

# Unit V: Addiction

Content Area: **Physical Education and Health**  
Course(s):  
Time Period:  
Length: **10 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Summary

The purpose of this unit is for artists to learn about the cycle of addiction that happens with drugs, how friends and family can influence their decisions about drugs, and how to spot the signs that someone may be using drugs. They will also explore the science behind addiction, including how genetics and the process of brain development in young people may make them more vulnerable to addiction.

## Learning Objectives

- Explain how addiction can effect them from reaching their goals.
- Explain how addiction does not discriminate.
- Explain how decision making at a young age can effect your long term goals.
- Explain the addiction process and why quitting a drug is so difficult.
- Explain the difficulties an individual faces when seeking sobriety.
- Explain the Path of Addiction
- How do I make the “right” decisions in the face of peer pressure, media and other pressures?
- Name different treatment options.
- Summarize the role of withdrawal in maintaining a drug addiction.
- What goals and aspirations would a drug problem stop you from obtaining?
- Why does one person become an addict and another does not?

## Essential Skills

- Explain the difference between use, misuse, and abuse.

- Recognize the importance of influential groups (peers, family, and media) on maintenance of a healthy lifestyle

## **Standards**

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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).

## **Enduring Understanding**

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- There are common indicators, stages and influencing factors of chemical dependency.

## **Instructional Tasks/Activities**

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- Addiction Maze
- Celebrity Research Project
- Chris Herron: Unguarded
- Class Notes and Discussions
- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Ian's Story and Questions
- Individual, small, and large group work
- Nuggets Video
- Obama & Macklemore Addiction Documentary with Reflection Questions
- Quizzes
- Review Activity
- Section Review Questions
- Tests

## **Recommended Technology Activities**

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- 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**

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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**

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

## **Instruction/Materials**

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- 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**

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- 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**

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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 begin a lesson on the cycle of addiction after this the science behind addiction will be covered. Lastly resources for helping someone suffering from addiction will be discussed.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay

- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

## **Honors Modifications**

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## **Resources**

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- PBS: Cycle of Addiction: <https://why.pbslearningmedia.org/resource/2fc454fd-d52f-4e07-9ecc-4297ddbfcf86/the-cycle-of-addiction-lesson-plan/>
- Stories about overcoming Addiction: <https://recoverycentersofamerica.com/blogs/living-recovery-true-stories-of-addiction-recovery/>