

<p style="text-align: center;"><b>Course Number, Course, Chapter or Unit Title, and Time Frame</b></p> <p style="text-align: center;">Drugs other than Alcohol/Tobacco</p>
<p style="text-align: center;"><b>Content</b></p> <p>MA Frameworks: Standard 10 Substance Use/Abuse</p> <p>Substance Use/Abuse Prevention addresses safe and unsafe substances, effects on the body and health, and drug dependence. This area deals with critical thinking to incorporate accurate, relevant information into health-enhancing decisions and taking responsibility for one's health. This includes skills such as how to negotiate, refusal skills, and how to seek assistance for abuse and addiction. Substance Use/Abuse Prevention provides information and skills training to promote good health for self, peers, family members, the school, and the larger community.</p> <p>The use of substances other than alcohol and tobacco is quite prevalent among young people and has major implications for the health of individuals and society. Other drug use also cause significant morbidity and exact a high social cost. Appropriate use of medications and avoidance of dangerous substances require an understanding about the benefits and risks of these substances, responsible personal conduct, and enhanced health decision-making that address the influence of peers, the family, and society. Health education provides appropriate information about behaviors related to substance use and abuse. Topics generally covered in Substance Use/Abuse Prevention include: Effects on the Body and Healthy Decisions.</p> <p>Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.</p>
<p style="text-align: center;"><b>Common Core Standards</b></p> <p>10.9 Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose.</p> <p>10.10 Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children.</p> <p>10.11 Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired.</p> <p>10.12 Explain the physical, financial, social, and psychological cost of addiction.</p> <p>10.13 Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs.</p> <p>10.14 Describe the influence of drug abuse on family members.</p> <p>10.15 Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling)</p>

## 21<sup>st</sup> Century Learning Expectations

- ☐ Effectively apply critical thinking skills to solve problems.
- ☐ Communicate skillfully and effectively through written, visual, oral and technological means.
- ☐ Apply tools and technology to a variety of authentic tasks.
- ☐ Demonstrate connections between and among subjects to enhance understanding of the world.
- ☐ Demonstrate originality and innovation through individual and collaborative work.
- ☐ Demonstrate good citizenship, personal responsibility and character through individual and collective actions.
- ☐ Demonstrate understanding and respect for the diversity of ideas, cultures, abilities and lifestyles in the school and beyond.

### Concepts, Skills and Practices (students will know and be able to...)

Students will define different drugs and their effects on the body.

Students will know the risks involved in using drugs illegally both personally and on the family and society.

Demonstrate ability to use interpersonal communication skills to enhance health.

Apply subject knowledge and techniques in solving/ avoiding physical health, mental, and/or social problems.

Exhibit a physically active lifestyle

More specifically . . .

Students will define and understand the dangers of following terms and situations.

- Medicine Misuse
- Substance Abuse
- What are the costs of substance abuse on society?
- Illegal drugs Natural and synthetic
- Tolerance
- Physiological dependence
- Psychological dependence
- Withdrawal
- Addiction
- Drugs and pregnancy
- Types of drugs
- Psychoactive drugs

### Essential Questions

What are the major health risks of drug and substance abuse?

How are major drugs classified?

What are the costs and consequences of drug abuse in our society?

What are some strategies you could use to avoid substance abuse throughout your life?

Anabolic Steroids Marijuana Hashish Inhalants Designer Drugs Look-a-like drugs	
<b>Materials and Resources Needed</b>	
<p>Most of the reference material for lessons will come from chapter 22 of the text (Illegal Drugs) but it should only be used as a reference.</p> <ul style="list-style-type: none"> <li>- Text: Glencoe/McGraw-Hill, 2009</li> <li>- Smartboard, Powerpoint Slides, Computer, DVD player, Internet access and helpfull technology aids and help with Tactile and Visual Learners.</li> <li>- Most other materials are prepared and provided by the educator and department director.</li> </ul>	

Possible Instructional Strategies	Possible Assessment Practices (both formative and summative)
<input checked="" type="checkbox"/> Read <input checked="" type="checkbox"/> Write <input checked="" type="checkbox"/> Speak <input checked="" type="checkbox"/> Listen <input type="checkbox"/> Sing <input checked="" type="checkbox"/> Present hands-on projects <input checked="" type="checkbox"/> Collaborate learning <input checked="" type="checkbox"/> Use multimedia presentations (video, audio, etc.) <input checked="" type="checkbox"/> Debate <input type="checkbox"/> Role Play and/or perform <input checked="" type="checkbox"/> Discuss <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Complete Laboratory work <input checked="" type="checkbox"/> Research – text, software, on-line, etc <input type="checkbox"/> Conference <input checked="" type="checkbox"/> Design and/or construct <input checked="" type="checkbox"/> Practice reading and writing comprehension <input type="checkbox"/> Model (examples, explanations, past student work) <input type="checkbox"/> Practice <input type="checkbox"/> Other: explain below	<input type="checkbox"/> Present orally – speech, report, etc <input checked="" type="checkbox"/> Map, graph and/or chart work <input checked="" type="checkbox"/> Debate <input type="checkbox"/> Write, edit, and rewrite <input checked="" type="checkbox"/> Create (models, artwork, simulations, video, audio etc) <input type="checkbox"/> Present research <input checked="" type="checkbox"/> Compare and contrast <input type="checkbox"/> Complete and analyze laboratory data <input type="checkbox"/> Assess reading comprehension <input type="checkbox"/> Assess listening comprehension <input type="checkbox"/> Perform (dance, sing, play a sport, role play, act, etc) <input type="checkbox"/> Speak (language, enunciation, body language, etc <input type="checkbox"/> Predict results <input checked="" type="checkbox"/> Build or construct <input type="checkbox"/> Compose <input checked="" type="checkbox"/> Take tests and quizzes <input type="checkbox"/> other: explain below

# Milton High School Curriculum

Health / Physical Education Department

Milton High School, Milton, Massachusetts