

# Englewood Public School District

## Comprehensive Health

### Grade 10

#### Unit: Drug Use and Abuse: Addictions, Dependence, and Prescriptions

**Overview:** In this unit students will consider the prevention, treatment, and personal and societal effects of drug use and addiction.

**Time Frame:** One marking period

**Enduring Understandings:**

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

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

Drug dependency/addiction is a societal problem that causes injury, illness, and death; it takes the efforts of a community to reverse substance abuse.

**Essential Questions:**

What are the leading causes of death in disease and health conditions in teenagers and the general population and what steps can be taken to lessen the risks?

How can I decide which risks are worth taking and which are dangerous to me and others?

What turning points determine our individual pathways to adulthood?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health</u></b> 2.3.12. C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.  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. 2.2.12. B.1 Predict the short- and long-term consequences	<b>Topics</b>  The Addiction Cycle  Dependence  Treatment for Abuse  <b>Objectives</b>  Students will know the impact of drug use on future education, employment, health, and offspring.	Instructors can select from four lessons to assist students to understand how illegal drugs affect the human body. <ul style="list-style-type: none"> <li>Name that Drug</li> <li>Recognizing the Risks</li> <li>Path to Addiction</li> <li>Consequences of Addiction (9.4.12C.15)</li> </ul>	Drugs: Use, Abuse and Addiction, Royal Canadian Mounted Police <a href="http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm#act1">http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm#act1</a>  The Cycle of Addiction, Discovery Education <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm</a>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Exit Tickets</li> <li>Discussion about illegal drugs in groups</li> <li>Observation of participation</li> </ul> <b>Summative Assessment:</b> Presentations on treatment options for drug abusers.  <b>Benchmark Assessment:</b>

<p>of good and poor decision-making on oneself, friends, family, and others.</p> <p>2.3.12. C.3 Analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</p>	<p>Students will predict short and long term effects of substance abuse.</p> <p>Students will critically assess persons who influence their lives.</p> <p>Students will develop healthy coping strategies.</p> <p>Students will know how certain illegal drugs affect the human body.</p>	<p>Through this lesson students will understand how families and peers influence decisions to take drugs and the cycle of addiction to drugs (W.9-10.8)(W 9-10.7)</p> <p>Students will understand the neurobiology through the study of addiction. New Beginnings Drug Rehab(SL.9-10.1)</p> <p>Students will research the types of substance abuse treatments available and deliver presentations on the common signs of abuse and the treatment options. (W.9-10.8) (RI 9-10.1)(RI 9-10.7)</p>	<p>Understanding the Neurobiology Through the Study of Addiction, New Beginnings Drug Rehab  <a href="https://www.google.com/#q=grade+9+drug+addiction+lesson+plans">https://www.google.com/#q=grade+9+drug+addiction+lesson+plans</a></p>	<p>Common Formative Assessment</p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reflection Journal</li> <li>• Portfolios</li> <li>• Conferencing</li> <li>• Homework Assignments</li> <li>• Daily Writing</li> <li>• Assignments</li> <li>• Completed Research</li> </ul>
<p><b><u>Comprehensive Health</u></b></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><b>Topics</b></p> <p>Prescribed Medications: Use and Abuse</p> <p><b>Objectives</b></p> <p>Students will differentiate among prescription, over-the-counter, herbal, and illegal medications or substances.</p> <p>Students will determine the criteria for evaluation of effective medicinal substances.</p>	<p>Working in small groups, students will compare and contrast the risks and benefits of experimental medicinal and herbal substances and make a short presentation.(SL9-10.2)</p> <p>Instructors can select from a variety of lessons to promote the awareness of abuse of prescription drugs. MAPDA</p> <ul style="list-style-type: none"> <li>• Overtaken</li> <li>• Overdose: How to Recognize</li> <li>• Dr. Drew Pinsky Video Series about Prescription Drugs</li> </ul>	<p>Grades 09-12 Prescription Drug Abuse Lessons, Mothers Against Prescription Drug Abuse (MAPDA)  <a href="http://mapdaonline.org/corporate/Grades-9---12,-Videos-and-Lesson-Plans_cp7669.htm">http://mapdaonline.org/corporate/Grades-9---12,-Videos-and-Lesson-Plans_cp7669.htm</a></p> <p>NIDA for Teens website  <a href="https://teens.drugabuse.gov/">https://teens.drugabuse.gov/</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Discussion in groups about medicines/supplements</li> </ul> <p><b>Summative Assessments:</b></p> <p>Discussion about research findings</p> <p>Public Service Announcements</p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Peer Assessment</li> </ul>

- NIDA Video on Addiction
- Prescription Drug Abuse: A Serious Problem

(SL.9-10.1)

Students will research commonly abused prescription drugs on the NIDA website, and also research the health and social effects that drug has on individuals. (8.1.12.A.2) (RI 9-10.1)(RI 9-10.7)

Students will develop a two-minute public service announcement expressing the risks and statistics of the drug.(SL.9-10.2)

### **Comprehensive Health**

2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

2.3.12. B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

Topics	Objectives	Formative Assessments:
Alcohol and Its Effects on Physical Health	Students will learn about the harmful effects of alcohol on different parts of the body.(HS-LS4-2)	<ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> </ul>
The Dangers of Smoking	After lesson, students will be able to understand:	Students will report on the legal consequences of illegal drug possession.
Other Substances	<ul style="list-style-type: none"> <li>• Understand some of the physical dangers of smoking</li> <li>• Understand that various factors influence their decision making</li> <li>• Understand the different advertising strategies that tobacco companies</li> </ul>	<p>Tobacco Discovery Education Lesson Plan <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/smoking.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/smoking.cfm</a></p> <p>New Jersey Controlled Dangerous Substances Law (online reference text) <a href="http://www.njconsumeraffairs.gov/Statutes/New-Jersey-Controlled-Dangerous-Substances-Act.pdf">http://www.njconsumeraffairs.gov/Statutes/New-Jersey-Controlled-Dangerous-Substances-Act.pdf</a></p>
Students will investigate the		<p><b>Summative Assessments:</b> Mock interview of former user</p> <p>Preparation and performance in the class debate on illegal substances.</p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Journal entries</li> </ul>

2.3.12. B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

legal consequences of possession, use, and/or sale of illegal substances.

Students will research the possible life- altering effects of alcohol and drug abuse on self and others.

Students will understand the harmful effects of alcohol and other drugs on unborn children.

Students will know how steroid use affects the body physically and mentally.

Students will understand the consequences of drug use, including how an arrest for using or selling drugs could affect their future.

- use
- Discuss personal responsibilities regarding smoking (SL.9-10.1) RI 9-10.1)(RI 9-10.7)

Students will develop an understanding of:

- The concepts of substance-related effects.
- The perceived benefits and harms associated with crystal methamphetamine use.
- Factors that contribute to substance related harm.
- Measures that can be taken to reduce substance related harm. (W.9-10.8) (RI 9-10.1)(RI 9-10.7)

K-12 Educators can have a better understanding in the following:

- Understanding Health, Addiction and Behaviors.
- External Influences and Resisting Peer Pressure.
- Making Healthy

NJ Illegal Substance Possession Charges  
<http://www.randolphwolf.com/criminal/possession-charges/>

Grade 9 no2 Meth Lesson Plan  
<http://oldwww.sd67.bc.ca/healthyschools/PDF/Grade9No2MethLessonPlan.pdf>

New Beginnings Drug Rehab, Addiction Prevention: Essential Lesson Plans for K-12 Educators.  
[http://www.newbeginningsdrugrehab.org/addiction-prevention-lesson-plan-guide/#Gateway\\_drugs\\_pave\\_the\\_way\\_to\\_heroin\\_use](http://www.newbeginningsdrugrehab.org/addiction-prevention-lesson-plan-guide/#Gateway_drugs_pave_the_way_to_heroin_use)

- Peer Assessment

Choices and  
Avoiding Risks.

Television Interview:  
Students will invent the life  
of a former drug abuser and  
describe how he or she  
overcame addiction. They  
will use valid sources to  
research the drug, the traits  
and habits of an abuser, the  
social effect on the abuser's  
family and community, and  
the rehabilitation process.

(W.9-10.8)

Class Debate:

Students will research the  
laws and arguments for and  
against the  
legalization/illegalization of  
a chosen drug. Teams will  
then debate on the side of  
pro or con for legalizing and  
outlawing the use of the  
chosen substance.(SL.9-  
10.4)(RI 9-10.1)(RI 9-10.7)

**Key Vocabulary:**

**Addiction** – Being dependent on something habit-forming.

**Treatment** – Care provided to improve a situation (especially medical procedures or applications that are intended to relieve illness or injury).

**Peer Pressure** – Influence from members of one's peer group.

**Influence** – The capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.

**Arrest** – Seize (someone) by legal authority and take into custody.

**Illegal** – Contrary to or forbidden by law, especially criminal law.

**Consequences** – A result or effect of an action or condition.

**Abuse** – Treat (a person or an animal) with cruelty or violence, especially regularly or repeatedly.

**Physical** – Relating to the body.

**Mental** – Relating to the mind.

**Prescription** – A written message from a doctor that officially tells someone to use a medicine, therapy, etc.

**Integration of 21st Century Standards NJSLs 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/](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**

- Speak and display terminology
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Using advance organizers
- Brainstorming/webbing
- Modeling
- Employing KWL Chart
- Predicting
- Pre-Teach Vocabulary
- Pre-Teaching or Reviewing
- Allow take-home tests

**Special Education**

- Work with paraprofessional
- Utilize modifications & accommodations delineated in the student’s IEP
- Previewing information/materials
- Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Peer Support
- Provide extended time
- Solidify and refine concepts through

**At-Risk**

- Peer Support
- Provide extended time
- Use visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Previewing information/materials
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do

**Gifted and Talented**

- Inquiry-based instruction
- Independent study
- Students will present research to a different audience
- Curriculum compacting
- 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"> <li>• Learner will work at own pace</li> <li>• Give shorter assignments/more frequently</li> <li>• Employ individual, paired, or small group projects or activities</li> <li>• Allow take-home tests</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	
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### Interdisciplinary Connections:

#### ELA - NJSLS/ELA:

##### Reading

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

##### Writing:

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

##### Speaking and Listening:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2. 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.

##### Science:

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment

**Integration of Technology Standards NJSL 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.