

# 04\_Unit 4: Dependency, Substances Disorder and Treatment

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **On-going**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### Health 5

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the fifth grade curriculum the students will focus on "Personal Growth and Development", "Pregnancy and Parenting", "Social and Sexual Health", and "Dependency, Substances Disorder and Treatment".

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

### Unit Summary:

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

## Essential Question(s):

- What are the negative consequences to substance abuse?
- What resources are available to help those that abuse substances?

## Enduring Understanding(s):

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

## CONTENT AREA STANDARDS

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HE.3-5.2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
HE.3-5.2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
HE.3-5.2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
HE.3-5.2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
HE.3-5.2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

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

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LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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#### **Students will understand that:**

- A person who misuses drugs is taking the drug to treat a specific ailment (e.g. back pain). If they don't follow the doctor's directions they are misusing the drug. A person who abuses a drug is using it so that they can feel a certain way.
- Prescription drugs are prescribed to a person from a doctor and illicit drugs are drugs that are illegal to make, sell and use.
- Signs and evidence that might be present for a person that might have an alcohol, tobacco, an/or drug use problem are: bloodshot eyes, slurred speech, and lack of concern for personal hygiene.
- Effective refusal skills for alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances may include saying "No", walking away, or avoiding the situation.
- If someone you know someone that is struggling with the use/abuse of alcohol or drugs and you want to help, then you can reach out to a trusted adult who may be able to organize an intervention (i.e. a carefully planned process that may be done by family and friends, in consultation with a doctor or professional).
- Various types of resources (e.g primary physician, school nurse, counselor, helpline) are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse.

### **Procedural Knowledge**

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#### **Students will be able to:**

- Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

- Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- observation
- one-on-one
- questioning
- anecdotal notes

### **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

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

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**Resources Include:**

CDC: Bam! Body and Mind: <https://www.cdc.gov/healthyschools/bam/teachers.htm>

CDC: Injury Prevention and Control:

[https://www.cdc.gov/injury/index.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2F](https://www.cdc.gov/injury/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2F)

[2Fhomeandrecreationalafety%2Findex.html](#)

APA: What is a Substance Use Disorder?: <https://psychiatry.org/patients-families/addiction-substance-use-disorders/what-is-a-substance-use-disorder>

CDC: E-cigarettes and Youth: What Educators and Coaches Need to Know: [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Educators-and-Coaches-Need-to-Know-508.pdf](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Educators-and-Coaches-Need-to-Know-508.pdf)

SAMSA: Tips for Teens, Opioids: [https://store.samhsa.gov/sites/default/files/product\\_thumbnails/PEP19-08\\_bkup.jpg](https://store.samhsa.gov/sites/default/files/product_thumbnails/PEP19-08_bkup.jpg)

## Video's:

NIH: How do drugs affect your life?  
<http://www.viewpure.com/Fp4bdXYZmR4?start=0&end=0>

BrainPOP Jr.: How do illegal drugs affect the body?  
<http://www.viewpure.com/8wZPFPZ8McY?start=0&end=0>

Oasis Mental Health Applications: Understanding addiction, for teens:  
<http://www.viewpure.com/dsTwkX1cdCY?start=0&end=0>

Drug Education Video: <http://www.viewpure.com/shtRXgefI9U?start=0&end=0>

Recovery Brands: How to say No to drugs?:  
[http://www.viewpure.com/6Y6gn\\_dd54Q?start=0&end=0](http://www.viewpure.com/6Y6gn_dd54Q?start=0&end=0)

## **INTERDISCIPLINARY CONNECTIONS**

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**English/Language Arts** - implementation of conventions of Standard English, reading and comprehension

**Technology/Multi-Media** - Audio/visual media analysis

**Science** - medicine

**Social Studies** - Community

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.