

<b>COURSE:</b> Health Education	<b>GRADE(S):</b> 7 <sup>th</sup> Grade
<b>UNIT:</b> Marijuana	<b>TIMEFRAME:</b> 3 Lessons

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

<b>STATE STANDARDS:</b>	
<b>10.1. Concepts of Health</b>	
10.1.9.A.	Analyze factors that impact growth and development between adolescence and adulthood.
101.9.D.	Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
<i>Reading Assessment Anchors:</i>	
<b>R7.A.2 Understand nonfiction appropriate to grade level</b>	
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.	
<b>R7.B.3 Identify, interpret, describe, and analyze concepts and organization of non-fictional text.</b>	
R7.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.	
R7.B.3.2 Distinguish between essential and nonessential information within or between text.	

<b>UNIT OBJECTIVES:</b>	<b>CONTENTS:</b>
Recall factual information pertaining to marijuana.	<ul style="list-style-type: none"> <li>I. Drug that comes from the dried leaves of the cannabis plant. <ul style="list-style-type: none"> <li>- Most commonly used street drug today is marijuana.</li> <li>- It is usually smoked, but can also be eaten.</li> <li>- Contains over 400 different chemicals including THC (Tetrahydrocannabinol), its main mind-altering component.</li> <li>- Marijuana today may have as much as 275% more THC than in the past.</li> <li>- Marijuana can remain in the body for up to one month.</li> <li>- Hashish is a more powerful drug derived from the same plant, contains greater</li> </ul> </li> </ul>

<p>Examine the effects of marijuana.</p>	<p>concentrations of THC.</p> <ul style="list-style-type: none"> <li>- Marijuana is considered a gateway drug, leading to other drug experimentation.</li> </ul> <p>II. Medical Uses</p> <ul style="list-style-type: none"> <li>- Marijuana is sometimes used to reduce pressure within the eye caused by glaucoma.</li> <li>- Reduces nausea in cancer patients being treated with chemotherapy.</li> <li>- Increase appetite in patients with AIDS and other Cancers.</li> </ul> <p>III. Short Term Effects</p> <ul style="list-style-type: none"> <li>o Bloodshot eyes</li> <li>o Increased appetite</li> <li>o Dry throat</li> <li>o Increased thirst</li> <li>o Increased heart rate</li> <li>o Impaired motor coordination</li> <li>o Diminished tracking (ability to follow a moving stimulus)</li> <li>o Changes in perceptions</li> <li>o Impaired short-term memory</li> <li>o Loss of interest and motivation</li> <li>o Euphoria, mellow relaxation</li> <li>o People with pre-existing medical conditions, such as AIDS, are at an increased risk for infection because of fungal and bacteria containments from the smoke.</li> </ul> <p>III. Long-Term Effects</p> <ul style="list-style-type: none"> <li>o Damage to lungs and the respiratory system.</li> <li>o Marijuana cigarettes yield 4 times more tar than tobacco does, and tar is the biggest cause of smoking-related cancer.</li> <li>o Damage to the heart, immune system and the reproductive system.</li> <li>o Long-term male users have lowered sperm counts, and the drug may inhibit female ovulation.</li> <li>o Long-term use may interfere with motivation and lead to psychological dependence on the drug.</li> <li>o Marijuana users often lose interest in school and other activities; known as: A-Motivational Syndrome.</li> </ul>
<p>Examine the prevalence of marijuana amongst youth.</p>	<p>IV. Youth and Marijuana</p> <ul style="list-style-type: none"> <li>- While many teens have tried marijuana, only a small portion use it daily.</li> <li>- Few middle school students use marijuana regularly.</li> <li>- At least 13% of 8<sup>th</sup> grade students have</li> </ul>

	<p>reported using marijuana at least once in the past year.</p> <ul style="list-style-type: none"> <li>- Marijuana use by youth may be especially dangerous, because teenagers' bodies are growing and developing.</li> </ul>
<p><b>ACTIVITIES:</b></p> <p>Partners will use creative expression, a poster, a rap/song, or an essay to name 3 short and 3 long-term effects of marijuana. (Accessing Information and Advocacy)</p> <p>In a group, students will use a cooperative activity called round table, where they will brainstorm reasons why marijuana is harmful on youth. They will write responses on one piece of paper, which will be passed around after they record one response each. (Around the table, within the group). Each group after a five-minute period will share their reasons.</p> <p>Create a brochure for the implications and prevalence of marijuana use. (Advocacy and Accessing Information)</p> <p>List alternatives instead of using marijuana.</p> <p>"77 Ways to Say No to Weed and Still be Cool", they will pick their favorite and share with the class. (Advocacy) <a href="http://www.polkcounty.org/sheriff/dare/77ways.htm">http://www.polkcounty.org/sheriff/dare/77ways.htm</a></p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b></p> <p>Project Alert- Core Curriculum</p> <p><i>Drugs Comprehensive Health for the Middle Grades</i>, Garzino, Mary, ETR Associates (1996) Santa Cruz, CA</p> <p><b><u>WEBSITES:</u></b></p> <p><a href="http://www.polkcounty.org/sheriff/dare/77ways.htm">http://www.polkcounty.org/sheriff/dare/77ways.htm</a></p> <p><i>Drugs of Abuse</i>, National Institute on Drug Abuse Information (2005) Retrieved on June 21, 2006 from: <a href="http://www.nida.nih.gov/drugpages.html">http://www.nida.nih.gov/drugpages.html</a> <a href="http://www.nida.nih.gov/NIDA_Notes/NNVol10N2/Marijuanaateens.html">http://www.nida.nih.gov/NIDA_Notes/NNVol10N2/Marijuanaateens.html</a></p> <p><i>Drugs and Alcohol (2006)</i>, Nemours Foundation</p>	<p><b>ASSESSMENT:</b></p> <p>In a journal entry, students will list at least 3 short and 3 long-term effects of marijuana. (Self Management)</p> <p>Brochure for the implications and prevalence of marijuana use.</p> <p>Students will achieve 70% or greater on a written exam.</p> <p><b>REMEDICATION:</b></p> <ul style="list-style-type: none"> <li>✧ Extra time as needed.</li> <li>✧ Teacher assistance.</li> <li>✧ Peer group helpers.</li> <li>✧ Handouts that accompany activity or notes when needed.</li> <li>✧ Help outside of class time.</li> </ul> <p><b>ENRICHMENT:</b></p> <p>Research medical uses of marijuana on the web.</p> <p>Interview the Education Director from Monroe, Carbon and Pike Counties' Drug and Alcohol Commission concerning drug use within the county.</p> <p>Interview a police officer regarding the legal issues of possession of marijuana. Are the laws different on school properties? Why/why not.</p> <p>Find 10 articles related to the pro and cons of legalization of marijuana and compare and contrast the results.</p>

Retrieved on June 21, 2006 from:  
[http://www.kidshealth.org/teen/drug\\_alcohol/](http://www.kidshealth.org/teen/drug_alcohol/)

*Marijuana and Reaction Time (2000)*, PE Central:  
Health Lesson Ideas

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<http://pecentral.org/LessonIdeas/ViewLesson.asp?ID=1273>

*Marijuana: Medical Implications (1999)*, Hubbard,  
J., Franco, S., Onaivi, E.

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<http://www.aafp.org/afp/991201ap/2583.html>.