

COURSE: Health	GRADE(S): 10 th Grade
UNIT: Drugs and Alcohol	TIMEFRAME: 4 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 5:	Students will demonstrate the ability to use decision-making skills to enhance skills.
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	
10.1.12.A.	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.1.12.B.	Evaluate factors that impact the body systems and apply protective/preventive strategies.
10.1.12.D.	Evaluate issues relating to the use/non-use of drugs.
10.3. Safety and Injury Prevention	
10.3.12.A.	Assess the personal and legal consequences of unsafe practices in the home, school or community.
<i>Reading Assessment Anchors:</i>	
R11.A.2 Understand nonfiction appropriate to grade level	
R11.A.2.1	Identify and apply the meaning of vocabulary in nonfiction
R11.A.2.3	Make inferences, draw conclusions, and make generalizations based on text
R11.A.2.4	Identify and explain main ideas and relevant details
R11.B.3 Interpret, describe, and analyze concepts and organization of non-fictional text	
R11. B.3.1	Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text
R11.B.3.2	Distinguish between essential and nonessential information within or between text.

UNIT OBJECTIVES:	CONTENT:
Discriminate between the two forms of medicine.	<ul style="list-style-type: none"> I. Medicine- <ul style="list-style-type: none"> - Two forms: <ul style="list-style-type: none"> o Prescription medicines- Medicines that must be prescribed by a trained physician to ensure they fit the medical condition for which they are being taken. o Over-the-Counter Medications- Medicines that do not require a doctor's prescription.

<p>Evaluate the dangers associated with the misuse of medicine.</p>	<p>II. Misuse of Medicine:</p> <ul style="list-style-type: none"> - Drugs and medicines should be used only according to the directions and should be destroyed when they are no longer needed or if they have passed their expiration date. <ul style="list-style-type: none"> o A prescription drug is considered to be misused if it is taken in any of the following ways: <ul style="list-style-type: none"> ▪ Taking more of a drug than has been prescribed or continuing to use it after it is no longer needed. ▪ Using a drug for a medical condition other than that for which it was intended. ▪ Using a medication that is prescribed for someone else.
<p>Explain reasons why people abuse drugs.</p>	<p>III. Drug Abuse: The use of chemical substances to achieve an abnormal mental state.</p> <ul style="list-style-type: none"> - Human Costs of Drug Abuse: Drug users outgrow or overcome their need for drugs and get on with their lives. <ul style="list-style-type: none"> o They are sent to jail. o They die while using drugs (overdose, accidents, homicide). - Reasons why people abuse drugs: <ul style="list-style-type: none"> o <i>Curiosity</i>: People hear a lot about drugs and want to experiment with them to see what they are like. There is no way to know in advance whether you are highly susceptible to drug addiction. o <i>Emotional pressures</i>: Anger, stress, depression, rejection, and boredom are some of the feelings that people seek to relieve with a drug effect. When the drugs are gone, the feelings are still there and drug use creates another set of problems. o <i>Social pressures</i>: Every young person wants companionship. Drug users who sell drugs also have an interest in getting others to use with them because new users can become customers and a source of more income. o <i>Perception</i>: Some young people believe that “everyone else” is using drugs and they don’t want to be left out. The truth is, most teens do not use drugs. o <i>Peer selection</i>: Lonely people sometimes begin drug use when approached by drug users who take advantage of them by offering friendship. Instead, users most often are only looking for customers.

Relate the effects with the commonly abused drugs.

IV. Drugs Commonly Abused

- Marijuana: The illegal drug most likely to be abused by teens.
 - o Facts:
 - Alternative names- pot, grass, reefer, weed, herb, and Mary Jane.
 - THC (delta-9-tetrahydrocannabinol) is the major active ingredient that provides the mind-altering effect produced by the burnt marijuana.
 - Effects of marijuana on the brain can last for days or weeks after the immediate mind-altering effect wears off.
 - Marijuana smoke is more harmful than cigarette smoke.
 - Marijuana smoke is inhaled deeper into the lungs than tobacco smoke and contains 50-70% more cancer-causing chemicals.
 - o Short-term Effects
 - Distorted perceptions
 - Poor judgment
 - Problems with memory
 - Difficulty thinking and problem solving.
 - Loss of coordination
 - o Long-term Effects
 - Irritability
 - Aggression
 - Problems with brain and nervous system development
 - Decrease in motivation

- Hallucinogens: Chemicals that alter how the brain perceives time, reality, and the environment.
 - o Types of Hallucinogen Drugs
 - LSD
 - PCP
 - Mescaline
 - Psilocybin (a hallucinogenic mushroom)
 - o Effects of Hallucinogens
 - Flashback; an unexpected hallucinogenic experience that occurs long after the effects of the drug has worn off.
 - Emotions change; cause confusion, disorientation, and feelings of suspicion.
 - Growth hormones and the learning process are interfered with.
 - Users engage in risky behaviors i.e. thinking you can fly.

- Depressants: Drugs that slow the function of the central nervous system. They have some medical value and are often used to induce sleep and relieve stress and anxiety.
 - o Types of Depressants
 - Barbiturates (I.e. Seconal, Nebutal, or Ambytal)
 - Tranquilizers (I.e. Valium or Librium)
 - o Effects of Depressants
 - Small amount- relax muscle and produce calmness
 - Large amount- slurred speech, staggering, altered perception, respiratory depression, coma, mental health problems, suicide, and death.
 - Combining depressants and alcohol give a multiplying effect that increases health risks.
 - Babies born to mothers who abuse depressants can be physically dependent on the drugs and experience withdrawal symptoms after birth.

- Stimulants: Several groups of drugs that affect the nervous system by increasing alertness and physical activity.
 - o Signs and Symptoms
 - rapid heart rate
 - high blood pressure
 - dilated pupils
 - decreased appetite
 - o Types of Stimulants
 - Amphetamines: powerful stimulant medications that are sometimes abused to create an energetic euphoria (exaggerated feelings of well-being)
 - I.e. Ritalin, Desoxyn, Dexidrine
 - Effects include depression, violent behavior, “roller coaster” of emotions, delusions, hallucinations, and paranoia.
 - Ecstasy: is the street name for MDMA, which is a synthetic, psychoactive drug that is manufactured in medical labs.

Effects include:

 - Psychological difficulties (confusion, depression, sleep problems, anxiety, paranoia), physical symptoms (muscle tension, involuntary teeth clenching, nausea, blurred vision, faintness, chills, sweating), and increase in heart rate and blood pressure.

- Cocaine: a product of the South American coca plant that is so psychologically addicting that some users become addicted the first time they use it.
 - Cocaine comes in the form of a white powder that the user sniffs (snorts) into the nose.
 - The high is intense but lasts for only a short time (35-40 minutes) so the user uses larger doses each time to get the same effect.
 - Physical problems are damage to nasal passages, convulsions, heart problems, death, and malnutrition.
 - Crack cocaine is cocaine processed in a form that can be smoked.
- Inhalants: volatile (evaporate quickly) substances, normally found in household cleaning products.
 - The vapors are rapidly absorbed into the bloodstream. Once they reach the brain, the user experiences dizziness and slurred speech.
 - Short-term effects- reduced oxygen to the brain, nausea, vomiting, and loss of appetite, poor motor skills, and lack of attentiveness.
 - Long-term effects- weight loss, muscle weakness, damage to the nose, throat, and lung tissues, damage to the liver and kidneys, lack of coordination, irritability, depression.
- Narcotics: pain-killing drugs made from opium, opium derivatives, and their semi-synthetic or totally synthetic substitutes.
 - Opium- a narcotic drug derived from the sap of the opium poppy.
 - Effects- a sense of well-being and calmness, coma, death.
- Anabolic Steroids: a class of synthetic drugs designed to build muscle and enhance athletic performance.
 - Effects- Increased cholesterol levels, liver tumors and cancer, shrinking of the testicles and low sperm count, baldness, increased risk of prostate

<p>Contrast between tolerance and withdrawal.</p>	<p>cancer, facial hair, alterations in the menstrual cycle, baldness, deepened voice in women.</p> <ul style="list-style-type: none"> ➤ Steroids can be prescribed by a doctor to treat some medical conditions, for correcting delayed onset of puberty, and counteracting the body wasting among AIDS patients. ➤ Using steroids without a prescription can result in serious health problems. <p>V. Tolerance</p> <ul style="list-style-type: none"> - Definition- The physical adjustment to a drug that causes the user to require increased doses to feel the same effect. <ul style="list-style-type: none"> ○ Eventually the dosage becomes more than the body can handle, and the user becomes ill or dies. <p>VI. Withdrawal</p> <ul style="list-style-type: none"> - Definition- Feelings of discomfort that occur when the body is deprived of a drug to which it is addicted. <ul style="list-style-type: none"> ○ Symptoms of Withdrawal <ul style="list-style-type: none"> ▪ Cold sweats ▪ Headaches ▪ Extreme restlessness and agitation ▪ Hallucinations ▪ Convulsions ▪ Nausea and vomiting ▪ Anxiety <p>VII. Alcohol</p> <ul style="list-style-type: none"> - Definition: Alcohol is a depressant drug. It causes the central nervous system impulses to travel more slowly and has a sedating effect by causing body functions to slow down. <ul style="list-style-type: none"> ○ The Nature of Alcohol-Beverage alcohol is known as ethanol or ethyl alcohol. It is the only form of alcohol that is fit for human consumption. <ul style="list-style-type: none"> ▪ <u>Ethyl Alcohol</u>: Contains calories but has no nutritional value. <ul style="list-style-type: none"> ➤ When alcohol is consumed, the human body metabolizes the alcohol first and uses the calories for body processes. ➤ Food calories are metabolized after the alcohol. ➤ If the energy needs of the body are met by the alcohol, the unused food calories are stored as fat in the body.
<p>Explain the effects of alcohol on the body.</p>	

<p>Support responsible drinking behaviors.</p>	<p>VIII. Binge Drinking-</p> <ul style="list-style-type: none"> - Definition: Drinking that consists of five or more alcoholic drinks in a row for males and four or more for females. <ul style="list-style-type: none"> o Binge drinking behaviors increase during the teen years and then begin to decrease toward the mid-twenties. o Consequences of Binge-Drinking <ul style="list-style-type: none"> ▪ Alcohol poisoning- an overdose of alcohol that can lead to death. ▪ Signs of alcohol poisoning <ul style="list-style-type: none"> ➢ Vomiting ➢ Unconsciousness ➢ Breathing slowly (fewer than 8 breaths per minute or 10 or more seconds between breaths). ➢ Pale, cold, clammy skin ➢ Automobile accidents ➢ Physical or sexual assault ➢ Property damage <p>IX. Responsible Drinking Behaviors</p> <ul style="list-style-type: none"> - Abstinence and light and moderate consumption represent responsible adult drinking behaviors. <ul style="list-style-type: none"> o Decision-making skills: When young adults turn 21, they should know how to make responsible decisions and should have developed the communication skills needed to express their values. o The ability to say "NO"- Resisting pressure from others to engage in behaviors you have decided not to do is responsible, adult behavior. o Acceptance of Abstainers: Adults who make the decision to drink alcohol should never pressure those who choose not to. The decisions others make for themselves should be respected.
<p>ACTIVITIES:</p> <p>Personal Assessment Quiz: Facts about Alcohol</p> <p>Develop a list of strategies you might use to guide your non-drinking behavior. (Advocacy, Decision-Making)</p> <p>Develop a set of resources to help someone who has a drinking problem. (Assessing Information)</p> <p>Role-Play on using resistance skills when confronted with peer pressure to use drugs or alcohol. (Interpersonal Communication/Self-management)</p>	<p>ASSESSMENTS:</p> <p>Discriminate between the two forms of medicine. Create a billboard that informs the public about one of the abused drugs.</p> <p>Give a presentation via power point explaining why people abuse drugs and relating the effects with the commonly abused drugs.</p> <p>Written test evaluating the dangers associated with the misuse of medicine.</p>

<p>Substance Use and Abuse Self-Assessment</p> <p>Teacher assigns a question from the marijuana website listed below and the student responds in a creative way. (Self-Management)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p><i>Essentials of Health & Wellness (2005)</i> Robinson, J., McCormick, D, & Haroun, L. Thompson Learning Inc. Clifton Park, NY</p> <p>http://www.nida.nih.gov/MarijBroch/Marijteens.html</p>	<p>REMEDIATION:</p> <ul style="list-style-type: none"> ✧ Extra time as needed ✧ Peer helpers ✧ Teacher assistance ✧ Handouts on notes taken <p>ENRICHMENT:</p> <p>Research and write a one-page paper dealing with teenage drug or alcohol related issues in the United States.</p> <p>Research the history and purpose of the Liquor Control Board (LCB).</p> <p>Interview a local police officer about their policies and regulations regarding drug busts.</p> <p>Compare and contrast national and international drug statistics.</p> <p>Interview a SAPP member or guidance counselor about the steps they take in identifying a student with a drug or alcohol problem.</p>
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