

Englewood Public School District

Comprehensive Health

Grade 8

Unit: Consequences of Substance Abuse

Overview: In this unit students will explore the long term and short term consequences related to the use of alcohol, tobacco, and other drugs. The social, physical, and legal ramifications of substance abuse will be investigated. Strategies to avoid peer pressure and other factors that influence substance abuse will be addressed.

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.

Substance abuse is caused by a variety of factors.

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

There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions:

When does the use of substance cross the line and become abuse?

How does substance abuse affect individuals and communities?

How can help be obtained for someone with substance abuse issues?

What are the short term and long term consequences of substance abuse?

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 Consequences of Substance Abuse	Students will discuss the prevalence of vaping. Students will respond to the question: Does vaping lead to other substance abuse?(NJSLS SL 8.1)(NJSLS SL 8.2)	Teen Health, Chapters 14-17, pp. 322-404, Glencoe, 2014 Article: Teens abusing household products; https://abcnews.go.com/GMA/OnCall/teen-inhalant-abuse/story?id=10311374	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets
	Objectives Analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal	Student will read the news article about Teens abusing		Summative Assessment: Student anti-drug presentations and campaigns to pledge will be evaluated using a rubric:

possession of illegal substances.	drugs have on different individuals.	household products: https://abcnews.go.com/GMA/OnCall/teen-inhalant-abuse/story?id=10311374	Website: Drugs & Alcohol: http://teenshealth.org/en/teens/drug-alcohol/	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u2.pdf
2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.	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.	The teacher will lead a class discussion using the following prompts (NJSL SL 8.1)(NJSL 8.2)(NJSL L8.3)(NJSL L8.1)	Lesson: Cycle of Addiction: http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm	Benchmark Assessment: Common Formative Assessment
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.	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	1. Compare the abuse of OTC, illegal drugs, prescription drugs, or homemade drug. 2. What are some reasons drugs are abused? 3. Do young people think it is acceptable to take OTC, illegal drugs, prescription drugs, etc.? 4. What about prescription and OTC drugs makes their misuse common? Why may some people think they are safe?	Website: Plain Language DrugFacts: https://www.drugabuse.gov/publications/finder/t/160/DrugFacts Alcohol and the Teen Brain: https://youtu.be/g2gVzVIBc_g The Teenage Brain Explained: https://youtu.be/hiduiTq1ei8	Alternative Assessments: <ul style="list-style-type: none">• Teacher Observation• Anecdotal Records• Observations• Whole Class Discussion• Peer to Peer Discussions• Dramatization• Games/simulations• Interview/survey• Reflection Journal• Daily Writing• Assignments• Project Oral Presentation with media/visuals based on• research project
	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.	Student will explore the website Drugs & Alcohol: http://teenshealth.org/en/teens/drug-alcohol/ to explore frequently asked questions about peer pressure and substance abuse. (NJSL RI 8.7)(NJSL SL 8.3)	All You need to Know About Drugs and the Teen Brain: https://youtu.be/6mPjG4udHaA	
	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	Student will investigate the causes and consequences of addiction in the lesson Cycle of Addiction.	Teens Vaping More than Smoking: https://newsela.com/read/more-teens-vaping/id/38922/	
	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug free.		Newsela: Vaping in Schools:	

Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.

Analyze health risks associated with injected drug use.

Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

Compare and contrast smoking laws in New Jersey with other states and countries.

Identify the factors; such as peer pressure, that influence teen alcohol/drug use.

Research school district policy/local/state laws governing drug and alcohol use

[:http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm](http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm)

Students will research a given drug and develop and anti-drug campaign that includes physical effects – short- term and long- term, Psychological effects – short- term and long- term, Brain effects or treatment, Street names for the drug, and an anti-drug slogan. (NJSLS W 8.7)(NJSLS W 8.8)

Students will investigate and evaluate the factors that influence teens drug and alcohol use. They will develop a Campaign to Pledge in order to combat the factors such as peer pressure, lack of education, accessibility, or boredom. The Pledge should be one that can be implemented in a school/community setting. It must contain an educational piece for the community members and include school district and local/state laws. (NJSLS W8.7)(NJSLS RI 8.7)(NJSLS W8.6)

<https://newsela.com/read/teens-juul-vaping/id/41937/>

EdPuzzle: Alcohol Abuse in Teens:
<https://edpuzzle.com/media/5748628d4fd2c64541e0dd05>
Assessment: Rubric;

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u2.pdf>

Key Vocabulary:

Medicinal Supplements – Nutritional supplements that include vitamins, minerals, herbs, meal supplements, sports nutrition products and other related products used to boost the nutritional content of the diet.

Adverse – Preventing success or development: harmful: unfavorable.

Peer Pressure – Social pressure by members of one’s peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted.

Cope – To struggle or deal, especially on fairly even terms or with some degree of success.

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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Pre-Teach Vocabulary● Review concepts periodically● 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	<ul style="list-style-type: none">● Learner will work at own pace● Give shorter assignments/more frequently● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Previewing information/materials● Provide helpful visual, auditory, and tactile reinforcement of ideas.	<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	<ul style="list-style-type: none">● Students will present research to a different audience● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction

<ul style="list-style-type: none"> Predicting 	<ul style="list-style-type: none"> Peer Support Provide extended time Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> Increase one on one time 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 - NJSLS/ELA:

Reading

RI.8.7. 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.8.6. 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.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8.8. 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.

Speaking and Listening:

SL.8.1. 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.8.2. 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.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.