

Cannabis: Helpful or harmful?

1. Question & Research Task

Illegal on the federal level, [cannabis \(marijuana\) is one of the most used drugs in the United States, especially among young adults.](#)

About one-third of high school seniors report having used cannabis in the last year. As states begin legalizing cannabis for medical and recreational use, it is important to understand the positive and negative effects using cannabis can have on the human body.

Questions to think about:

- Where did marijuana come from?
- What are the health effects of using cannabis?
- Is cannabis addictive?
- Is cannabis safe to use?
- Does cannabis have medicinal value?



Image Source: [National Institute on Drug Abuse](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does cannabis affect the human body?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

The resources listed below will provide you with more information about Marijuana: (When required for BCPS Digital Content, ask your teacher/librarian for login information.)

- [Cannabis \(Marijuana\)](#)
- [Drug Facts : Cannabis \(Marijuana\)](#)
- [Marijuana](#)
- [Medical Marijuana and Epilepsy](#)
- [“For Pain, Pot’s Better than Opioids”](#) – SIRS Issues Researcher
- [“Could Medical Pot Lead to Addiction?”](#) – SIRS Issues Researcher
- [Marijuana Affects Your Body and Brain](#)
- [The Effects of Cannabis on Your Body](#)
- [How Does Marijuana Affect the Adolescent Brain?](#) - Gale OneFile News
- [Marijuana and Teens](#)



Image Source: www.worldbookonline.com

3. Student Activity

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Students will work in **two groups** to conduct research: one group will research the positive effects using cannabis has on the body, and the other will research the negative effects of using cannabis.

After researching, the class will participate in a [Philosophical Chairs](#) or [Socratic Seminar](#) activity to present their findings (refer to the questions on slide #1).

As part of the discussion, each group will create a **multimedia presentation** with the most pertinent aspects of their research.

Refer to the discussion [rubric](#) to ensure you participate appropriately.



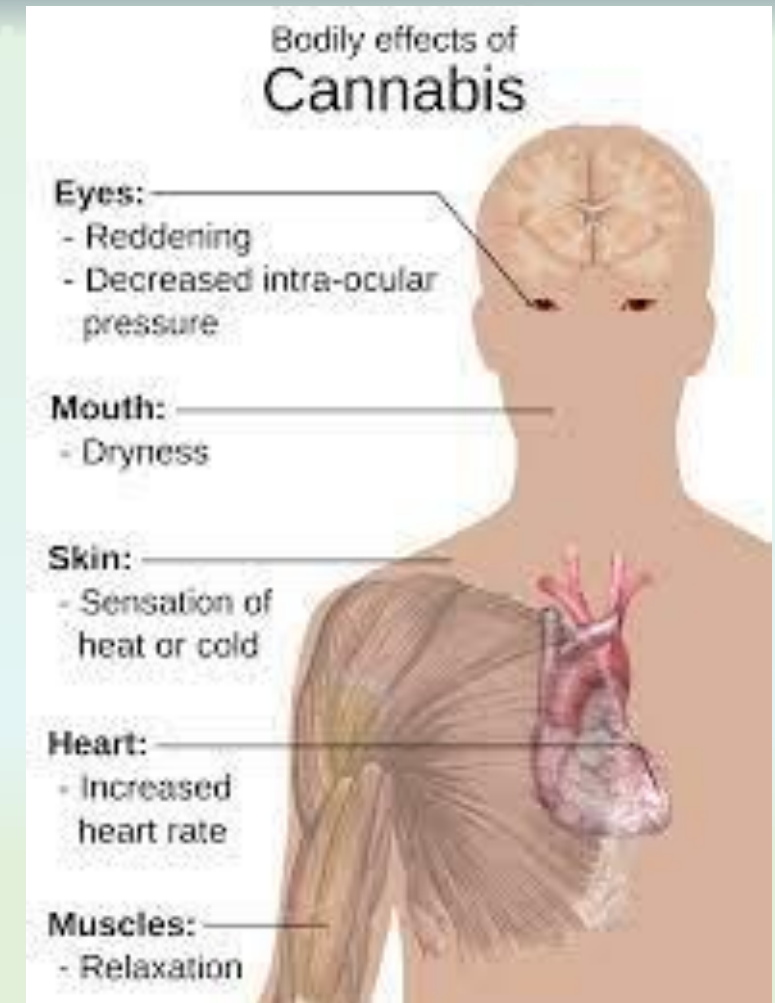
[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

How does cannabis affect the human body?

Now that the philosophical chairs/Socratic Seminar is over, respond to the following prompt:

How have your views on cannabis use changed? What new information have you learned? Cite examples from your own research and the information presented during the discussion.

[Use this assessment](#) to respond!



6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

1.8.1 Analyze the relationship between healthy behaviors and personal health

1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

[MCCR ELA Standards for Grades 6-8](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

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Grade 8 Health: Drug Awareness

Objective: Students will conduct brief, focused research in order to make an informed decision about the legality of marijuana use.

Time Frame: One to two class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- If there are too many students who want to choose one side over the other, you may want to do a lottery so that each side is equally represented.
- The Assessment Activity on Slide 4 could be assigned to students as a Google Drive Assignment using the [Schoology Assignment App](#)