

# 05\_Unit 5: Substance Use and Abuse

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **2-3 Classes**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course is designed to empower students by providing learning experiences that encourage and foster conscious and healthy decision making, involving relationships, sexuality, family planning, and more. This course includes discussions of abstinence and helps to develop attitudes, values and skills that are essential in making responsible decisions regarding sexuality throughout their life. This course also features aspects of simulated parenting responsibilities throughout the marking period long baby project.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Unit 9 - Substance Use & Abuse - 2-3 Classes

In this unit students will learn to critically think about the effects and long term vs short term consequences of drug use and abuse. Topics to be included are: risk factors and protective factors associated with substance use, reducing the stigma of addiction, harm reduction, the ability to seek treatment services, relapse, chemical dependence vs. addiction, tolerance, decision making, analyzing influences, Overdose Protection Act, and Narcan.

### Enduring Understandings

- 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.
- Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.
- Risk factors and protective factors may correlate with an individual's likelihood to misuse or abuse drugs.
- Substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.
- Prescription medicines used to treat or relieve pain can be just as harmful as illicit drugs.
- No matter one's background, addiction does not discriminate and can have an effect on any individual.
- The most consistent effect of smoking on the fetus during pregnancy is a reduction in birth weight (growth restriction).
- Fetal alcohol syndrome is one of the most serious consequences of drinking during pregnancy. Binge drinking as few as three drinks a day can cause this syndrome.
- Use of illicit drugs Opioids, such as heroin, methadone, and morphine, readily cross the placenta. Consequently, the fetus may become addicted to them and may have withdrawal symptoms 6 hours to 8 days after birth. during pregnancy can cause complications during pregnancy and serious problems in the developing fetus and the newborn.
- Use of amphetamines during pregnancy may result in birth defects, especially of the heart, and possibly

inadequate growth before birth.

- Cocaine taken during pregnancy may cause the blood vessels that carry blood to the uterus and placenta to narrow (constrict). Then, less oxygen and fewer nutrients reach the fetus.
- Hallucinogens may, depending on the drug, increase the risk of the following:
  - Miscarriage
  - Premature labor and delivery
  - Withdrawal syndrome in the fetus or newborn
- The main component of marijuana, tetrahydrocannabinol, can cross the placenta and thus may affect the fetus. (Hallucinogens include methylenedioxymethamphetamine (MDMA, or Ecstasy), rohypnol, ketamine, methamphetamine, and LSD (lysergic acid diethylamide).

## Essential Questions

- What influences people to use drugs?
- What types of treatment services are available?
- Why can't we consider all prescriptions from a doctor safe?
- How can the decision making process be used when dealing with drugs, alcohol and tobacco?
- What are the benefits of not using drugs?

## CONTENT AREA STANDARDS

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### 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).

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.

Information appearing in parentheses may or may not be taught based on past practices of the school district and current administration. For more information or an opt out policy please contact administration.

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

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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).

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)

## **STUDENT LEARNING TARGETS**

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1. Understand the effects of drugs and impacts of abuse and addiction: social, emotional, physical, chemical, and psychological.
2. Compare/Contrast how prescription medications can be health harming similar to the use of illicit drugs.
3. Think critically about the messages heard about drugs through the media and from peers or other influences and make healthy decisions.
4. Investigate societal pressures and stigmas related to addiction, and evaluate current treatment programs and their effectiveness.
5. Predict short term and long term consequences.
6. Understand relapse is part of recovery.
7. Explain the Overdose Prevention Act.
8. Form beliefs and attitudes about drug abuse and addiction by engaging in thoughtful discussions and learning activities.
9. Explain the effects of and where to obtain Narcan.
10. Explain the difference between tolerance, dependence, and addiction.
11. Students will understand the effects of alcohol, tobacco, and illegal drug use during pregnancy.

## **Declarative Knowledge**

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Students will understand that:

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## **Procedural Knowledge**

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Students will be able to:

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## **EVIDENCE OF LEARNING**

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

## **Formative Assessments**

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- Narcotics Anonymous Guest Speakers
- Video: Prescription For Change
- Guided Discussion
- Pair Share Scenario Skits - decision making skills
- Role Play refusal skills
- Research treatment centers

## **Summative Assessments**

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Narcotics Anonymous Assembly Reflection

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Glencoe Health Book

SAC Counselor

## Teacher Approved Internet Sources

Guest Speaker

[www.drugabuse.gov](http://www.drugabuse.gov)

[www.dea.gov](http://www.dea.gov)

<https://truthinitiative.org/our-top-issues/vaping-issue>

<https://truthinitiative.org/thisisquitting>

<https://www.tobaccofreeco.org/know-the-facts/vape-myths-vs-facts/>

<https://e-cigarettes.surgeongeneral.gov/>

<https://www.drugfreeworld.org/drugfacts/alcohol/what-is-binge-drinking.html>

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.