

Commercial Township School District

Content Area:

Grade: 6

Unit: Drugs and medicines

Unit Summary
This unit will enable students to acquire and use information concerning drugs, alcohol and tobacco.
Student Learning Objectives
<p>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</p> <p>2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.</p> <p>2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2 Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmoker</p> <p>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</p> <p>2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk to one's health.</p> <p>2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse</p> <p>2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis</p> <p>2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction 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</p>

Unit Sequence	
<b><i>Unit 1 will take one marking period approximately 10 class periods</i></b>	
Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy,</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <p>Understand why do people choose to use alcohol, tobacco and other drugs when</p>

<p>active lifestyle.</p> <ul style="list-style-type: none"> <li>• Students will be able to Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse</li> <li>• Students will be able to explain the system of drug classification and why it is useful in preventing substance abuse</li> <li>• Students will be able to relate tobacco use and the incidence of disease</li> <li>• Students will be able to compare the effect of laws, policies, and procedures on smokers and nonsmokers.</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 situations where the use of alcohol and other drugs influence decision-making and can place one at risk</li> <li>• Students will be able to summarize the signs and symptoms of inhalant abuse.</li> <li>• Students will be able to analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</li> <li>• Students will be able to summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</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> </ul>	<p>they are aware of the detrimental effects.</p> <p>How to I make the “right” decisions in the face of peer, media and other pressures.</p> <p>There are common indicators, stages and influencing factors of chemical dependency.</p>
<p><b>Unit Resources</b></p>	<p><b>District/School Summative Assessments</b></p>
<p>Choices magazine</p>	<p>Multiple choice tests</p> <p>Open ended question tests</p> <p>Short answer tests</p> <p>Involved classroom discussion</p>

### Interdisciplinary Connections

Science, Language Arts, Technology

### Future Learning

Human relationships and sexuality

### Prior Learning

Body systems and their functions

### Modifications

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

*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: 6  
 Unit: human relationships and sexuality

<b>Unit Summary</b>
All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
<b>Student Learning Objectives</b>
<p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active</p> <p>2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p> <p>2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2 Identify the signs and symptoms of pregnancy</p> <p>2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy</p> <p>2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.</p>

<b>Unit Sequence</b>	
This unit will take one marking period approximately 10 class periods	
<b>Concepts</b>	<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Compare and contrast how families may change over time.</li> <li>• Analyze the characteristics of healthy friendships and other</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are</li> </ul>

<p>relationship</p> <ul style="list-style-type: none"> <li>• Examine the types of relationships adolescents may experience</li> <li>• Demonstrate successful resolution of a problem(s) among friends and in other relationships.</li> <li>• Compare and contrast the role of dating and dating behaviors in adolescence</li> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> <li>• Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</li> <li>• Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</li> <li>• Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy</li> <li>• Identify the signs and symptoms of pregnancy</li> <li>• Identify prenatal practices that support a healthy pregnancy</li> <li>• Predict challenges that may be faced by adolescent parents and their families.</li> </ul>	<p>necessary in order to establish healthy relationships.</p> <ul style="list-style-type: none"> <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</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. Prenatal care has a direct impact on the delivery and long-term health of the child</li> </ul>
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
<p>Choices magazine</p>	<p>Multiple Choice tests Open ended question tests Essay tests Involved Classroom discussion</p>

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

<b>Future Learning</b>

<b>Prior Learning</b>
Drugs and Medicines

## Modifications

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