

Englewood Public School District

Comprehensive Health

Grade 7

Unit: Substance Abuse and Your Physical Health

Overview: In this unit, students will explore how substance abuse affects different body systems in both the short term and long term. Risk factors and causes of substance abuse will be identified. Treatment options for substance abusers and strategies to recognize and overcome negative risk factors will be evaluated in order to support a substance free lifestyle.

Time Frame: One Marking Period

Enduring Understandings:

Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.

Substance abuse is caused by a variety of factors.

The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Essential Questions:

How does substance abuse affect the body?

How can substance abuse be prevented?

How can substance abuse be treated?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. 2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and	Topics Physical Effects of Substance Abuse	Students will use the website Heads Up to explore the many facets of how drug use impacts the body and mind.	Teen Health, Chapters 14-17, pp. 322-404, Glencoe, 2014 Website: Heads Up http://headsup.scholastic.com/	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets Discussion Observation of group performance Summative Assessment: Student presentations about the effects of alcohol and
	Objectives Describe the positive effects and the potential risks that may occur when one uses over the counter	Then students will label a drawing of the human body with the effects of a given drug and present findings to the class.(NJSLS RI 7.7)	Articles:	

possession of illegal substances.	medicines, prescription drugs, and supplements.	Students will read and discuss articles about Drugs: http://classroom.kidshealth.org/classroom/6to8/problems/drugs/drugs.pdf and Smoking: http://classroom.kidshealth.org/classroom/6to8/problems/drugs/smoking.pdf and the effects on the body. (RST 6-8.1)(NJSLS SL 7.1)(NJSLS 7.2)	Drugs: http://classroom.kidshealth.org/classroom/6to8/problems/drugs/drugs.pdf Smoking: http://classroom.kidshealth.org/classroom/6to8/problems/drugs/smoking.pdf Video: Heroin's Risk to Your Health: https://www.youtube.com/watch?v=CWt5vkYGq4c Alcohol and the Teen Brain: https://youtu.be/g2gVzVIBc_g The Teenage Brain Explained: https://youtu.be/hiduiTq1ei8 All You need to Know About Drugs and the Teen Brain: https://youtu.be/6mPjG4udHaA Teens Vaping More than Smoking: https://newsela.com/read/more-teens-vaping/id/38922/ Newsela: Heroin Addiction:	drugs on the body will be assessed using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01 Students will break into groups with large craft paper and trace the outline of a person. The groups will be given a drug name/class and they are to label the body with at least 5 effects of the drug. (Group topics should include, but are not limited to over the counter medications, supplements, and prescription medications). Once the figure is labeled, the group should then brainstorm tactics for staying drug free. A rubric will be used to assess the project. http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01 Benchmark Assessment: Common Formative Assessment Alternative Assessments: <ul style="list-style-type: none">• Peer to Peer Discussions• Reflection Journal
2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.	Students will view and discuss the video Heroin's Risk to Your Health: https://www.youtube.com/watch?v=CWt5vkYGq4c . (NJSLS RI 7.7) (NJSLS SL 7.1)(NJSLS SL 7.2)		
2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.	Summarize the effects of alcohol/drug use on the body systems.	Students will simulate the effects of alcohol by reading a poem with and without a large marshmallow in their mouth. This simulates how a person who drinks too much alcohol might sound. The class will compare and contrast each reading; they should notice how words were slurred and difficult to understand when the marshmallow was in the mouth. Students will understand that the tongue is a muscle and when a		
2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	Analyze the effects of all types of tobacco use on the aging process.			
	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.			
	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.			
	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related			

	impairment of behavior, judgment, and memory.	person drinks alcohol, muscles cannot work in coordinated manner.	https://newsela.com/read/overview-painkillers-heroin-addiction/id/24839/	<ul style="list-style-type: none"> • Portfolios • Conferencing
	<p>Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.</p> <p>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p>	<p>Students will research other activities (i.e. driving, riding a bike) requiring the use of coordinated muscles. Students will share their findings with the class and demonstrate how alcohol would interfere with the coordination needed for those activities. (Extension: have students differentiate affects according to gender/age). (NJSLS SL 7.1)(NJSLS 7.1)(NJSLS W7.7)(NJSLS W7.8)</p>		
<p><u>Comprehensive Health</u> 2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	Topics	Student will read the Science of Addiction: http://headsup.scholastic.com/teachers/the-science-of-addiction-lesson article and take a pre and post assessment quiz. (RST 6-8.1)	Teen Health, Chapter 15, pp. 360-364, Glencoe, 2014	Formative Assessments:
	Objectives	<p>Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle</p> <p>Compare and contrast theories about dependency/addiction (such as genetic predisposition,</p>	<p>Articles: Science of Addiction: http://headsup.scholastic.com/teachers/the-science-of-addiction-lesson</p> <p>Alcohol and Addiction: http://classroom.kidshealth.org/classroom/6to8/problems/drugs/alcohol.pdf</p> <p>Lesson: Experimentation and Addiction: http://www.etr.org/healthsmart/about-</p>	<ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussions • Questioning during lessons • Observation of participation <p>Prior Knowledge of Addiction and Substance Abuse will be assessed using the pre-assessment: http://headsup.scholastic.com/teachers/the-science-of-addiction-lesson</p> <p>Summative Assessment:</p>

gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

7.1)(NJSLS 7.2)(RST 6-8.1)

Student will learn about the danger and causes of addiction in the lesson Experimentation and Addiction:

<http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/middle-school-experimentation-addiction-whats-the-truth-taod-lesson-6/>.

(NJSLS RI 7.7)

Students will research treatment options for addiction and alcoholism in order to overcome the illness. The student will develop a Public Service Announcement (PSA). The PSA should have at least three facts about the treatment option you have been assigned (sources must be cited), a specific message or slogan that may be an outcome from treatment or a reason to use this specific treatment option, and it must be creative and appropriate. (NJSLS W 7.6)(NJSLS W 7.7)

Students will discuss the argument that marijuana

[healthsmart/sample-lessons/middle-school-experimentation-addiction-whats-the-truth-taod-lesson-6/](http://www.etr.org/healthsmart/sample-lessons/middle-school-experimentation-addiction-whats-the-truth-taod-lesson-6/)

Post Assessment:
<http://headsup.scholastic.com/teachers/the-science-of-addiction-lesson>

Public Service
Announcement created by students will be assessed using a rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Alternative Assessments:

- Self-Assessment
- Peer Assessment
- Peer to peer discussion

should be legal. Students will search social media and TV ads from politicians and interest groups and will analyze how that effects young people. (6.2.12.D.5.c

Key Vocabulary:

Over the Counter Medicines – Medicines sold to a consumer without a prescription.

Prescription Drugs – A drug that can be obtained only by means of a physician’s prescription.

Inhalant – Something (such as an allergen or medication) that is inhaled.

Substance Abuse – Excessive use of a drug.

Dependency – Something that is dependent on something else.

Addiction – Compulsive need for and use of habit-forming substance characterized by tolerance and physiological symptoms of withdrawal.

Intervention – To occur, fall, or come between points of time or events.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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

- Students will be provided lower level text
- Students will share information about families in their culture

Special Education

- Learner will work at own pace
- Students will be provided lower level text
- Utilize modifications &

At-Risk

- Students will be provided lower level text
- Use visual demonstrations, illustrations, and models
- Give directions/instructions

Gifted and Talented

- Students will have choice in creating a final project
- Students will present research to a different audience
- Inquiry-based instruction

<ul style="list-style-type: none"> • 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 	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> • 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 repetition. • Give shorter assignments/more frequently 	<p>verbally and in simple written format.</p> <ul style="list-style-type: none"> • Peer Support • Provide extended time • Previewing information/materials • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • 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. 	<ul style="list-style-type: none"> • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.7.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic,

text, or issue under study.

Integration of Technology Standards NJSLS 8:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

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

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

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.