Unit 4: Drugs and Disease Prevention

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 33**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In the Drugs and Disease Prevention Unit, students will focus on the safety rules for taking medicines and the health risks of alcohol and tobacco. Children will also learn to say "no" to unhealthy habits.

Standards

HPE.2.1.4.C.1	Explain how most diseases and health conditions are preventable.
HPE.2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
HPE.2.1.4.C.3	Explain how mental health impacts one’s wellness.

Essential Questions

- What are the benefits of medicine?
- What are the effects of alcohol and tobacco on a healthy body?
- How does drug abuse impact a person's life?

Application of Knowledge and Skills...

Students will know that...

- alcohol affects how a person thinks, feels, and acts.
- alcohol is a drug that slows down the mind and the body.
- illegal drugs are against the law to buy, sell, or use and can harm their health.
- keeping their hands clean and away from your eyes, nose, and mouth will help prevent the spread of disease and keeps germs away.
- medicines are drugs used to treat, prevent, or cure an illness or injury.
- medicines can help you feel better when they are used correctly.

Students will be skilled at...

- describe how the immune system fights disease.
- explain how to treat flu, cold, and strep throat.
- explain ways medicines can help health.
- how alcohol and tobacco affects the body.
- show care, concern, and respect for people with special needs.

Assessments

- Diagnostic: Other oral assessments Students will complete a KWL chart to activate their prior knowledge on drugs and disease prevention. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)
- Formative: Other written assessments Make a Pamphlet- Make a pamphlet about tobacco. List the types of diseases tobacco smoke can cause and reasons you should not smoke. Place the pamphlets in the school nurses's office and in the cafeteria for students to view. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)
- Summative: Benchmark Assessment (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)

Activities

Reading Advertisement- Collect tobacco advertisements. Analyze the ads and discuss how they encourage smoking.

Preventing Asthma Attacks- Your class is voting on a field trip. One classmate suggests the zoo. You know that your friend has asthma and allergies. Write down why the zoo would not be a healthy place for your friend to visit.

Make a Pamphlet- Make a pamphlet about tobacco. List the types of diseases tobacco smoke can cause and reasons you should not smoke. Put these pamphlets in the school nurses's office and in the cafeteria for students to read

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:

- Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
- Student Choice Groups
- Interest Groups
- Learning Profile Groups
- When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
- Provide student choice for assignments and activities that may appeal to their interests or particular abilities
- Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
  - Integrate activities into thematic units
  - Trigger student's prior knowledge and experience, which may be different from other students in the class
  - Scaffold complex texts
  - Collaboration with ELL teacher
  - Content specific vocabulary important for ELL students to understand include: medicine, prevention, alcohol, drugs, illegal, flu, immune system

Differentiation to Extend Learning for Gifted Students May Include:

- Think critically about advertising. As students watch tv at night or find commercials on youtube and have students view, ask them to look for any advertisements they might see for vitamins or other medicines and ask how they know that these commercials are geared for kids. The same type of activity can be done in reference to ads about anti-smoking.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
  - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
  - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
  - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple

intelligences

Integrated/Cross-Disciplinary Instruction

Invite a pharmacist to visit the class- A pharmacist fills prescriptions written by doctors. Invite a pharmacist to explain what his/her career entails and provide tips on taking any medication correctly and always monitored by an adult.

Create an Anti-Tobacco Ad- Create an anti-smoking ad. Collect pictures of people from magazines. Arrange them on a poster board. Use speech bubbles, Have people say "no" to tobacco. Is your ad convincing? Would someone want to smoke after reading your ad?

Pledge to be Drug-free- Create an "I Pledge to be Drug-free" poster. List the benefits of being drug-free. Sign your name and date the poster.

Resources

Health & Wellness Macmillian/McGraw-Hill 2008

www.mmhhealth.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are

	excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.