

Englewood Public School District

Comprehensive Health

Grade 11

Unit: Drugs and Addiction

Overview: In this unit students will consider how substance abuse has an adverse effect on the health of the individual, the family, and society.

Time Frame: One marking period

Enduring Understandings:

Using medicines correctly assures that they are safe and have the maximum benefit.

There is an opioid epidemic in the United States that must be fixed.

There are immediate and long term consequences of risky behavior associated with substance abuse and dependency.

Drug abuse has a strong correlation with date rape, sexual assault, STI transmission, and unwanted pregnancy.

Essential Questions:

What causes addiction?

What risk factors are associated with alcohol and nicotine dependency?

How does alcohol dependency affect mental health and family health?

How should medications be prescribed and used so as to reduce the chances of dependency and abuse?

How can education about substance abuse mitigate the prevalence of date rape, sexual assault, STI transmission, and unwanted pregnancy?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> 2.3.12.B.2: Debate the various legal and financial consequences of the use, sale, and possession of illegal substances. 2.3.12.B.3: Correlate increased alcohol use with challenges that may occur at various life stages.	Topics			
	Addiction Alcohol and Nicotine Dependence Alcohol Abuse and Family Health	Students will complete “The Science of Addiction” lesson plan to receive an overview of addiction and how alcohol dependence occurs. Students will learn strategies to confront peer pressure by completing the “Healthy Decision Making	“The Science of Addiction” lesson plan http://lessonplanspage.com/peteenprescriptiondrugabus e612-hm/ “Healthy Decision Making Towards Alcohol and Tobacco Use” lesson plan https://teachers.net/lessons/posts/2028.html	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets Summative Assessment: Factsheet on alcohol abuse and family health Benchmark Assessment: Common Formative Assessment
	Objectives			

<p>2.3.12.C.1: Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12.C.2: Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12.C.3: Analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>2.3.12.C.1: Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p>	<p>Students will learn how alcohol abuse affects the body.</p> <p>Students will learn the negative consequences of alcohol on mental health.</p> <p>Students will explore how alcohol abuse affects family life.</p>	<p>Towards Alcohol and Tobacco Use" lesson plan.</p> <p>Students will research alcohol abuse and its effect on family health. Students will create a factsheet informing readers of their findings.(W11-12.8)</p>	<p>"Alcoholism and Family/Marital Problems" http://americanaddictioncenters.org/alcoholism-treatment/family-marital-problems/</p> <p>"The Impact of Substance Abuse and Addiction on Families" https://www.bhpalmbeach.com/recovery-articles/impact-substance-abuse-and-addiction-families</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observation • Anecdotal Record • Whole Class Discussion • Peer to Peer Discussions
<p><u>Comprehensive Health</u></p> <p>2.3.12.A.1: Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>2.3.12.A.2: Summarize the criteria for evaluating the effectiveness of a medicine.</p>	<p>Topics</p> <p>The Opioid Epidemic</p> <p>Proper Use of Medication</p> <p>Objectives</p> <p>Students will be informed of the current opioid epidemic in America.</p>	<p>Students will research the current opioid epidemic in America. They will research the drugs, its uses, and the various proposed solutions to the epidemic. Students will create multimedia presentations to display their findings.(SL.11-12.2)</p> <p>Students will research</p>	<p>"The U.S. Opioid Epidemic" (HHS) https://www.hhs.gov/opioids/about-the-epidemic/index.html</p> <p>"The Opioid Epidemic Factsheet" (HHS) https://www.hhs.gov/sites/default/files/Factsheet-opioids-061516.pdf</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Participation and questioning during activities in the "Over the Counter Medicines: Danger in the Medicine" lesson plan

	Students will evaluate solutions proposed to fight the opioid epidemic.	various politicians’ stances on the opioid epidemic and what parts of the population/what regions of the country are most effected. (RI.11-12.7)	“Drug Deaths in America Are Rising Faster Than Ever” https://www.nytimes.com/interactive/2017/06/05/upshot/opioid-epidemic-drug-overdose-deaths-are-rising-faster-than-ever.html	Summative Assessments: <ul style="list-style-type: none">• Opioid epidemic research presentation• Letter to a public official• Debate on the proper use of medicine Alternative Assessments: <ul style="list-style-type: none">• Peer Assessment• Self-Assessment
	Students will learn the hazards of abusing prescription medication.	Students will then write a letter to their congressperson or governor proposing their solutions to the problem.(W.11-12.4)	“Over the Counter Medicines: Danger in the Medicine” https://sharemylesson.com/search?items_per_page=10&sort_bef_combine=votingapi%20DESC&sort_order=DESC&sort_by=votingapi&f%5B0%5D=curriculum_tree%3A28571/28659/28660&f%5B1%5D=field_uploaded_files_collection%253Afield_upload_resource_type%3A27912&f%5B2%5D=field_uploaded_files_collection%253Afield_upload_resource_type%3A27909	
		Students will complete the lesson plan “Over the Counter Medicines: Danger in the Medicine.”		
		Students will research and identify the criteria for evaluating the effectiveness of a medicine that is used properly. Groups will break into teams and debate each other’s criteria for choosing an effective medication to treat a disease. (W.11-12.1)		
	Comprehensive Health			
2.3.12.B.4: Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.	Topics		Resources on sexual assault and rape http://www.joyfulheartfoundation.org/learn/sexual-assault-and-rape?gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rncPtkQUwsm2m63jovpVFSi	Formative Assessments: <ul style="list-style-type: none">• Do Nows• Exit Tickets• Discussion on substance abuse Summative Assessment:
	Substance Abuse Correlation with Date Rape, Sexual Assault, STIs, and Unwanted Pregnancy	Teacher will lead a discussion on the correlation between substance abuse and unwanted sexual consequences.(SL11-12.1)		
2.3.12.B.5: Relate injected drug use to the incidence of	Injected Drug Use and HIV/AIDS and hepatitis	Jigsaw: Groups will research the correlation between substance abuse		
	Objectives			

<p>diseases such as HIV/AIDS and hepatitis.</p>	<p>Students will analyze the correlation between substance abuse and the prevalence of negative sexual behaviors and consequences.</p> <p>Students will assess the impact injected drug use has on the occurrence of HIV/AIDS and hepatitis</p>	<p>and one of the following: date rape, sexual assault, STIs, unwanted pregnancy. Student will create reports using text and visuals to explain their findings. Expert groups will then share their findings with other expert groups and discuss connections they discover.(SL.11-12.4)</p> <p>Students will research data on injected drug use and the spread on HIV/AIDS or hepatitis. Then, students will create a chart or other visual that illustrates and links the impact that injected drug use has on the occurrence of diseases such as HIV/AIDs and hepatitis. List at least three methods of prevention. (8.1.12.A.2)</p>	<p>83Tum3LSMOfy4CW55YkIaArU98P8HAQ</p> <p>“Adolescent substance use and unplanned pregnancy: strategies for risk reduction” https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4031466/</p> <p>“What Works in Prevention?” https://endingviolence.uiowa.edu/assets/What-Works-in-Prevention.pdf</p> <p>CDC resource on substance abuse and HIV https://www.cdc.gov/hiv/risk/substanceuse.html</p> <p>CDC resource on injected drug use and hepatitis https://www.cdc.gov/hepatitis/Populations/idu.htm</p>	<p>Visual presentation on injected drug use and disease transmission</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Peer Assessment • Self-Assessment
---	---	---	--	--

Key Vocabulary:

Addiction – The fact or condition of being addicted to a particular substance, thing, or activity.

Alcoholism – An addiction to the consumption of alcoholic liquor or the mental illness and compulsive behavior resulting from alcohol dependency.

Dependency – Something that is dependent on something else.

HIV – A virus that interferes with your body’s ability to fight the organisms that cause disease.

AIDS – A disease in which there is a severe loss of the body’s cellular immunity, greatly lowering the resistance to infection and malignancy.

Hepatitis – A disease characterized by inflammation of the liver.

Ethics in medication use - A drug that is available only with written instructions from a doctor or dentist to a pharmacist.

Family health - A state in which the family is a resource for the day-to-day living and health of its members.

Opioid epidemic – The rapid increase in the use of prescription and non-prescription opioids.

STIs – Diseases that are passed on from one person to another through sexual contact, and sometimes by genital contact - the infection can be passed on via vaginal intercourse, oral sex, and anal sex.

Integration of 21st Century Standards NJSL 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Brainstorming/webbing● Modeling● Speak and display terminology● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Using advance organizers● Employing KWL Chart● Predicting● Pre-Teach Vocabulary● Pre-Teaching or Reviewing● Allow take-home tests	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Previewing information/materials● Provide helpful visual, auditory, and tactile reinforcement of ideas.● Peer Support● Provide extended time● Solidify and refine concepts through	<ul style="list-style-type: none">● Teachers may modify instructions by modeling what the student is expected to do● Use visual demonstrations, illustrations, and models● Give directions/instructions verbally and in simple written format.● Peer Support● Provide extended time● Previewing information/materials● Increase one on one time	<ul style="list-style-type: none">● Independent study● Students will present research to a different audience● Inquiry-based instruction● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction

	repetition. <ul style="list-style-type: none"> • Learner will work at own pace • Give shorter assignments/more frequently • Employ individual, paired, or small group projects or activities • Allow take-home tests 	<ul style="list-style-type: none"> • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	
--	--	--	--

Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

RL.11-12.1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening:

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style

are appropriate to task, purpose, and audience.

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.