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 on the body and its systems. Students will learn the different drug classifications, the effects they have on the body, methods of ingestion, and treatment options available for drug abuse. Students will learn and promote positive ways to stay drug- free in the school and community. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Revision Date: July 2020

Essential Questions

- How can drug use, misuse or abuse as a teenager affect your life and health when you become an adult?
- Why are the key signs that indicate drug use, misuse, and abuse often difficult to see?
- What relationship do legally prescribed prescription drugs have with illegal opiates?

Essential Understandings

- drugs are harmful and can have a long lasting effect on the body and its systems.
- certain drugs are consider gateway drugs which can lead to the use of other substances.
- drug use, especially the mixing of drugs, can lead to death.
- certain forms of drug use and ingestion can lead to diseases such as HIV and AIDS.
- certain methods of ingestion can be more addicting than others.
- there is help available to drug abusers.
- there are many alternatives to drug use.

Students Will Know

- key terms and concepts: drug, prescription medicines, over the counter medicines, drug misuse, side effects, tolerance, drug abuse, marijuana, THC (tetrahydrocannabinol), amnesia, ecstasy, date rape drugs, anabolic steroids, narcotics, opium, euphoria, withdrawal symptoms, heroin, oxycontin, stimulants, amphetamines, cocaine, crack, binge, methamphetamines, depressants, hallucinogens, LCD (liquid crystal display), PCP (phencyclidine), inhalants, detoxification, smoking, snorting, inhaling, injection, lacing, gateway drug.
- alternatives to drinking alcohol.
- the difference between drug use and abuse.
- the risks of drug abuse.
- the effects drug abuse has on the body and its systems.
- the classification of drugs and their ingestion methods.
- symptoms and treatment options for drug abuse.
- alternatives to drug use.

Students Will Be Skilled At

- the amount of alcohol equal to one drink in beer, wine, and hard liquor.
- the signs, symptoms, and stages of alcoholism, along with treatment options for alcohol abuse.
- the resources available to help alcohol abusers.

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.

- work in groups to brainstorm alternatives to alcohol use.
- list the long and short term negative effects that alcohol has on the body.
- complete a diagram on the body systems affected by alcohol use and abuse.
- complete a written assessment on the short and long term negative effects that alcohol has on the body, the body systems affected by alcohol use and abuse, the signs and symptoms of alcoholism, and treatment options for alcohol abuse.
- follow all class rules and regulations

- answer the essential questions.

Learning Plan

Preview the essential questions and connect to learning throughout the unit.
Introduce the drug unit, including the different drug categories, methods of drug ingestions, effe drug use.
Discuss key terms and concepts, including: drug, prescription medicines, over the counter med drugs, anabolic steroids, narcotics, opium, euphoria, withdrawal symptoms, heroin, oxycontin, s PCP, inhalants, detoxification, smoking, snorting, inhaling, injection, lacing, gateway drug.
Complete a chart identifying the different drug categories, methods of ingestion, effects on the
Work in groups to brainstorm different refusal skills and alternatives to drug use.
Research different treatment options available for drug abuse.
Complete a written assessment on the different drug categories, methods of ingestion, effects

Materials

Laptops

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.

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.

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

Personal Safety

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

Health Conditions, Diseases and Medicines

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

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.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing