# 11th Grade HEALTH unit 3 Drugs

Content Area: **Health & PE**
Course(s):
Time Period: **June**
Length: **3 Weeks**
Status: **Published**

## Targeted Standards

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|---|---|
| | 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.ATD | 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. |
| 2.3.12.DSDT | 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). |

## Rationale & 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 - What are the most essential conclusions that students should be guided towards throughout this unit?

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 - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

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

## Content - What students will know

•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.

## Skills - What students will be able to do

•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.

## Instructional Activites

## Activities/Strategies - How we teach content and skills

•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

## Evidence (Assessments) - How we know students have learned

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 - Where does this unit spiral back to other units or previous years?

## Content or Skill for this Unit

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.

## Spiral Focus from Previous Unit

•Effective communication

•Literacy activities

•Vocabulary

•Following overall health plan

•Goal setting

*Benefits of exercise/health

plan

## Instructional Activity

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 - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

## Interdisciplinary Connections - How does this content impact the following groups

## ELA

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.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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

## MATH

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

## Science

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

## Key Resources

Glencoe Health

www.Glencoe.com

www.pecentral.com