

# Englewood Public School District

## Comprehensive Health

### Grade 9

#### Unit: Drugs and Addiction

**Overview:** This is a very serious unit that begins with the concepts of addiction, dependence, and treatment. Following the introduction of unit, other topics in this unit include prescription medications, tobacco, alcohol, and other substances. There is a strong emphasis on this unit for students to carefully consider their personal choices and how drugs affect our lifelong health.

**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.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.	<b>Topics</b>	Instructors can select from four lessons to assist students to understand how illegal drugs affect the human body.	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>	<b>Formative Assessments:</b>
	Addiction  Dependence  Treatment  <b>Objectives</b>	<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</li> </ul>	The Cycle of Addiction, Discovery Education <a href="http://www.discoveryeducation.com/teachers/free-">http://www.discoveryeducation.com/teachers/free-</a>	<ul style="list-style-type: none"> <li>Do Nows</li> <li>Exit Tickets</li> </ul> <b>Summative Assessments:</b> Instructors will evaluate all student products to ascertain their understanding of the topic of addiction, dependence and treatment.

<p>2.3.12. B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12. B.3 Correlate increased alcohol use with challenges that may occur at various life stages.</p>	<p>Students will know the impact of drug use on future education, employment, health, and offspring.</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>(9.4.12C.15)(RI 9-10.1)</p> <ul style="list-style-type: none"> <li>• Through this lesson students will understand how families and peers influence decisions to take drugs and the cycle of addiction to drugs. Discovery Education(W.9-10.9.)</li> <li>Students will understand the neurobiology through the study of addiction. New Beginnings Drug Rehab (SL.9-10.1).</li> </ul>	<p><a href="#">lesson-plans/cycle-of-addiction.cfm</a></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>Students will write an expository essay and identify how families and peers influence students' decisions to take or not take drugs.</p> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Records</li> <li>• Whole Class Discussion</li> <li>• Peer to Peer Discussions</li> </ul>
<p><b><u>Comprehensive Health</u></b></p> <p>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.</p> <p>2.3.12. B.2 Debate the various legal and financial consequences of the use,</p>	<p><b>Topics</b></p> <p>Prescribed Medications</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 write an argumentative piece based on what they learned. (SL.9-10.4.)(W 9-10.1)</p> <p>Instructors can select from a variety of lessons to promote the awareness of abuse of prescription drugs. MAPDA(RI 9-10.1)</p> <ul style="list-style-type: none"> <li>• Overtaken</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><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> </ul> <p><b>Summative Assessments:</b> Depending on the lessons selected, instructors will evaluate all student products to ascertain their understanding of the topic of prescribed medications.</p> <p>Students will construct a short reading response to a self-selected article</p>

sale, and possession of illegal substances.

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- Overdose: How to Recognize
- Dr. Drew Pinsky Video Series about Prescription Drugs
- NIDA Video on Addiction
- Prescription Drug Abuse: A Serious Problem

regarding the misuse of prescription medications.

#### **Alternative Assessments:**

- Teacher Observation
- Anecdotal Records
- Whole Class Discussion
- Peer to Peer Discussions

Topics	Objectives	Resources	Assessments
Alcohol	Students will learn about the harmful effects of alcohol on different parts of the body. HS-LS1-1.	Alcohol and your Body <a href="http://www.scholastic.com/browse/lessonplan.jsp?id=1274">http://www.scholastic.com/browse/lessonplan.jsp?id=1274</a>	<b>Formative Assessments:</b>
Tobacco	After lesson, students will be able to understand:	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>	<b>Summative Assessments:</b>
Other Substances	Students will analyze the impact of diverse and potentially harmful substances on present and future health (e.g., tobacco, illegal drugs, inhalants).	Grade 9 no2 Meth Lesson Plan <a href="http://oldwww.sd67.bc.ca/healthyschools/PDF/Grade9No2MethLessonPlan.pdf">http://oldwww.sd67.bc.ca/healthyschools/PDF/Grade9No2MethLessonPlan.pdf</a>	Using a rubric, instructors will evaluate a student constructed poster that depicts the harmful affects of alcohol, tobacco or other substance.
	Students will investigate the legal consequences of possession, use, and/or sale of illegal substances.	New Beginnings Drug Rehab, Addiction Prevention: Essential Lesson Plans for K-12 Educators. <a href="http://www.newbeginningsdrugrehab.org/addiction-prevention-lesson-plan-">http://www.newbeginningsdrugrehab.org/addiction-prevention-lesson-plan-</a>	<b>Alternative Assessments:</b>
	Students will research the possible life- altering effects of alcohol and drug	Students will develop an understanding of:	Students create a PSA that warns the public of the harmful affects of a chosen drug.

- The concepts of

#### **Alternative Assessments:**

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	abuse on self and others.	substance-related effects.	<a href="#">guide/#Gateway drugs pave the way to heroin use</a>
	Students will understand the harmful effects of alcohol and other drugs on unborn children.	<ul style="list-style-type: none"> <li>• The perceived benefits and harms associated with crystal methamphetamine use.</li> </ul>	
	Students will know how steroid use affects the body physically and mentally.	<ul style="list-style-type: none"> <li>• Factors that contribute to substance related harm.</li> </ul>	
	Students will understand the consequences of drug use, including how an arrest for using or selling drugs could affect their future.	<ul style="list-style-type: none"> <li>• Measures that can be taken to reduce substance related harm.</li> </ul>	
		HS-LS1-1.	

#### 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 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 -

**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"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Using advance organizers</li> <li>• Brainstorming/webbing</li> <li>• Modeling</li> <li>• Employing KWL Chart</li> <li>• Predicting</li> <li>• Pre-Teach Vocabulary</li> <li>• Pre-Teaching or Reviewing</li> <li>• Allow take-home tests</li> </ul>	<ul style="list-style-type: none"> <li>• Give shorter assignments/more frequently</li> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Previewing information/materials</li> <li>• Provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Peer Support</li> <li>• Provide extended time</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Learner will work at own pace</li> <li>• Employ individual, paired,</li> </ul>	<ul style="list-style-type: none"> <li>• Give shorter assignments/more frequently</li> <li>• Use visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Provide extended time</li> <li>• Previewing information/materials</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will present research to a different audience</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

	or small group projects or activities <ul style="list-style-type: none"> <li>• Allow take-home tests</li> </ul>	lesson. <ul style="list-style-type: none"> <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

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.

##### Writing:

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

##### 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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

##### Science:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

### 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.  
8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### 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.