

Commercial Township School District

Content Area: Health

Grade: 8

Unit: Drugs and Medicines

**Unit Summary**

Comprehending how the appropriate use of medicine, avoidance of tobacco, alcohol and other drugs, proper emergency first aid procedures and compliance with safety rules can help one reduce risk of injury, maintain wellness and manage conditions which could otherwise negatively impact health.

**Student Learning Objectives**

2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents

2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.

2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory

2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STD,s

2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness

2.3.8.B.8 Analyze health risks associated with injected drug use.

2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse

**Unit Sequence**

This unit will take one marking period, approximately 10 class periods

**Concepts**

- Medicines must be used correctly in order to be safe and have the

**Formative Assessment**

*Students who understand the concepts are able to:*

<p>maximum benefit</p> <ul style="list-style-type: none"> <li>• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle</li> <li>• Students will be able to 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.</li> <li>• • Students will be able to 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.</li> <li>• Students will be able to determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk</li> </ul>
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
<p>Choices magazine  <a href="http://www.pecentral.com">www.pecentral.com</a>  naturalhigh.com</p>	<p>Multiple choice tests  Open ended question tests  Essay question tests  In depth classroom discussion</p>

<b>Interdisciplinary Connections</b>
Science, Language Arts, Technology

<b>Future Learning</b>
Human relationships and sexuality

<b>Prior Learning</b>
Integrated skills

## Modifications

*Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.*

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*Time/General: 1. Allow extra time 2. Repeat and clarify directions 3. Provide breaks in between tasks 4. Have student verbalize directions 5. Provide timelines/due dates for reports and projects*

*Processing: 1. Provide extra response time 2. Have student verbalize steps 3. Repeat directions 4. Provide small group instruction 5. Include partner work*

*Comprehension: 1. Provide reading material on student's level 2. Have student underline important points 3. Assist student on how to use context clues to identify words/phrases 4. Ensure short manageable task*

*Tests/Quizzes/Grading: 1. Provide extended time 2. Provide study guides 3. Limit number of responses*

*Behavior/Attention: 1. Establish classroom rules 2. Write a contract with the student specifying expected behaviors 4. Provide preferential seating 5. Re-focus student as needed 6. Reinforce student for staying on task*

*Organization: 1. Monitor the student and provide reinforcement of directions 2. Verify the accurateness of homework assignments 3. Display a written agenda*

*Enrichment;*

*1. Evaluate vocabulary 2. Elevate Text Complexity 3. Incorporate inquiry based assignments and projects 4. Extend curriculum • Balance individual, small group and whole group instruction 5. Provide tiered/multi-level activities 6. Include purposeful learning centers 7. Provide open-ended activities and projects 8. Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers 9. Provide pupils with experiences outside the 'regular' curriculum 10. Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level 11. Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. 12. Focus on process learning skills such as brainstorming, decision making and social skills 13. Use supplementary materials in addition to the normal range of resources. 14. Encourage peer to peer mentoring 15. Integrate cross-curricular lessons 16. Incorporate real-world problem solving activities 17. Facilitate student-led questioning and discussions*

## 21st Century Themes and Skills

health literacy, critical thinking and problem solving, leadership and responsibility, initiative and self-direction, media literacy

Commercial Township School District  
 Content Area: Health  
 Grade: 8  
 Unit: Human relationships and sexuality

<b>Unit Summary</b>
<p>One's ability to successfully interact with others and maintain supportive relationships affects one's over-all health and well-being. The ability to work collaboratively, use effective communication skills, refusal skills and negotiation skills, as well as an awareness of social support group available for those who feel abused or bullied by others are important to the health of both individuals and the community groups they are part of</p>
<b>Student Learning Objectives</b>
<p>2.4.8.A.1 Predict how changes within a family can impact family members</p> <p>2.4.8.A.2 Explain how the family unit impacts character development</p> <p>2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships</p> <p>2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship</p> <p>2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p> <p>2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <p>2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy</p> <p>2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</p> <p>2.4.8.C.3 Determine effective strategies and resources to assist with parenting</p> <p>2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.</p> <p>2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>

<b>Unit Sequence</b>	
<p>This unit will take one marking period, approximately 10 class periods</p>	
<b>Concepts</b>	<b>Formative Assessment</b>

<ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience</li> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual</li> <li>• Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>• Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> <li>• Examine the types of relationships adolescents may experience</li> <li>• Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior</li> <li>• Demonstrate successful resolution of a problem(s) among friends and in other relationships.</li> </ul>
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
<p>Choices magazine www,pecentral.com</p>	<p>Multiple Choice tests Open ended question tests Essay question tests In depth classroom discussion</p>

<b>Interdisciplinary Connections</b>
<p>Science, Language Arts, Technology</p>
<b>Future Learning</b>
<p>Human Body systems</p>
<b>Prior Learning</b>
<p>Drugs and medicines</p>

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