

Unit Plan Design Template  
 Engaging Students ~ Fostering Achievement ~ Cultivating 21<sup>st</sup> Century Global Skills  
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Course Title: Health    Adaptive Health Education    Grade Level: 7-10

<p><b>Content Statements</b>          Students will learn the responsible use of drugs. They will learn the value of balancing the four areas of health. Students will learn what foods should be part of their daily diet. Students will learn different methods of communication. Students will learn the dangers of the internet. Students will learn ways of making a proper decision. Students will learn that every person has individual differences. Students will learn the importance of persistence in achieving a goal.</p>	<p><b>NJSLS:</b>          21-4.12.A-D</p> <p><b>Companion Standards:</b>          RST9-12.5-9          WHST 9-12 All</p>
<p><b>Overarching Essential Questions</b>          What are the four area of health and why do they need to be balanced? How does environment play a role in a person’s development? Why is decision making important? How are cigarettes detrimental to one’s health? What are the different food groups? What is good and bad about the Internet? What is drug abuse? How does advertising encourage people to do things that are harmful to them? What are individual differences.</p>	<p><b>Overarching Enduring Understandings</b>          The social, emotional, physical and mental components of health are vital to a person’s well-being. All decisions should be thought out before action is taken. Communication is an important part of our daily life. Home and physical environment play a major role in an individual’s development. Drug addiction can ruin a person’s life. Drug awareness can prevent drug use. The use of cigarettes causes many life-endangering diseases.          Advertising can manipulate people. Individual differences can be overcome.          Careful Internet use will keep a person safe.</p>
<p><b>Unit Essential Questions</b>          What happens when a person uses drugs?          Why are there good drugs and bad drugs?          How do drugs enter the body?          What are the consequences of being addicted to drugs?          How can the use of drugs be prevented?          What will happen to my body if I use cigarettes?          What decision-making strategies are helpful to me?          Why is suicide more common with teenagers?          How can suicide be prevented?          How can the Internet be harmful to me?          How can the Internet be helpful to me?          How do advertisers and marketing experts sell products that are harmful to people?          How can a person work with individual differences or handicaps?</p>	<p><b>Unit Enduring Understandings</b>          I know how to identify the positive components of my well being. I know how to stay away from drugs and what to do if others I care about are not staying away. I understand that cigarettes, drugs and alcohol are illegal and harmful to my health. There are always new drugs to be aware of. I need to be aware of the techniques of advertising. Knowing about suicide will help me to prevent it. I understand that the internet has good and bad uses. I know that family values help in the decision-making process. I know that eating the right foods will help to keep me healthy. I know that every person is different and can work to achieve their set goals.</p>

<p><b>Unit Rationale</b>  A junior high student has many difficult decisions to face after leaving elementary school. This class will help to keep them informed of the dangers of drug abuse, the importance of making proper decisions, and the consequences of drug abuse. They will learn the value of the internet and the harm it can cause. They need to know the preventative measures of suicide. They need to know the importance of eating properly. The class needs to know how to communicate more effectively.</p>	<p><b>Unit Overview</b>  Students will learn the responsible use of drugs. They will learn the value of balancing the four areas of health. Students will learn what foods should be part of their daily diet. Students will learn different methods of communication. Students will learn the dangers of the internet. Students will learn ways of making a proper decision. Students will learn that every person has individual differences. Students will learn the importance of persistence in achieving a goal. They will do this through a series of adaptive activities.</p>
<p><b>Authentic Learning Experiences</b>  Active participation of all students in role playing, class discussion, and oral reports</p>	
<p><b>21<sup>st</sup> Century Skills and Themes</b>  Technology: Internet, Powerpoint, videos, posters  Global: Students will learn that students all over the world learn about the dangers of misusing drugs and that students are also taught how to make proper decisions.  Civic Literacy: The students will use their knowledge of drugs, the internet, and decision making to help younger siblings and neighbors to lead a safer life.  Critical Thinking and Problem Solving: By enacting real life situations the students use their problem-solving techniques to say no and to stay away from harmful drugs.</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b> Students will be building off of the drug education program in 6<sup>th</sup> grade. They will learn in more detail the negative effects of drugs. They will learn new decision-making and communication skills. They will learn the importance of eating a balanced diet.</p>	
<p><b>Key Terms</b>  Listen, be prepared for class, ask appropriate questions, make good decisions, respect the opinions of your classmates, take your time, think about what you are doing, only one person talks at a time, speak politely to your classmates</p>	
<p><b>Instructional Strategies</b> Lecture, video, powerpoint, role play, class discussion, drawing and art work</p>	
<p><b>Customizing Learning/ Differentiation</b>  Allow more time for students with disabilities, modify the care for students with disabilities, give students with disabilities outline handouts for written tests</p>	
<p><b>Formative Assessments</b>  Tests, powerpoints, class projects, oral reports</p>	
<p><b>Interdisciplinary Connections</b>  Science – Knowledge of the body and drug/cigarette interactions.  Physical Education – The importance of healthy living through good diet and exercise.  Consumer Education – Understanding targeted marketing of substances that can be harmful.</p>	
<p><b>Resources</b>  Videos, internet, textbook, books, magazines</p>	
<p><b>Suggested Activities for Inclusion in Lesson Planning</b>  Worksheets  Note-Taking  Wellness and Hygiene  Heredity and Environment  Character Development  Making Proper Decisions  Saying no to alcohol, tobacco and drugs  Responsible use of drugs  Suicide  Internet dangers  Communication Skills  Overcoming Physical Obstacles</p>	

Unit Timeline 8 weeks  
 Wellness and Heredity - 1 week  
 Drug Education and Decision Making – 4 weeks  
 Suicide – 1 week  
 Internet Dangers – 1 week

## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> </ul>	

- Collaboration

## **Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software