Mar. Gr. 2 Unit 7: Drugs are Dangerous

Content Area: **Health**
Course(s):
Time Period: **March**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will learn about drugs, the helpful and the dangerous.

Enduring Understandings

There are drugs that make us well.

All drugs can be dangerous if not used properly.

Taking drugs don't help people solve problems.

Safe communities are drug free.

Essential Questions

What are drugs?

How can drugs be good for you and bad for you in different situations?

Why do people take drugs they are not supposed to?

How can we have a safe and drug free community?

Instructional Strategies & Learning Activities

Identify various types of drugs including nicotine, alcohol and street drugs.

Identify what is and is not a medicine.

Tell why pharmacists and physicians and nurses are very important people.

Practice through role playing routines to keep you safe when you are sick, including checking to see that you are taking the right medicine.

Predict what could happen if you took a medicine not meant for you.

Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor and parent.

Discover the importance of communicating thoughts and feelings.

Describe what constitutes a drug free and safe community.

Tell why you think it is important to be a good citizen.

Integration of Career Exploration, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.

Interdisciplinary Connections

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be monitored for the need for challenge or support.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

504 and IEP accommodations will be utilized.

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

DRA

Additional Benchmarks used in this unit:

Teacher made 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:

Discussion

Teacher observation

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:

Worksheets

Unit tests

Instructional Materials

A variety of instructional materials are available in the health and PE

Standards

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.A.CS1	Health-enhancing behaviors contribute to wellness.
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.1.2.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.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.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.B.CS1	Use of drugs in unsafe ways is dangerous and harmful.
HPE.2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HPE.2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
HPE.2.3.2.C.CS1	Substance abuse is caused by a variety of factors.