity is a condition that we are either born with or acquired to prevent the spread of disease.
- not everyone has the ability to develop all types of immunity.
- vaccines were created to help the immune system battle both viral and bacterial diseases.

## Application

---

## Skills

---

Students will be skilled at:

- identifying ways of preventing, transmitting, and treating communicable disease.
- identifying examples of common non-communicable disease such as cancer, asthma, diabetes, allergies.
- identifying the basic body defenses when fighting illness.

## Resources

---

Whiteboard  
notebooks

