

Unit 3 Comprehensive Health/Physical Education, Gr. 6

Content Area: **PE/Health**
Course(s): **Sample Course**
Time Period:
Length: **Sample Length & Grade Level**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Gr. 6

Health-Drugs and Medicines

Belleville Board of Education

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Board Approved: October 17, 2016

Unit Overview

Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

HPE.2.3.6	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.6.A	Medicines
HPE.2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.6.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.

HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.B.CS1	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
HPE.2.3.6.C	Dependency/Addiction and Treatment
HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
HPE.2.3.6.C.CS1	Substance abuse is caused by a variety of factors.
HPE.2.3.6.C.CS2	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Exit Skills

Identify and explain how tobacco can lead to addiction and damage your health.

- Identify factors that influence teens to try tobacco and recognize negative influences on teens to use tobacco.
- Demonstrate ways to say no to tobacco and drug use.
- Identify how alcohol affects the body and mind.
- Identify the dangers of illegal drugs, and the risks of using these drugs.
- Identify the harmful effects of drug abuse and describe treatments for addiction.

Enduring Understanding

The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

Essential Questions

Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others?

Learning Objectives

- Identify and explain how tobacco can lead to addiction and damage your health.
- Identify factors that influence teens to try tobacco and recognize negative influences on teens to use tobacco.
- Demonstrate ways to say no to tobacco and drug use.
- Identify how alcohol affects the body and mind.
- Identify the dangers of illegal drugs, and the risks of using these drugs.
- Identify the harmful effects of drug abuse and describe treatments for addiction.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

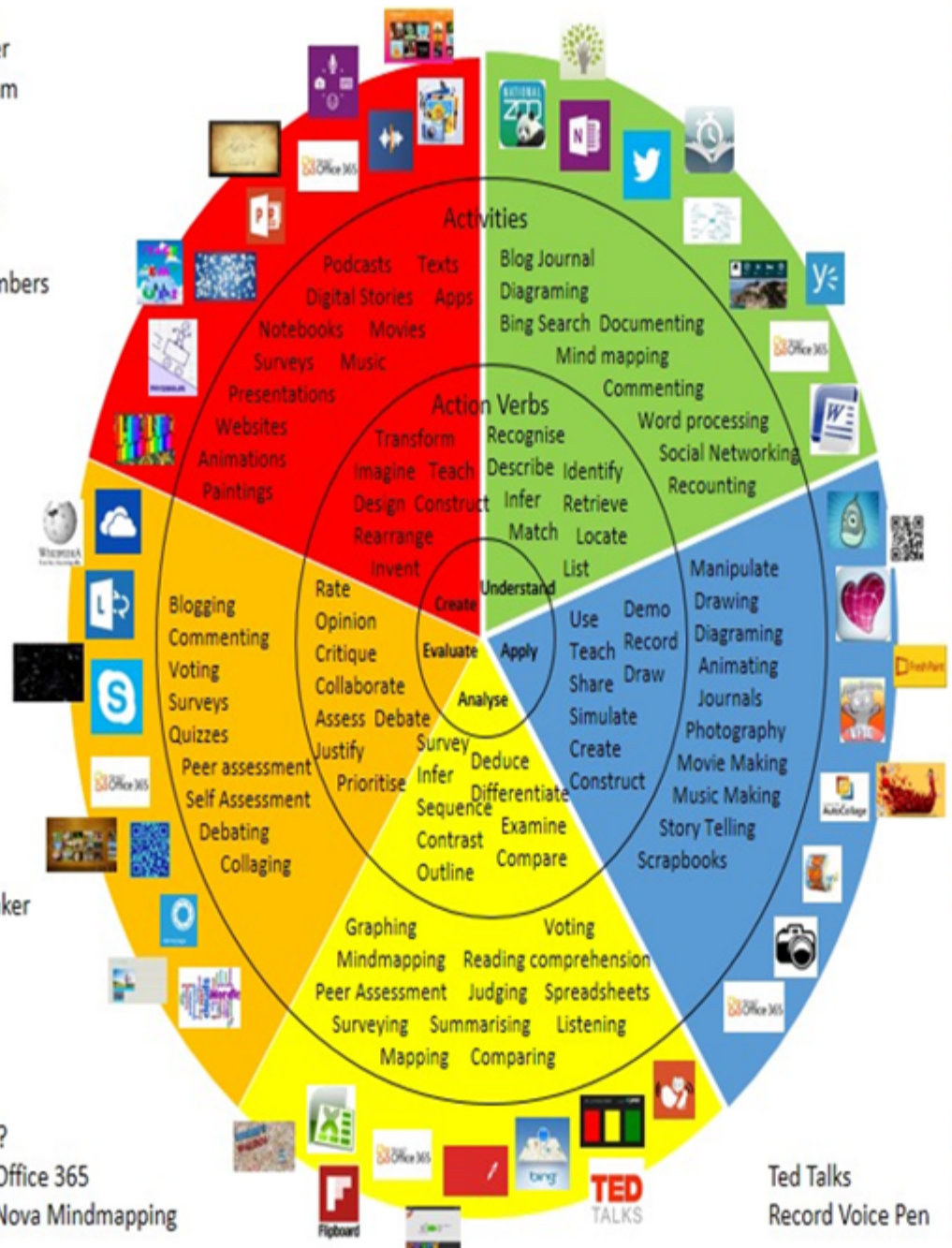
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Smoking and Tobacco Use – Center for Disease Control and Prevention

- Smoking and Smokeless Tobacco – Medline Plus
- Cigarette Smoking and Cardiovascular Diseases – American Heart Association
- http://alcoholism.about.com/od/pro/Alcohol_and_Drug_Treatment_and_Rehab_Centers.htm
- www.drugs.com

- www.drugrehab.com

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: