

# 05\_Unit 5: Alcohol and Drugs

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

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

This course is designed to assist students in developing the skills necessary to make healthy and responsible decisions and foster an understanding of how those decisions affect their overall health and wellness. Students will also review the changes that occur in the human body during adolescence.

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

Unit 6 - Alcohol and Drugs - Duration 1 Week

Students learn the long term and short term effects of drugs and alcohol on the body and society.

Enduring Understandings:

- There are many social, physical, and mental effects from drug use and abuse.
- Substance use and abuse can have a profound impact on both the individual and the people around them.
- There are a variety of strategies students can use to prevent substance use and abuse.

Essential Questions:

- What are the long-term and short-term effects of drug use?
- How can alcohol/drugs impact an individual, friends, family, and society?
- What are prevention strategies for substance use and abuse?

## **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.

Words appearing in parentheses may or may not be covered by your teacher based on past practices by the school district and our Health/PE Department. For more information or for an opt out policy please contact school administration.

## **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**

---

- Examine the long and short-term effects of drug use.
- Explain the impact of drugs on individuals, families and society.
- Demonstrate prevention strategies for substance use and abuse.

## **Declarative Knowledge**

---

Students will understand that:

- 

## **Procedural Knowledge**

---

Students will be able to:

- 

---

## **EVIDENCE OF LEARNING**

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

---

### **Formative Assessments**

Student Participation in "The Truth About Drugs" Curriculum

---

### **Summative Assessments**

"The Truth About Drugs" Curriculum Packet Completion Test

Movie Reflection - Chasing the Dragon

---

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

[drugfreeworld.org](http://drugfreeworld.org)

Chasing The Dragon - FBI Sponsored Film

SAC Counselor/Guidance Services

Guest Speaker (optional)

## **INTERDISCIPLINARY CONNECTIONS**

---

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.