

Englewood Public School District

Comprehensive Health

Grade 5

Unit: Drugs, Dependency and Addiction

Overview: Students consider the nature of substance abuse and how advertising, peer pressure and other factors can influence the decision to abuse substances. Next, students will expand upon their understanding of alcohol, tobacco and other substances and the effect each has on the body, both short term and long term.

Time Frame: One Marking Period

Enduring Understandings:

- There are common indicators, stages and influencing factors of chemical dependency.
- Medicine must be used correctly in order to be safe and have the maximum benefit.
- Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Essential Questions:

- How does tobacco use relate to the incidence of disease?
- What is the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease?
- How does tobacco use relate to the incidence of disease?
- What information is found on over-the-counter and prescription medicines?
- To what extent do outside factors contribute to the use and abuse of alcohol, tobacco, and other drugs?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk	<p style="text-align: center;">Topics</p> <p>Substance Abuse</p> <p style="text-align: center;">Objectives</p> <p>Students will identify the signs and symptoms of drug</p>	<p>Students will read an article about e-cigarettes and discuss the main idea in small groups. (NJSLs RI 5.2)(NJSLs SL 5.1)</p> <p>Students will go online to</p>	<p>Books: Magic School Bus: Inside the Human Body, Joanna Cole, Scholastic, 1989,</p> <p>Dem Bones, Bob Barner, Chronicle Books, ISBN 0-8118-0827-0</p>	<p>Formative Assessment: The instructor will check in during discussion to ascertain student’s understanding of substance abuse.</p>

2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.

<p>abuse and substance dependency.</p>	<p>healthychildren.org and gather information about the effects of smoking and e-cigarettes. They will compile this data and discuss with peers which might be the most useful in trying to persuade pre-teens to not to start or to quit. (NJSLS RI 5.1)(NJSLS RI 5.2)(NJSLS RI 5.3)(NJSLS W 5.7)</p>	<p>E-Cigarettes: https://newsela.com/read/overview-e-cigarettes/id/24877/</p>	<p>Benchmark Assessment: Common Formative Assessment</p>
<p>Students will assess the health risks and legal issues caused by drug use and substance dependency.</p>	<p>Students will then work in groups to construct a brochure showing effective strategies to prevent using tobacco, and e-cigarettes or to quit. (NJSLS W 5.10)</p>	<p>Teens and Smoking https://www.healthychildren.org/English/ages-stages/teen/substance-abuse/Pages/Teens-and-Smoking.aspx</p>	<p>Summative Assessment: Students will either write a one page essay about a self-selected topic regarding substance abuse, or present a multi-media presentation.</p>
<p>Students will create a strategy to eliminate the personal risk of substance abuse.</p>	<p>The instructor can lead a discussion regarding how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. (NJSLS SL 5.1)(NJSLS SL 5.53)</p>	<p>Smoking, Kids Health https://classroom.kidshealth.org/3to5/problems/drugs/smoking.pdf</p>	<p>Alternative Assessment: Students will be assigned a short research project, which will compare the effects and consequences of laws, policies, and procedures on those who abuse substances versus those who do not. Students will be given a facet of a law, policy (local, school), or a procedure. The project will be done on a piece of poster board and should contain the law, policy, or procedure, the effect or consequences of breaking them, and how abusing a substance can</p>
<p>Students will differentiate between drug use, abuse, and misuse.</p>	<p>Students will then analyze different video and print media that do so and share findings with another group. (NJSLS SL 5.4)</p>	<p>Healthy and Tobacco Free, Oklahoma State Department of Health https://www.ok.gov/okswat/documents/Allies%20Curricula.pdf</p>	
		<p>Teaching Students Decision Making for Safe & Healthy Living http://www.dare.com/home/default.asp</p>	

Students will create a survey on Google Forms to identify how many students their age live in households where someone smokes or uses an e-cigarette. Teacher will assist in creating questions. (NJSL SL 5.1)

play a role in the consequences that will be faced.

Students will compile data and create a presentation for the class. (NJSL SL 5.4)

Individually, students will research the laws, policies, and procedures on smoking and vaping in school and in the community, and conduct a multimedia presentation to the class.(NJSL W 5.7)

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2.3.6. B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

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

	Topics		Formative Assessment:
Alcohol	Instructors will lead discussions on alcohol and drugs(from Kids Health).	Pete’s PowerPoint Station http://facs.pppst.com/drugs.html	Instructors will check for understanding during student presentations regarding the policies and procedures on smoking.
Tobacco		There is a lot you should know about drugs & alcohol, Dr. Pbody http://www.drpbody.com/drugs.html	
Prescriptions	Students will illustrate situations where the use of illegal substances, (alcohol and other drugs) influence decision-making and can place one at risk through video, skit, role		
	Objectives		Summative Assessments:
Identify the short-term and long-term effects of alcohol		Alcohol, Kids Health	The instructor will evaluate all student

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.

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.

2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.

abuse and inhalants.

Students will determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. Students will list possible side effects of common medicines.

Students will identify and acquire smoking refusal skills.

Students will relate tobacco use and the incidence of disease.

Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Students will examine over-the-counter and prescription medicines to determine use and potential for abuse.

Students will explain the difference between over-the-counter and prescription medicines.

Students will identify ways in which the media can influence our decisions.

play, or poster. (NJSL SL 5.1)(NJSL W 5.8)

Students will discuss the differences between over the counter and prescription drugs. (NJSL SL 5.1)

As a class, students will create a T-chart predicting the short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines. (NJSL SL 5.1)

Students will analyze information found on over-the-counter and prescription medicines using empty bottles.

The class will be broken up into two groups. One group will be responsible for the short-term physical and behavioral effects of over the counter and prescription medication abuse and the other for the long-term effects. Each group will brainstorm the effects and present their findings to the entire class. (NJSL 5.3)

<https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf>

Drugs, Kids Health
<https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf>

products to ascertain student's understanding of alcohol, tobacco and prescription abuse.

Students will be placed in groups of three to four students. Each group will brainstorm their own three or four step decision-making process. The students will then demonstrate their decision making process in a role play situation involving the use of alcohol, tobacco, or other drugs.

Students will create a public service announcement (PSA) concerning e-cigarettes.

Alternative Assessments:
Peer Assessment
Self Assessment

Students will revisit their T-chart, adding what they found in their research.

Key Vocabulary:

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.

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

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

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

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

Inhalants – A medicine or illegal drug that is breathed into the lungs.

Substance Abuse – Overindulgence in or dependence on an addictive substance, especially alcohol or drugs.

Dependency – Something that is dependent on something else.

Risk – A situation involving exposure to danger.

Legal Issue – Legal question which is the foundation of a case, requires a court's decision.

Integration of 21st Century Standards NJSLS 9:

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

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

- Pre-teach vocabulary
- Lower level text will be provided
- Students can use both English and their native language to label items
- Peers will work together on research
- Speak and display terminology and movement
- Look for children's books in student's native languages
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls

Special Education

- Lower level text will be provided
- Peer support using technology
- Lower level text will be provided
- Students will receive peer support for research
- Provide concrete examples
- Utilize modifications & accommodations delineated in the student's IEP
- Lower level text will be provided
- Work with paraprofessional
- Use multi-sensory teaching approaches.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

At-Risk

- Lower level text will be provided
- Peer support using technology
- Lower level text will be provided
- 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.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.

Gifted and Talented

- Students will present findings to other classes
- Students can continue research outside of class
- Students can be support for peers
- Curriculum compacting
- 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 - NJLS/ELA:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

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

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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