

Unit IV: Other Drugs

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **12 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

State Mandated Topics Addressed in this Unit

Instruction on Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Unit Summary

The purpose of this unit is for artists to identify the many bad things that can happen with drug abuse. This awareness should lead to more students avoiding drugs.

Learning Objectives

- Artists will be able to analyze a scenario and describe the best way to react to the situation.
- Artists will be able to explain the difference between medicine and drugs of abuse.
- Artists will be able to explain why medicines should be FDA approved. Artists will understand the approval process.
- Artists will be able to identify common health problems they see amongst their peers.
- Artists will be able to list similarities and differences of OTC medicine and prescription medicine.
- Artists will be able to name the sources of all drugs
- Artists will be able to summarize the roll of withdrawal in maintaining a drug addiction.

- Artists will express themselves by creating a sneaker. They will understand that everyone in their class has their own story and all artists should be respected and appreciated.
- Artists will reflect and compare health problems they witness between their classmates and children their age.
- AWBAT describe benefits and risks of their assigned prescription drug. Artists will be able to explain the importance of proper drug use.
- AWBAT explain how a medicine can turn in to a drug of abuse.
- AWBAT explain the difference of drug use, drug misuse, and drug abuse.
- State how drugs can affect a persons emotions.

Essential Skills

- Advocate for a drug free school to improve personal and community health.
- Apply refusal skill strategies into everyday life scenarios.
- Explain the difference between OTC and RX drugs.
- Identify the short and long term effects that drugs have on the body.

Standards

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.

Enduring Understanding

- Research has clearly established that drugs have a variety of harmful effects on the human body.

Instructional Tasks/Activities

- Analyzing Scenarios and discussing ways to react
- Chapter Notes and Discussion
- Class Discussion
- Constructed response
- Day 1 Questions and Reflections
- Do nows and/or exit slips
- Drug Abuse Worksheet
- Guided discussion within small groups
- Hashtags
- Health Knowledge/Behavior Quiz
- Individual, small, and large group work
- OTC/RX/Illegal Drugs Survey
- Pre Class Questionnaire
- Quizzes
- Reading a RX Label
- Review Activity
- RX Powerpoint mini Project
- Rx/OTC Activity
- RX/OTC Kahoot
- RX/OTC Venn Diagram
- Section Review Questions
- Tackling Addiction Article with questions and review
- The Truth about drugs video and discussion

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs

- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only

- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Assessment Procedure

Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to start with artists studying OTC medications followed by other drugs and their effects on the body and brain. Next refusal skills will be discussed and lastly, artists will be asked to use this information to apply their knowledge of this topic to their own personal life choices and decisions.

- Class Participation
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Journal / Student Reflection
- Kahoot

- Lecture with note taking or guided notes
- Peer Review
- Performance
- PowerPoint presentations
- Project
- Quiz
- Test
- Whole and small group discussions
- Worksheet

Honors Modifications

Resources

- Mind Matters Opioids: <https://nida.nih.gov/research-topics/parents-educators/lesson-plans/mind-matters/opioids>
- Truth About Drugs: <https://www.drugfreeworld.org/>