

COURSE: Health	GRADE(S): 7 th Grade
UNIT: Drug Introduction	TIMEFRAME: 7 Lessons

NATIONAL STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
STANDARD 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
STANDARD 4:	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STANDARD 8:	Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:	
10.1. Concepts of Health	
10.1.9.D.	Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
10.3. Safety and Injury Prevention	
10.3.9.C.	Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
<i>Reading Assessment Anchors:</i>	
R7.A.2 Understand nonfiction appropriate to grade level	
R7.A.2.1	Identify and apply the meaning of vocabulary in nonfiction
R7.A.2.3	Make inferences, draw conclusions, and make generalizations based on text.
R7.A.2.4	Identify and explain the main ideas and relevant details.
R7.B.3 Identify, interpret, describe, and analyze concepts and organization of non-fictional text.	
R7.B.3.1	Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.

UNIT OBJECTIVES:	CONTENT:
Distinguish between drugs and medicines.	<ul style="list-style-type: none"> I. Introduction to Drugs <ul style="list-style-type: none"> - <u>Drug</u>: Any substance other than food that affects the way the mind and/or body functions. - <u>Medicines</u>: Drugs that are used to treat or prevent diseases and other conditions. <ul style="list-style-type: none"> o Basic Reasons for Medicines <ul style="list-style-type: none"> ▪ Prevention of disease ▪ Medicines that fight germs (treatment/cure) ▪ Medicines that provide pain relief.

Identify the ways that drugs and medicines are ingested.

II. Medicine in the Body

- Effects depend on several factors
 - ◇ Type and amount
 - ◇ The way it is ingested
 - o Orally: Liquid, pills or tablet. The medicine moves through your stomach and small intestine, and is absorbed into your bloodstream and circulated throughout the body.
 - o Injections:
 - Intravenous injections: Injecting directly into the vein. (Fastest method bypasses the digestive system and goes directly into the bloodstream.)
 - Intramuscular Injection: injecting into the muscle.
 - Skin popping: Injecting under the skin.
 - o Absorption: Medicines, especially creams and lotions, can be put directly on the skin.
 - o Inhalation: When you inhale medicine through the nose and mouth, it enters the lungs then moves directly to the bloodstream. This type of medicine affects you quickly.
 - o Smoked: The drug passes from the alveoli sacs in the lungs into the capillaries and the blood-stream.
- Body chemistry: Everyone's bodies are different, so medicines will affect different people in different ways.

III. Reactions to Medicines

- Side effects: Any reaction to a medicine other than the one intended (e.g. upset stomach, dizziness and drowsiness).
- Tolerance: Person's body becomes used to the effect of a medicine and needs greater amounts of it to be effective.
- Mixing medicines: When two or more medicines have been taken at the same time, the effects may be dangerous.
 - o Medicines may have a stronger effect.
 - o Medicines may combine to give an unexpected effect.
 - o The medicines may cancel out each other's expected effects.
- Drug Safety and the Government
 - o The **FDA**: Food and Drug Administration is responsible for

Compare and contrast drug use, misuse and abuse.

regulating the use of drugs, or medicine.

- o To ensure the safety of all medicines the FDA requires the manufacturers to state the following facts.
 - The chemicals in the medicine.
 - The medical use of the medicine.
 - The effects of the medicine, as well as any possible side effects.

V. Use, Misuse and Abuse

- Use: Using a substance appropriately or to simply consume (in accordance with directions).
- Drug misuse: Use a legal drug in an improper way.
- Drug abuser: Use substances that are against the law or are not supposed to be taken into the human body. Many of these have no medical purpose and may be contaminated with lethal substances.
- The following are forms of drug misuse and abuse:
 - o Using a drug without following directions.
 - o Taking more or less of a drug than the doctor ordered.
 - o Using a drug prescribed for someone else.
 - o Giving your prescription to someone else.
 - o Using a drug longer than prescribed.
 - o Combining medicines.
 - o Using a medicine even if you do not need it.
 - o Using a drug for purposes other than medical treatment.
 - o Taking a substance that was not meant to enter the body.
- Types of Drug Abuse
 - o Experimenter:
 - curiosity is a motivator
 - "high" is a new feeling
 - learn to trust or mistrust substance
 - o Regular User
 - decision has been made to use
 - seeks the "high"
 - tolerance develops
 - comfort and confidence in using
 - o Preoccupied user
 - thinking more about drugs

Analyze how the nervous system can be compromised through drug use.

- want to be “high” often
- blackouts start
- still thinks he is in control

o *The Addict*

- drugs are your life
- must take drug to survive
- relates to drugs and not people
- will use at any time

VI. *Body Systems*: A group of organs that work together to support an important body function. The work of these body systems helps you to keep you alive and healthy.

- Nervous System:

- o Major controlling, regulatory, and communicating system in the body.
- o Center for all mental activity, including thought, learning, and memory.
- o Regulates and maintains homeostasis (along with the endocrine system).
- o Keeps us in touch with our environment, internal and external.

- Nervous System composed of:

- o organs
- o brain
- o spinal cord
- o nerves
- o ganglia
- o various tissues
 - nerve
 - blood
 - connective tissue

- Three General Overlapping Functions

- o *Sensory*: Detect changes inside and outside the body (temperature, light, sound).
- o *Integrative*
 - Sensory input is converted into electrical signals called nerve impulses that are transmitted to the brain.
 - Based on signals sent, create sensations which in turn are added to memory. Decisions are then made.
- o *Motor*
 - Nervous System sends signals to muscles, causing them to contract, or the glands to produce secretions.
 - This is motor output, or motor function.

Differentiate between the categories of drugs.

VIII. Categories of Drugs

- *Depressants*: Slows down the body's functions and reactions.
 - o Commonly called sedatives, reduces blood pressure, and slows down the heart rate and breathing rate.
 - o Examples of depressants:
 - tranquilizers
 - barbiturates
 - hypnotics
 - alcohol
 - o Depressants are highly addictive and can cause physical and psychological dependence.
 - o When combined with alcohol, depressants are deadly.

- *Stimulants*: Drugs that speed up the body's functions.
 - o Stimulants causes blood pressure to rise, increases breathing, and makes the heart beat faster.
 - o Examples of stimulants are:
 - amphetamines
 - cocaine
 - crack cocaine
 - caffeine
 - nicotine
 - o Effects of stimulants are:
 - Speed up the central nervous system.
 - Cause the heart rate to increase.
 - Cause respiratory rates to increase.
 - Cause high blood pressure

- *Psychedelics*: Changes the way a person sees, hears, feels and thinks. They can cause users to hallucinate (hallucinogens).

- *Inhalants*: Are chemicals that are poisonous if you put them to your nose and mouth to sniff or inhale.
 - o Some examples are:
 - markers
 - spray paint
 - hair spray
 - gasoline
 - glue
 - o Initial effects are:
 - nausea

<p>Examine internal and external pressures to use drugs.</p> <p>Demonstrate refusal skills through a role play or discussion.</p>	<ul style="list-style-type: none"> ▪ vomiting ▪ headache ▪ damage to nervous system ▪ seizure ▪ death <ul style="list-style-type: none"> - <i>Marijuana</i>: Comes from the dried leaves of the cannabis plant. <ul style="list-style-type: none"> o Most commonly used street drug o Main mind altering ingredient is THC (tetrahydrocannabinol) o Marijuana is illegal o Marijuana is smoked in a cigarette form called a "joint" - <i>Narcotics</i>: Specific drugs that are obtainable only by prescription and are used to relieve pain. <ul style="list-style-type: none"> o Doctors may prescribe the narcotic morphine, an opiate to treat pain. o Although safe under a doctor's supervision, narcotics are strongly addictive that their sale and use is controlled by law. <p>VII. Types of Dependence (addiction)</p> <ul style="list-style-type: none"> - <i>Physical dependence</i>: Body requires the substance in order to function. Withdrawal occurs with physical addiction. - <i>Psychological Dependence</i>: The person "thinks" they need the substance <p>VIII. Resisting Internal and External pressures to use drugs. Review saying NO to external and internal pressures.</p> <ul style="list-style-type: none"> - <i>Internal pressures</i>: Pressures felt coming from inside ourselves. <ul style="list-style-type: none"> o Leave or avoid the scene (pressure from within) o Say "NO I won't" to yourself - <i>External pressures</i>: pressures from an outside source: <ul style="list-style-type: none"> o Parents o School o Friends o Adults/family o Media/advertising <p>IX. Refusal Skills</p> <ul style="list-style-type: none"> - Say NO firmly and convincingly. Some say NO and physically turn away. - Repeat the word NO over and over. Don't counter with put downs, just continue to repeat the word NO. - Give an excuse (a believable one). - Give reasons.
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	<ul style="list-style-type: none"> - Avoid or leave the situation. - Change the subject. - Suggest an alternative activity. - Ignore the problem - act dumb. - Find friends who feel the same way you do. - Reverse the pressure. - Delay your decision. - Tell your friends, "I have made a decision."
<p>ACTIVITIES:</p> <p>Design a drug web</p> <p>Why do kids put beans in their ears? (Drugs comprehensive book)</p> <p>Demonstrate internal pressures through "good" voice, "bad" voice activity (one person stands in the front of the room while 2 other students are assigned a good voice or a bad voice to do drugs while walking around the student. (Internal/External Influences/Interpersonal Communication)</p> <p>Design a brochure, public service announcement, or poster on drug abuse and misuse. (Accessing Information and Advocacy)</p> <p>Drugtionary: Game identifying drugs by types. (Accessing Information)</p> <p>Role play a situation that identifies refusal skills and implement them. (Interpersonal Communication)</p> <p>Journal Entries:</p> <ul style="list-style-type: none"> ✧ Create a t-chart and list legal vs. illegal substances. ✧ List the three main types of mind-altering drugs and give one fact about each. ✧ What are internal pressures and external pressures and give examples of each. <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p><i>Drugs: Comprehensive Health for the Middle School</i> by ETR Associates, pp. 20 – 33</p>	<p>ASSESSMENTS:</p> <p>Journal Entry: students will compare drug and medicine and identify ways of they are ingested.</p> <p>Students will write a one page paper, identifying the categories of drugs, a brief description of each, three facts about each drug and medical reasons (if any) for each category.</p> <p>Students will role play situation in which they must distinguish between internal and external pressures.</p> <p>Teacher observation through pair share activity.</p> <p>Students will score a 70% or better on a written exam.</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> ✧ Re-test ✧ One on one with teacher or peer teacher ✧ Handouts that complement the materials taught. ✧ Modifications to time restraints and options given for project assessment. ✧ Notes on transparencies, available as per IEP or personal needs. <p>ENRICHMENT:</p> <p>Search the web for added information on unit being taught.</p> <p>Search for current events in the newspaper and create a journal on drug related issues.</p> <p>Research more information on how the nervous system and other systems are impacted through drug use.</p>

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pp. 57-64, pp. 129-134, pp. 135-144

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