

Unit 2: Drugs and Alcohol

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The grade ten health education program is designed to give students the opportunity to examine the impact that decisions and behaviors can have on personal wellness. Through skill-based activities, students will achieve the learning objectives set forth for each unit. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. In this course, students will utilize strategies that will enhance emotional health and personal well-being to restore individual balance and function. The curriculum is designed to give students the ability to apply the knowledge of dependency, addiction, and treatment of drugs to make healthful choices and advocate for themselves as well as others.

ESSENTIAL QUESTIONS

- How can substances impact an individual's overall wellness?
- What treatment options are available for those who require long-term or repeated care for recovery?
- How can substances impact individuals, families and communities?
- How do cultural beliefs influence drug use?
- Why is substance use common among people of various backgrounds?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Comprehensive Health and Physical Education (2020)

HE.9-12.2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HE.9-12.2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
HE.9-12.2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
HE.9-12.2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

HE.9-12.2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
HE.9-12.2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
HE.9-12.2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
HE.9-12.2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
HE.9-12.2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
HE.9-12.2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
HE.9-12.2.3.12.HCDM.2	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

The Teacher will open each lesson by asking students about the topic that will be covered that day. This may include certain vocab words or concepts. This will serve as a baseline to determine the student's prior knowledge of the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

Some other examples are...

Participate in learning stations on the consequences of substance abuse.

Design substance abuse-related advertisements

Compare and contrast how the school and community affect personal health practices and behaviors.

Research health products and services within twenty miles of your community.

Discuss decision-making to defend healthy choices when analyzing various scenarios related to substance use

Creation of a public service announcement.

INSTRUCTIONAL PLAN

Student Learning Intentions (SLI) WALT: (We are learning to...)	
Student Learning Strategies	
Success Criteria	
Formative Assessment (drives instructional decisions)	
Activities and Resources	
Suggested Modifications	

[10th Health Education CAR Model Drugs and Alcohol Day 1.docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 2 "Rx Drugs".docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 3 "Peer Pressure".docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 4 "Vapes/Electronic Cigarettes".docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 5 "Opioids, Heroin and Fentanyl".docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 6 "Chewing Tobacco".docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 7 "Tobacco".docx](#)

[10th Health Education CAR Model Drugs and Alcohol Day 8 "Marijuana".docx](#)

REFLECTIONS
