Unit 09: Drugs

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success

Students will learn and understand the dangers of drug use and abuse, and will also learn about the different types of drugs and their effects on the body. Students will learn strategies to help remain drug free and promote abstinence from drugs to others in the school and community. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Standards

By the end of Grade 8:

2.1 Mental Health: Emotional and Social Wellness

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

· 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

· 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.3 Safety

Alcohol, Tobacco and other Drugs

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

· 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.

· 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

· 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

· 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.

· 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder and Treatment

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

· 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

· 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

· 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

· 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

· 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Interdisciplinary connections across content areas

· LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

· LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

· LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing

products in response to ongoing feedback, including new arguments or information.

Inclusion of the Career Ready Practice Standards

· CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

· CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

· TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

Can pre-teenagers be effective amongst their peers in promoting a drug free school and community?

What are the advantages of remaining drug free through the various stages of life?

Are there different dangers associated with use, misuse, and abuse of prescription drugs?

What makes certain drugs more addictive than others?

Essential Understandings

drug use is harmful to both the mind and body.	.
it is important to remain drug- free, especially at a young age.	.
different drugs alter the mind and body in different ways.	.
there are different methods of ingestion of drugs.	.
resources for help are available to those who use drugs.	.
promoting a drug free school and community is crucial for maintaining a safe community.	.

Students Will Know

all the risks associated with drug use.
the drug categories and the effects they have on the body.
the different methods of drug ingestion.
positive ways to promote a drug free school and community.
the effects drugs have on the teenage mind and body.
alternatives to drug use and resources for help with addiction.

Students Will Be Skilled At

key terms and concepts, including: drug, abuse, over the counter, addiction, drug misuse, drug abuse, tolerance, overdose, stimulant, amphetamine, depressant, club drug, narcotics, hallucinogens, inhalants, steroids, marijuana, drug free school zone, drug possession, probation .

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

• • follow all class rules and regulations.	.
• • research and present the different drug categories to the class.	.
• • participate in group work to identify the effects of drugs on the body.	.
• • create posters promoting the dangers of drug use and a drug free school and community.	.
• • written test on the drug categories and methods of ingestion, the effects of drugs on the body, and alternatives to drug use/ refusal skills.	.
• • answer the essential questions.	.

Learning Plan

• • Preview the essential questions and connect to learning throughout the unit.	.
• • Introduce the drug unit, highlighting topics such as: the drug categories and the effects they have on the body, methods of drug ingestion, positive ways to promote a drug free school and community, and alternative to drug use and resources to help with drug addiction.	.
• • Discuss key terms and concepts, including: drug, abuse, over the counter, addiction, drug misuse, drug abuse, tolerance, overdose, stimulant, amphetamine, depressant, club drug, narcotics, hallucinogens, inhalants, steroids, marijuana, drug free school zone, drug possession, probation .	.
• • Research and discuss the different drug categories and methods of ingestion.	.
• • Identify ways that drugs can harm one's personal life and overall health.	.
• • Facilitate group discussion on the benefits of remaining drug free.	.
• • Create posters to promote a drug free school and community.	.
• • Complete a written assessment on the drug categories and methods of ingestion, the effects of drugs on the body, and alternatives to drug use/ refusal skills.	.

Materials

Google classroom/ technology access

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environment.

Suggested Strategies for Modifications