

## Unit 2: Substance Abuse and Prevention

<b>Unit #:</b>	APSDO-00026615	<b>Duration:</b>	2.0 Lesson(s)	<b>Date(s)</b>	
----------------	----------------	------------------	---------------	----------------	--

**Team:**  
 Jodi Kryzanski (Author), Kathleen Fisher, James Pappa, Katie Schmutz, Timothy Feshler, Lisa Abate, Jeffrey Redman, Ann Perrault, Holly Rzonca, Cheryl Edwards, Donald Bartomioli, Molly DeSantis, Mellanee Harmon

**Grade(s)**  
 10

**Subject(s)**  
 Wellness

### Unit Focus

In this unit, students will get a brief review of the laws against drugs, the types of drugs, and ways they can get help if they or someone they know has a drug problem. Students will present an evaluation of a drug and its effects on a person socially, mentally, financially, and physically.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Goals and Standards</b>  <i>Health Education: 12</i></p> <ul style="list-style-type: none"> <li>Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community <i>H.5.2</i></li> <li>Assess the importance of assuming responsibility for personal health behaviors <i>H.3.1</i></li> <li>Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships <i>H.5.7</i></li> <li>Evaluate how information from family, school, peers and the community influences personal health <i>H.4.3</i></li> </ul>	<p><b>T1</b> (T5) Access, evaluate and use information from various sources to deepen understanding of a given topic.</p> <p><b>T2</b> (T2) Communicate effectively based on purpose, task and audience using appropriate vocabulary and body language.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><b>U1</b> (U160) Drug use has detrimental effects on the human body when used.</p> <p><b>U2</b> (U161) Substances carry a different set of risks and consequences because of their potency and their unpredictable chemical makeup.</p> <p><b>U3</b> (U162) Even when you know that you are</p>	<p><b>Q1</b> (Q150) What choices do I make when I am in charge of myself?</p> <p><b>Q2</b> (Q151) How do I keep myself safe?</p> <p><b>Q3</b> (Q152) How does what I put in my body affect the way it works?</p> <p><b>Q4</b> (Q203) How do I find the words to speak up for myself? How do I find the words to</p>

<ul style="list-style-type: none"> <li>Evaluate the effects of media, technology and other factors on personal, family and community health <i>H.4.2</i></li> <li>Evaluate the impact of personal health behaviors on the functioning of body systems <i>H.1.3</i></li> </ul>	addicted, you may need to admit you need help.	<p>Q5 (Q300) How do I speak up for myself/someone else? How do I find the words?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><b>K1</b></p> <p>Dangerous recreational and non recreational drugs</p> <p><b>K2</b></p> <p>Effects of peers on decision making in relation to drug use</p>	<p><b>S1</b></p> <p>Determine most important information and images to display for the given drug in the student presentation</p> <p><b>S2</b></p> <p>Use the slide deck as a launching pad for oral explanation for the drug the student is presenting (rather than reading the slides to an audience)</p>