

Unit 2: Substance Use Prevention

7th Grade Health Education

8 Class Meetings
Revised March 2026

Essential Questions

- How can I utilize my knowledge and skills to avoid substance abuse?

Enduring Understandings with Unit Goals

EU 1: Substance abuse can lead to physical, mental, and social emotional harm.

- Describing the negative effects that substance abuse has on physical, mental, and social emotional health.
- Analyze influences that lead to substance abuse.

EU 2: Decision making skills are essential when dealing with issues of drugs, alcohol, and tobacco.

- Compare and contrast the impact that decisions have involving substance abuse.
- Demonstrate effective decision-making strategies involving illicit substances.

Health Education 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*, 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 health.

Standard 6: Students will demonstrate the ability to use *goal-setting skills* to enhance health.

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.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Substance Abuse

- Describe negative effects.
- Analyze influences.
- Vocab & Key Terms: Alcohol, Marijuana, Tobacco, Nicotine, Vaping, Prescription and over the counter drugs, Addiction, short term effects, long term effects, withdrawal symptoms

2. Decision Making

- Compare and contrast decisions involving substances abuse.
- Demonstrate effective decision making.
- Vocab & Key Terms: Refusal Skills, Analyzing Influences.

3. Interdisciplinary Connection: Advisory Curriculum.

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Examine the impact of alcohol, tobacco, and licit and illicit drug use on physical health, mental health, and social emotional health. ***
- Analyze factors that influence choices around tobacco, alcohol, and other drug use.
- Differentiate decisions that are made involving drugs, alcohol, and other drug use.
- Demonstrate effective decision-making skills to resist peer pressure and avoid the use of alcohol, tobacco, and other drugs. **

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Checking for Understanding
- Demonstrations
- Handouts
- Video
- Peer Teaching
- Whiteboard with objectives, key terms/vocabulary
- Written feedback
- Think-pair-share and small-group discussions.
- Homework
- Word walls with visuals
- Small group instruction

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussion
- Classwork assignments

SUMMATIVE ASSESSMENTS:

- Performance Task- Celebrity Death Research Project

Unit Task

Unit Task Name: Celebrity Death Research Project

Students will research a celebrity that has died as a result of drug use and/or abuse. The criterion of the project involves discussing the celebrity's life, circumstances of their death, as well as researching the drug the celebrity died from, describing the negative effects of drug use on the brain and body. (E1). Students have the choice to work by themselves or with up to three classmates and use google slides to create their project. Groups are required to present their projects to the class.

Description: Evaluation: Summative Assessment guidelines and Rubric

Unit Resources

- CDC- Substance Abuse
- National Institute of Drug Abuse
- Drug Abuse.gov