

Englewood Public School District

Comprehensive Health

Grade 6

Unit: Drugs and Medicines

Overview: This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The link between substance abuse and intentional and unintentional health risks will be analyzed. Students will acknowledge the internal and external pressures that influence them to use substances and will be enabled and empowered to make positive choices that support a healthy, active lifestyle.

Time Frame: One Marking Period

Enduring Understandings:

- 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.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

Essential Questions:

- What is the difference between medicine and a drug?
- How do drugs/alcohol effect decision-making?
- How can I make positive choices about my health?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.3.6. A.2 Compare information found on over-the-counter and prescription medicines.	Topics Medicine	Students will take a pre-assessment to determine their understanding of medicine.	Medicine Pre-assessment: http://www.scholastic.com/otc-med-safety/pdfs/teachers/Lesson1/MedicineSafety_PREQUIZ.pdf	Formative Assessments: Discussion Teacher Observation Benchmark Assessment: Common Formative Assessment
	Objectives Identify and compare information that is contained on the bottle of over the counter and prescription drugs.	http://www.scholastic.com/otc-med-safety/pdfs/teachers/Lesson1/MedicineSafety_PREQUIZ.pdf	Lesson: All About Medicine: http://www.scholastic.com/browse/article.jsp?id=3757744	

Students will differentiate between over the counter and prescription medicine in the lesson All About Medicine:

<http://www.scholastic.com/browse/article.jsp?id=3757744>

Students will learn how to read medicine labels in the lesson Reading and Understanding the Drug Facts Label. (NJSL RI 6.7)

<http://www.scholastic.com/browse/article.jsp?id=3757745>

Students will review and reinforce how to read medicine labels by watching the video Medicines In My Home: The Over-the-Counter Drug Facts Label. (NJSL RI 6.7)

https://www.youtube.com/watch?v=hT6Th_QfQKE

Students will discuss the need for responsible medicine storage and dosing in the lesson Medicine Measuring Tools, Storage, and Disposal. (NJSL SL 6.1)(NJSL SL 6.2)

Lesson: Reading and Understanding the Drug Facts Label:

<http://www.scholastic.com/browse/article.jsp?id=3757745>

Video: Medicines In My Home: The Over-the-Counter Drug Facts Label:

https://www.youtube.com/watch?v=hT6Th_QfQKE

Lesson: Medicine Measuring Tools, Storage, and Disposal: <http://www.scholastic.com/browse/article.jsp?id=3758265>

Medicine Post-assessment: http://www.scholastic.com/otc-med-safety/pdfs/teachers/Lesson4/MedicineSafety_POSTQUIZ.pdf

Summative Assessment:

Student understanding of proper medicine use will be assessed using the Medicine Post-assessment: http://www.scholastic.com/otc-med-safety/pdfs/teachers/Lesson4/MedicineSafety_POSTQUIZ.pdf

Alternative Assessments:

Peer to Peer Discussions
Reflection Journal

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2.3.6. B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

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.

2.3.6. C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

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.

2.2.6. B.1 Use effective decision-making strategies.

Topics	Objectives	Resources	Activities	Assessments
Medicine Misuse, Alcohol, Tobacco, Drugs	Examine data on how drugs/alcohol effect decision making, the potential for illness, injury, disease, and risky health behaviors.	http://www.scholastic.com/browse/article.jsp?id=3758265	Lesson: Medicines and Misuse: http://www.scholastic.com/browse/article.jsp?id=3758264	Formative Assessment: Students communicate the consequences and risk during the Medicines and Misuse: http://www.scholastic.com/browse/article.jsp?id=3758264 lesson activities
	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	The teacher will introduce and lead a class discussion on topic of substance abuse with the lesson Alcohol and other drugs. (NJSLS SL 6.1)(NJSLS SL 6.2) https://www.scps.k12.fl.us/resources/documents/Teacher%20Resources/TRDrugAndAlcoholPrevention.pdf	Injection Safety Information: https://www.cdc.gov/injection/safety/	
	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.	Students will develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. (NJSLS W 6.7)(NJSLS W 6.8)	Activity: Exploding the Myths: https://docs.google.com/viewer?a=v&pid=sites&srcid=bXlzdG1hLm9yZ3w3dGgtZ3JhZGUtaGVhbHRoLWFuZC1waHlzaWNhbC1lZHVjYXRpb24tLW1ycy1sYXBvaW50ZXxneDoyZTRlMjMzYTJhZWY3Y2Ey	Summative Assessments: Students will correctly identify myths and facts about alcohol in the Exploding the Myths: https://docs.google.com/viewer?a=v&pid=sites&srcid=bXlzdG1hLm9yZ3w3dGgtZ3JhZGUtaGVhbHRoLWFuZC1waHlzaWNhbC1lZHVjYXRpb24tLW1ycy1sYXBvaW50ZXxneDoyZTRlMjMzYTJhZWY3Y2Ey activity
	Describe the different stages of alcoholism and drug addiction.	Students will complete the activity Exploding the Myths to discover true facts about alcohol.	Additional articles and lessons: Alcohol and Drugs: https://sites.google.com/a/mystma.org/7th-grade-health-and-physical-education--mrs-lapointe/unit-5-alcohol-and-drugs	Students' alcoholism pamphlets will be evaluated using a rubric http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1-01
	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.		Drug Addiction Video: https://youtu.be/SY2luGTX7Dk	

Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.

Use effective decision-making strategies.

<https://docs.google.com/viewer?a=v&pid=sites&srcid=bXlzdG1hLm9yZ3w3dGgtZ3JhZGUtaGVhbHRoLWFWZC1waHlzaWNhbC1lZHVjYXRpb24tLW1ycylsYXBvaW50ZXxneDoyZTRIMjMzYTJhZWY3Y2Ey>

Students will listen to podcasts Drug Addiction Is a Disease of the Brain and The Chemistry of Drug Addiction (NJSL SL 6.1)(NJSL SL 6.2)
<https://nj.pbslearningmedia.org/resource/06c6c7f5-5530-4206-9903-05a5f341a13e/drug-addiction-is-a-disease-of-the-brain/>
<https://nj.pbslearningmedia.org/resource/5b9d4314-42c3-4402-9093-66e4a1aaa69c/the-chemistry-of-drug-addiction-earth-and-sky-podcast/>

Students will practice refusal skills through role playing.

Students groups will research an important community issue and develop arguments for each side of the following question. Should people

Student's oral arguments will be evaluated using a rubric during debate
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1-01

Alternative Assessments:
Oral responses

Portfolios

Conferencing

Homework Assignments

Daily Writing Assignments

addicted to drugs have access to clean needles? (Clinic, pharmacy, with or without prescription) The groups must be prepared to give research-based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not). (NJSLS W 6.7)(NJSLS W 6.8) (6.2.12.D.5) (6.3.8.D.1)

Key Vocabulary:

Medicine – The science or practice of the diagnosis, treatment, and prevention of disease.

OTC (Over the Counter) – By ordinary retail purchase, with no need for a prescription or license.

Prescription – An instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

Alcohol – A liquor that contains ethanol and has the potential to intoxicate drinkers, and it can be burned as fuel.

Tobacco – The leaves of cultivated tobacco prepared for use in smoking or chewing or inhaling when pulverized.

Drugs – A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

HIV – A virus spread through certain body fluids that attacks the body's immune system.

AIDS – A disease in which there is a severe loss of the body's cellular immunity, greatly lowering the resistance to infection and cancer. It is caused by HIV virus.

Hepatitis – A disease characterized by inflammation of the liver.

Risk – A situation involving exposure to danger.

Peer pressure – Influence from members of one's peer group.

Refusal skills – Set of skills designed to help children avoid participating in high-risk behaviors.

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with

additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Employing KWL Chart • Predicting • Pre-Teach Vocabulary • Pre-Teaching or Reviewing • Teacher modeling • Peer modeling • Students will share information about families in their culture • Speak and display terminology • Family planning books in student’s native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Using advance organizers • Brainstorming/webbing • Modeling 	<ul style="list-style-type: none"> • Work with paraprofessional • Previewing information/materials • Provide helpful visual, auditory, and tactile reinforcement of ideas. • Peer Support • Provide extended time • Solidify and refine concepts through repetition. • Learner will work at own pace • Utilize modifications & accommodations delineated in the student’s IEP • Provide extended time • Solidify and refine concepts through repetition. • Learner will work at own pace • Give shorter assignments/more frequently 	<ul style="list-style-type: none"> • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Use visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Provide extended time • Previewing information/materials • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> • Students will present research to a different audience • Students will create a campaign for social media to prevent drug use • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
Interdisciplinary Connections: ELA - NJSLS/ELA: Reading RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing:			

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language:

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Social Studies:

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Integration of Technology Standards NJSL 8:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.