

Nov. Grade 8 Unit 3 Drugs

Content Area: **Health**
Course(s):
Time Period: **November**
Length: **unit repeats in trimesters**
Status: **Published**

Unit Overview

Focusing on signs and symptoms of drug use, places to get help, as well as consequences and risk factors, students will understand that drug use, legal and illegal alike, hurt more than just the user. Students will also delve deeper into different categories of drugs, their effects on the body and the legal consequences based on their scheduling by the DEA.

Enduring Understandings

Use of tobacco, alcohol, and other drugs negatively impacts overall wellness and may lead to other risky health behaviors.

I know where to get help for someone with a drug or alcohol problem.

Essential Questions

What risks and consequences are associated with use of tobacco, alcohol, and other drugs?

Why does one person become addicted and another one does not?

Instructional Strategies & Learning Activities

Individual research project (drug selected from a list, use template, graded by rubric)

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.8.IML.7

Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| TECH.9.4.8.IML.13 | Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). |
| TECH.9.4.8.IML | Information and Media Literacy |
| WRK.9.2.8.CAP.18 | Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. |
| TECH.9.4.8.IML.15 | Explain ways that individuals may experience the same media message differently. |
| TECH.9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |
| TECH.9.4.8.IML.14 | Analyze the role of media in delivering cultural, political, and other societal messages. |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| TECH.9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| TECH.9.4.8.CT | Critical Thinking and Problem-solving |
| TECH.9.4.8.IML.5 | Analyze and interpret local or public data sets to summarize and effectively communicate the data. |
| TECH.9.4.8.IML.2 | Identify specific examples of distortion, exaggeration, or misrepresentation of information. |
| WRK.9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| TECH.9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |
| TECH.9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). |
| TECH.9.4.8.IML.9 | Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). |
| TECH.9.4.8.IML.4 | Ask insightful questions to organize different types of data and create meaningful visualizations. |
| TECH.9.4.8.IML.10 | Examine the consequences of the uses of media (e.g., RI.8.7). An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| TECH.9.4.8.IML.6 | Identify subtle and overt messages based on the method of communication. |
| TECH.9.4.8.DC.6 | Analyze online information to distinguish whether it is helpful or harmful to reputation. |

Technology and Design Integration

Students will use Chromebooks for Google Classroom assignments, collaborative work, designing and creating projects.

Students will visually utilize SmartBoard for presentations and videos.

Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.

CS.6-8.8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a

specific purpose.

CS.6-8.8.1.8.CS.4

Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

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| LA.RI.8.1 | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.RI.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| LA.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LA.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

Differentiation

Supplemental materials/supplies

Assignments/homework written on board

Check for understanding before moving on

One to one assistance as needed

Provide an example of the work expectations/sample problem

Start homework in school when possible

Modify projects, if needed

Peer assistance when appropriate

Students will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to the fields of knowledge

Incorporate authentic components

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP's

Utilize 504's

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher designed assessments to measure growth over time.

Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those

gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher will listen for appropriate input during open discussion

Question and answer

Check homework

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Grading of completed Drug Jeopardy Packet (completed correctly by using assigned websites for questions with a * and independent research for questions without *)

Instructional Materials

Drug Jeopardy Packet project description, template & rubric

Addiction Video

Standards

HE.6-8.2.3.8.ATD.5

Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

HE.6-8.2.1.8.EH.1

Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances,

celebrations, violence).

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| HE.6-8.2.3.8.ATD.1 | Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. |
| HE.6-8.2.3.8.DSDT.5 | Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. |
| HE.6-8.2.3.8.DSDT.1 | Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. |
| HE.6-8.2.3.8.ATD.3 | Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. |
| HE.6-8.2.3.8.ATD.2 | Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. |
| HE.6-8.2.1.8.PGD.1 | Explain how appropriate health care can promote personal health. |
| HE.6-8.2.3.8.DSDT.3 | Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. |
| HE.6-8.2.1.8.EH.2 | Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. |
| HE.6-8.2.3.8.DSDT.2 | Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. |
| HE.6-8.2.1.8.PGD.2 | Analyze how genetics and family history can impact personal health. |
| HE.6-8.2.3.8.DSDT.4 | Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. |