

04_Unit 4: Addiction and Substance Abuse

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **1 Week**
Status: **Published**

General Overview, Course Description or Course Philosophy

Overall wellness is framed around a balanced lifestyle. Individuals need to understand the importance of mental health, physical fitness, and nutrition as it relates to weight management and the prevention of diseases and illness. Preventing injury and knowing how to react in life threatening situations is also crucial. Students will gain knowledge in CPR/AED skills and learn how to implement them correctly. Students will also explore various health related careers and coaching principles to enhance personal goal setting and real life skill sets for the future.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit 4 - 1 Week - 4 Classes - Addiction and Substance Abuse

Several influences affect a person's risk for abusing drugs, alcohol, and medications. Medications, drugs, and alcohol abuse often lead to addiction, which requires professional treatment. Ways of preventing medication, drug, and alcohol abuse include caring for mental health, planning ahead, and using refusal skills. One thing almost all tobacco products have in common is they contain nicotine, which is a highly addictive substance. Nicotine is also toxic and has severe effects on multiple body systems. While some people see vaping as a harmless alternative to smoking cigarettes, vaping poses several health risks.

Essential Questions:

- How would deciding to use tobacco products today affect your lifelong health?
- How does consuming alcohol affect a person's physical, mental and emotional, and social health?
- Why is medication abuse a serious public health issue?

Enduring Understandings:

- Using any tobacco product can lead to nicotine addiction and a lifetime of health issues.
- Alcohol is an addictive drug that alters brain function and has substantial effects on the body and a person's thinking and behavior.
- Abusing prescription and OTC medications can have serious consequences, including death.
- People who abuse drugs experience many negative health consequences. They also experience mental, social, and legal consequences that can permanently alter their lives.

CONTENT AREA STANDARDS

NJSLS - Comprehensive Health and Physical Education

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.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.

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).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

1. Identify different tobacco products and explain why they are addictive;
2. Assess the hazardous effects of nicotine;

3. Describe harmful substances that can lead to serious illness.
4. Distinguish between myths and facts about vaping;
5. Analyze the dangerous effects of vaping on the body's systems;
6. Summarize the risks of smokeless tobacco;
7. Identify mental, social, and legal consequences of using tobacco products;
8. Analyze the impact of secondhand and thirdhand smoke and aerosol;
9. Explain the characteristics of alcohol;
10. Describe the concept of blood alcohol concentration (BAC);
11. Identify different patterns of alcohol consumption;
12. Assess how alcohol affects the brain and leads to addiction;
13. Describe hangover, alcohol poisoning, and chronic health conditions associated with alcohol use;
14. Analyze the mental, social, and legal consequences of alcohol use;
15. List examples of medication abuse;
16. Describe how abusing medications impacts the brain and body;
17. Analyze the mental, social, and legal consequences of medication abuse;
18. Explain the health consequences of abusing depressants;
19. Identify the life-threatening effects of opioid abuse;
20. Assess the consequences of abusing stimulants;
21. Explain why some people abuse cold medications;
22. Analyze the risks of abusing diet pills;
23. Summarize why performance-enhancing drugs (PEDs) are dangerous;
24. Analyze the role of physical and psychological addiction in drug abuse;
25. Describe the impact of drugs on the brain and other body systems;
26. Explain the mental, social, and legal consequences of drug abuse;
27. Summarize how drug abuse impacts families, friends, and society
28. Assess how different types of drugs endanger health.

Declarative Knowledge

Students will understand that:

Analyze the steps necessary in obtaining a NJ driver license.

Examine the NJMVC administrative laws on permits and licensing.

Characterize and describe what is needed for obtaining a license.

Have students turn to the person next to them and test each other to see if one can name all the components of requirements necessary for obtaining a NJ driver License.

Have students form into five groups to prepare for a team quiz by reviewing the five steps: a learning permit and an examination permit. See which group volunteers the most effective answers.

Set up an eye chart, have students stand the appropriate distance and take the test. Discuss why it is important.

Procedural Knowledge

Students will be able to:

1. Identify the steps involved in a GDL program, 6 points ID program and vehicle registration in New Jersey.
2. Explain the difference between the Early Bird Road and the Young Adult road permit systems.
3. Identify the five steps for obtaining a learning permit and an examination permit.
4. Compare limitations for the special, examination and probationary permits. 5. Explain the GDL exemptions, special learner permits and examination permits for NJ residents.
6. Explain why altering a driver license is illegal and identify the consequences. 7. Explain why an application for a driver license may be rejected (test performance, expired inspection sticker, condition of the vehicle etc. 8. Describe the requirements for NJ driver test (6 point verification, vision test and knowledge test). Describe the screening test (eye sight, written test, health screening).
9. Describe the road test.
10. Analyze why an application for a driver license may be rejected (test performance, expired inspection sticker, condition of the vehicle etc

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Lesson Review Glencoe Health Book

Lesson Review Merck Health and Wellness Book

Teacher Created Worksheets

Note Check

Summative Assessments

Quiz

RESOURCES (Instructional, Supplemental, Intervention Materials)

Glencoe Health Book

Chromebooks

Teacher/Administrative Approved Research Sites

Merck Health And Wellness Book

The Truth About Drugs Booklets

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.