

Englewood Public School District

Comprehensive Health

Grade 12

Unit: Drug Debates and the High Cost of Abuse

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
<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.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	Topics Understanding Addiction The Effect of Drug Abuse on Personal Wellness Objectives Students will know the impact of drug use on future education, employment, health, and offspring.	Students will complete the “Science of Addiction Using Poetry” lesson plan and create imagist poems that reflect the harmfulness of addiction. (W.11-12.3) The class will review the seven dimensions of wellness (mental, spiritual, occupational, social, emotional, physical, and environmental) then relate personal wellness to drug abuse. Students will create a	“Science of Addiction Using Poetry” lesson plan http://lessonplanspage.com/peteenprescriptiondrugabus/e612-hm/ “Drugs + Your Body” “Drugs + Your Brain” “Drugs + Your Life” 3 lesson series http://www.scholastic.com/smp/pdfs/nida/NIDA_YR11-TE_Comp.pdf	Formative Assessments: <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Feedback during lessons • Class discussion Summative Assessment: <ul style="list-style-type: none"> • Wellness and abuse graphic organizer

<p>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 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>graphic organizer that lists the positive and negative conditions that impact each of their wellness dimensions. (W11-12.2)</p> <p>Then they will identify how drug abuse could introduce more negative conditions into their wellness dimensions by creating scenarios that they will role play. (W11.12-9)</p> <p>Students will complete the 3 lesson series on how drugs interact with an individual's body, brain, and life to learn about the damaging effects of drugs on a person's entire wellbeing. (HS-LS1-1)</p>	<ul style="list-style-type: none"> Addictions poems <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternate Assessment:</p> <ul style="list-style-type: none"> Peer Assessment Self-Assessment Reflection Journal
<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>Use and Abuse of Prescribed Medications</p> <p>The Debates of Medicinal and Recreational Marijuana</p> <p>Objectives</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</p>	<p>Teachers can select a number of lesson plans from the Georgia Department of Education that address prescription drug abuse:</p> <ul style="list-style-type: none"> Lesson 1: What Should We Know About Prescription Drug Abuse? Lesson 2: Creating a Learning and Action Road Map Lesson 3: Understanding Proper Use of Prescription Drugs Lesson 4: Understanding Misuse of Prescription 	<p>“Rx for Understanding: Preventing Prescription Drug Abuse” Unit of Study https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Prescription%20Drug%20Abuse%20Prevention%20Program_Grades%209-12%20Lesson%20Plans.pdf</p> <p>“Marijuana: Health effects of recreational and medical use” http://www.health.harvard.edu/blog/the-health-effects-</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Do Nows Exit Tickets Feedback during lesson activities Peer discussion <p>Summative Assessment: Medicinal marijuana argumentative essays</p> <p>Multimedia presentation on recreational marijuana legalization</p>

<p>effective medicinal substances.</p> <p>Students will understand the debate about the legalization of recreational marijuana.</p> <p>Students will examine the research behind the efficacy of medical marijuana to alleviate chronic illness.</p>	<p>Drugs Lesson 5: Understanding Prescription Drug Abuse Lesson 6: Understanding the Issue of Prescription Drug Abuse in Our Community Lesson 7: Investigating How to Make a Difference</p> <ul style="list-style-type: none"> Lesson 8: Communicating Important Messages About Prescription Drugs Lesson 9: Turning Learning Into Action Lesson 10: What Have We Learned About Prescription Drug Abuse? (RI.11-12.2) <p>Students will research opinion essays and scientific research on the pros and cons of medicinal marijuana. Students will then write an argument paper either for or against the use of medicinal marijuana. (W.11-12.1)</p> <p>Students will analyze the debate in the US about states choosing to legalize marijuana for recreational use during a Socratic Seminar. (W.11-12.1)</p> <p>Students will choose a state and analyze that state's adoption of or opposition to</p>	<p><u>of-marijuana-from-recreational-and-medical-use-2016081910180</u></p> <p>"Medical Uses of Cannabis and THC"</p> <p><u>http://www.cannabis-med.org/english/patients-use.htm</u></p> <p>Socratic Seminar <u>https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar</u></p>	<p>Alternate Assessment:</p> <ul style="list-style-type: none"> Oral report Journal entries
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recreational marijuana. Students will present their findings in a multimedia presentation. (W11-12.6)(6.2.12.D.5c)

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

2.3.12.C.3: Analyze the societal impact of substance abuse on the individual, family, and community.

Topics	Objectives	Formative Assessments:
Alcohol's Effect on Life Stages	Students will study the stages of alcoholism and learn how to spot the signs if a loved one is abusing alcohol. (RI.11-12.7)	<ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussion on warning signs • Discussion during research
Tobacco Costs: Health and Finance	Students will learn about the social effects of alcoholism and the impact alcoholism can have on family health. (RI.11-12.2)	<p>“Stages of Alcoholism” http://www.healthline.com/health/stages-alcoholism#outlook7</p> <p>“The Social Effects of Alcoholism” https://www.promises.com/resources/addiction-articles/social-effects-alcoholism/</p>
	Students will analyze the impact of harmful substances and their effect on aging and family wellbeing.	<p>“Alcohol Research: A Lifespan Perspective” https://pubs.niaaa.nih.gov/publications/aa74/aa74.htm</p>
	Students will research the possible life-altering effects of alcohol and drug abuse on self and others.	<p>“Alcohol Research: A Lifespan Perspective” (RI.11-12.2) (W 11-12.7)</p>
	Students will examine the high health and financial cost of smoking.	<p>“The High Costs of Cigarette Smoking” http://www.healthguidance.org/entry/2433/1/The-High-Costs-of-Cigarette-Smoking.html</p>
	Students will examine how smoking affects fetal development.	<p>Students will then discuss the impacts alcohol abuse would have on a family. This would include babies born with fetal alcohol syndrome, a young adult, a middle aged person, and an elderly person. (SL.11-12.1)</p> <p>Students will read “The High Costs of Cigarette Smoking” and research the average price of a pack of cigarettes in NJ. Students will then</p>
		<p>Summative Assessment: Budget research on the high cost of smoking</p> <p>Quitting smoking timelines</p> <p>Alternate Assessment:</p> <ul style="list-style-type: none"> • Peer Assessment • Self-Assessment

create a budget in which they smoke a pack a day. Students must research housing rental prices as well as the cost of food and average healthcare.(SL.11-12.4)(RST 11-12.1)

Students will research the benefits of quitting smoking and what happens to the body over time (after hours, days, weeks, months, and years, of not smoking). They will then create an illustrated poster that shows the health benefits of quitting smoking over time. (9.1.12.E.1)(W 11-12.7)

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.

Budget – An estimate of income and expenditure for a set period of time.

Drug abuse - The habitual taking of addictive or illegal drugs.

Ethics in medicine – A branch of philosophy dealing with values pertaining to human conduct, considering the rightness and wrongness of actions and the goodness or badness of the motives and ends of such actions.

Misuse – Use (something) in the wrong way or for the wrong purpose.

Misprescribe – To prescribe (a medicine) erroneously.

Life-altering – Having an effect that is strong enough to change someone's life.

Fetal development – The process of growth and development within the womb, in which a single-cell zygote (the cell formed by the combination of a sperm and an egg) becomes an embryo, a fetus, and then a baby.

Integration of 21st Century Standards NJSLs 9:

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

Interdisciplinary Connections:

ELA - NJSLs/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.

RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Social Studies:

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

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 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.

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">• Employ individual, paired, or small group projects or activities• 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	<ul style="list-style-type: none">• Employ individual, paired, or small group projects or activities• 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	<ul style="list-style-type: none">• Employ individual, paired, or small group projects or activities• 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• Teachers may modify instructions by modeling	<ul style="list-style-type: none">• Act as peer support• 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"> ● Pre-Teaching or Reviewing ● Allow take-home tests 	<ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Give shorter assignments/more frequently ● Employ individual, paired, or small group projects or activities ● Allow take-home tests 	<p>what the student is expected to do</p> <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. 	
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