

Unit 1: Drugs and Alcohol

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

UNIT RATIONALE

The grade seven health education program is designed to give students the opportunity to further their knowledge of how to promote a healthy lifestyle by practicing healthy behaviors. The students will analyze health products and services to gain a better understanding of the influence that external sources have on wellness. The effects of external factors such as alcohol, tobacco, and other drugs will be examined as well as the legal and financial consequences of taking part in unhealthy behaviors. Students will gain the skills necessary to examine the short-and long-term effects of their decisions. The curriculum is designed to help guide students to understand that taking part in certain behaviors, such as using and abusing drugs and being sexually active, can have consequences that could affect long-term goals. Through skills-based activities, students will understand the strategies available to deal with stress, conflict, crisis, and change. In seventh grade, the students will determine when it is necessary to seek help from a health professional and will look for ways that they can advocate for health issues. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

ESSENTIAL QUESTIONS

- What are the four areas of health and why do they need to be balanced?
- How does the environment play a role in a person's development? Why is decision-making important?
- What role does the environment play on a person's life?
- How do drugs enter the body?
- What are the consequences of being addicted to drugs?
- How can the use of drugs be prevented?
- Why are cigarettes detrimental to one's health?
- Why do drugs affect people differently?
- Do laws have an impact on a person's decision to use drugs?
- Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the harmful effects?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Comprehensive Health and Physical Education (2020)

HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
HE.6-8.2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
HE.6-8.2.3.8.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.

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 that can be used are...

Videos

Smart Board activities/games

Worksheets/handouts

Powerpoint presentations

Posters/drawings

Character education/Roleplaying

Internet

Drawing

Guest speakers

Some resources are below as well...

<http://www.drugabuse.gov/scienceofaddiction/>

<http://teens.drugabuse.gov/>

<https://nida.nih.gov/research-topics/parents-educators>

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	

[CAR MODEL 7th Grade Alcohol, tobacco and drugs 7th.docx](#)

[7th Health Education CAR Model Drugs and Alcohol Tobacco- Alcohol 4 Days.docx](#)

[7th Health Education CAR Model Drugs and Alcohol Tobacco- Tobacco 4 Days.docx](#)

[7th Health Education CAR Model Drugs and Alcohol Tobacco- Debates 4 Days.docx](#)

[7th Health Education CAR Model Drugs and Alcohol Tobacco- First 4 days-Newspaper Group Activity.docx](#)

REFLECTIONS

**INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS
FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**
