**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen**  **Name of Collaborative:**  **Curriculum Area: Health**  **Unit Title: Medicine, Tobacco, Alcohol, and Drug Effects**  **Time Frame: 1.5 weeks** | | |
| **Desired Results** | | |
| **Content Standards** | | |
| **P.S4 Students will demonstrate the ability to use interpersonal communication skills and services to enhance health and avoid or reduce health risks**  **P.S.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks**  **Element: HS2: Analyze how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors** | | |
| **Content:** *Students will know…* | | **Skills :**  *Students will be able to…* |
| The role of medicines, using medicines safely, health risk of tobacco, choosing to be tobacco free, promoting a smoke free environment, health risks of alcohol use, choosing to live alcohol-free, the impact of alcohol | | Evaluate the role of medicines, Understand how medicines work effectively,  Understand the health risks of tobacco, Know how to be tobacco, Promote a smoke free environment, Know the health risk of alcohol, Choose to be alcohol-free, Understand the impact of alcohol on others |
| **Essential Vocabulary: medicines, drugs, vaccine, side effects, additive interaction, synergistic effect, antagonistic interaction, prescription medicines, over the counter medicines, medicine abuse, drug overdose, addictive drug, nicotine, stimulant, carcinogen, tar, carbon monoxide, tar, smokeless tobacco, leukoplakia, nicotine withdrawal, nicotine substitutes, tobacco cessation program, environmental tobacco smoke, mainstream smoke, side-stream smoke, ethanol, fermentation, depressant, intoxication, binge drinking, alcohol poisoning, psychological dependence, physiological dependence, alcohol abuse, alcoholism, blood alcohol concentration, fetal alcohol syndrome, alcoholic, recovery, sobriety** | | |
| **Essential or Guiding Questions:**  *\*How does a vaccine work on diseases?*  *\*What are the three ways that medicine enters the blood?*  *\*Why did tobacco use among teens decrease after 1998?*  *\*Explain two reasons why teenagers start to smoke?*  *\*What effects of alcohol make it risky to drive after drinking?*  *\*State the legal limit BAC for adults and people under age 21.*  *\*How does long term drinking affect the body?* | | |
| **Assessment Evidence** | | |
| **Common Pre-Test** |  | |
| **Formative Assessments** | Pharmaceutical Medicine, Tobacco Body Posters | |
| **Common Mid-Unit Assessment** | Ch. 19-21 Section Quizzes | |
| **Common “Almost There” Assessment** | Ch. 19-21 Study Cornell Notes | |
| **Remediation Plan (What will you do between the Almost There and the** | Based on quiz outcome, students will be allowed to collaborate to correct responses. Re-test if needed | |
| **Common Summative Assessment** | Ch. 19-21 Tests | |

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| **Common Core Elements** | |
| **Reading Element**  **(Literary and Informational Text)** | GIST on DXM, Alcohol, and Vaccines |
| **Writing Element** | How can alcohol interfere with your future? Writing assignment |
| **Speaking Element**  **(Discussion/Debate**  **Presentations)** | Discussions of topics of the unit itself. |
| **Listening/Viewing Elements** | \*Outline notes PP Ch.19-21  \*Text Information on Medicines, Tobacco, and Alcohol |
| **Performance-Based Tasks** | Peer evaluation  Participation in discussion based questioning  Analysis of movie “5th Quarter” |

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| **Learning Plan** | |
| **Pacing Guide**  **(weekly or daily)** | Lesson 1-2 Ch. 19 (1-2 days)  Lesson 1-3 Ch. 20 (2-3 days)  Lesson 1-4 Ch. 21 (2-3 days)  Evaluation: 1 day for Ch. 19-21 Test |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments 2. Graphic organizers: GIST 3. Evaluating information: Body Posters 4. Developing broader awareness: videos/ articles |
| **Differentiation**  **(Please address how you will differentiate to meet remedial, on-level and gifted students)** | Graphic organizers/ peer tutoring/ small group/ modified assessments/ extra time. |
| **Materials/Resources** | Text book/ Power Point/ LCD projector/ Intranet/ Computers/colored pencils, drawing paper, graphic organizer templates |