| ***Health Grade 11 Unit 11: Drugs***  ***March*** | | | | | |
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| **Targeted Standards**  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.3 Safety by the End of Grade 12**  **Personal Safety**  Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.  • 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).  • 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.  State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.  • 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).  • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.  Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.  • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.  • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  **Health Conditions, Diseases and Medicines**  Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.  • 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.  • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).  Mental health conditions affect individuals, family members, and communities.  • 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).  **Alcohol, Tobacco and other Drugs**  Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.  • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.  • 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).  • 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.  **Dependency, Substances Disorder and Treatment**  Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.  • 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.  • 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.  • 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).  • 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.  Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.  • 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).   |  | | | | --- | --- | --- | |  | | | |  | | | |  | | | | | | | | |
| Rationale and Transfer Goals:  Students are pressured everyday by the use of drugs and peer pressure. It is on television, in music lyrics, displayed on billboards, and even used by someone they know. This unit will aid students in understanding the long-term effects of drug use and how to avoid drugs. Drug misuse and substance abuse are life-threatening behaviors. | | | | | |
| Enduring Understandings:  The short-term and long-term consequences of safe, and risky or harmful behaviors.  Three often abused drugs that can have serious physical and mental side effects.  The decision not to use drugs promotes your health and influence others to do the same.  The reasons why some teens smoke, drink or do other illegal drugs. | | | | | |
| Essential Questions:  How do public health policies and government regulations influence health promotion and disease prevention?  What is the impact of personal health behaviors on the functioning body system?  Why do some people use illegal drugs?  How can you respond to peer pressure to use drugs?  How has peer pressure influenced you to do something safe and health? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| ***Content***  ***What students will know*** | ***Skills***  ***What students will be able to do*** | | ***Activities/Strategies***  ***How we teach content and skills*** | | ***Evidence (Assessments)***  ***How we know students have learned*** |
| •Reasons why people use drugs.  •The dangers of tobacco, alcohol, and other substance abuse.  •The impact of passive smoke on the health of children and other individuals. | •Explain how tobacco use is directly linked to respiratory and circulatory disease as well as a variety of other health-related problems.  •Analyze how public health policies and government regulations influence health promotion and disease prevention.  •Describe the health hazards that nonsmokers face when in a smoke filled environment.  •Discuss the challenges of quitting smoking, drinking or the use of illegal drug use and the positive steps taken by those who want to quit.  •Compare and contrast the physical and psychological stages of dependency. | | •Tobacco Math  •Drug abuse Brochure  •Research on the computer about the effects of drugs  •Decision-making Scenarios  •Assessing Media’s Influence Project  •Packet 20, Marijuana: Facts for Teens  •Packet 14, Breaking Bonds of Addiction  •Packet 9, Smokeless in Seattle  •Packet 3, More Kids in Florida Using Drugs at Lower Ages | | Concept map  Summative: Sample Assessment Item  Students will identify reasons for legal and illegal drug use. Class discussion will follow.  14 Standards Assessed  Tests and Quizes  Formative: Written Test  Written exams on roles of medicines, effects of use, living drug free.  14 Standards Assessed  Presentation  Summative: Personal Project  Students will be assigned a drug topic. Students will research the topic and present the class with information they found.  14 Standards Assessed |
| **Spiraling for Mastery** | | | | | |
| ***Content or Skill for this Unit*** | | ***Spiral Focus from Previous Unit*** | | ***Instructional Activity*** | |
| Note taking  Staying healthy takes knowledge, a plan, and practicing healthful behaviors  Avoiding risking behaviors  Good healthy relationships help you to develop and maintain good overall health. | | •Effective communication  •Literacy activities  •Vocabulary  •Following overall health plan  •Goal setting  \*Benefits of exercise/health  plan | | Health literacy activities  Group scenarios  Projects  Public Service Announcement (PSA)  Key terms/Diagrams  Creating T-charts  Lesson Assessments  Role Play – peer pressure  Health Plan  Video - response | |
| **21st Century Skills:**  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  Cross-cutting discussions of financial costs and benefits to lifelong fitness  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of online and mobile technology to support lifetime health and fitness goals  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games  **CRP4. Communicate clearly and effectively and with reason.**   * all aspects of course | | | | | |
| **Key resources:**  Glencoe Health Book  [www.Glencoe.com](http://www.glencoe.com)  [www.ted.com/talks](http://www.ted.com/talks)  [www.pecentral.com](http://www.pecentral.com) | | | | | |
| **Interdisciplinary Connections**  **ELA**  **NJSLSA.R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  **RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.**  **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  **RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   * standards supporting written and print communication across all areas of the course   **Science**  **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]  **HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.  **HS-LS2-8.** Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce.   * Connections to study of exercise physiology and associated anatomy * Basic understanding of communicability of diseases in discussion of wellness   **Math**  **Creating Equations A -CED**  A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*  **Modeling with Geometry G-MG**  A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  **Interpreting Categorical and Quantitative Data S-ID N-ILN**  A. Summarize, represent, and interpret data on a single count or measurement variable  1. Represent data with plots on the real number line (dot plots, histograms, and box plots).  **Making Inferences and Justifying Conclusions S-IC**  B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies   * math processes related to fitness and health data, geometry in gameplay, and quantitative representations | | | | | |