


**Health Education Middle School
Canterbury Public Schools**

Subject	Health Education
Grade Level	Middle School Grades 5 -8
Unit Title	ANOD
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Understand the proper use and abuse of over the-counter and prescription drugs ● Identify healthy coping mechanisms and alternatives to substance abuse ● Summarize negative consequences of alcohol use and other drugs <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade functions</p> <ul style="list-style-type: none"> ● Explain school policies and community laws about ANOD ● Benefits of being drug free ● Describe situations that could lead to first time use <p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
Pacing (# of weeks)	2 weeks
Standards and Indicators	<p>ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use.</p> <p>ANOD 1.2.8 Distinguish between proper use and abuse of over the-counter and prescription medicines.</p> <p>ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.</p> <p>ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs.</p> <p>ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.</p> <p>ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.</p> <p>ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.</p> <p>ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with</p>

	<p>someone who is under the influence of alcohol and other drugs and explore safe options.</p> <p>ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).</p>
<p>Content/Conceptual Knowledge (know)</p>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Understand the proper use and abuse of over the-counter and prescription drugs ● Identify healthy coping mechanisms and alternatives to substance abuse ● Summarize negative consequences of alcohol use and other drugs <p>Grade 7 and 8</p> <p>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade functions</p> <ul style="list-style-type: none"> ● Explain school policies and community laws about ANOD ● Benefits of being drug free ● Describe situations that could lead to first time use
<p>Skills (be able to do)</p>	<p><u>Skill-Based Standards to Develop:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze influences <input type="checkbox"/> Access valid information <input type="checkbox"/> Demonstrate interpersonal communication skills <input type="checkbox"/> Build decision making skills <input type="checkbox"/> Build goal setting skills <input type="checkbox"/> Practice health-enhancing behaviors <input type="checkbox"/> Advocate
<p>Enduring Understandings</p>	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● That decisions made now, at the middle school level, may affect life altering outcomes beyond their middle school years. ● How to develop long-term and short-term goals that are achievable, realistic and meaningful. ● That being safe and making positive decisions, based on valid and reliable information, is crucial to the development of their health lifestyles. ● How to confidently communicate with others, based on their personal beliefs.
<p>Assessments</p>	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments ● Project based “playbooks”, or cumulative “checklists” that students can use as future references. <p>** In addition, students will be assessed daily on their understanding and proficiency level of class warm-ups or “Do Nows”. This assessment will be based</p>

	off a written rubric.
Resources	<ul style="list-style-type: none"> ● Healthy and Balance Living Curriculum Framework - 2022 Addition ● Ted Talks
Strategies	<ul style="list-style-type: none"> ● Skill - based learning activities ● Project - based learning <p><u>Teaching Models Utilized</u></p> <ul style="list-style-type: none"> ● Direct Instruction ● Peer Teaching <ul style="list-style-type: none"> ○ Jigsaw Classroom ● Student Directed Instruction ● Guided Discovery <p><u>Bloom's Taxonomy</u></p> <div style="border: 1px solid gray; background-color: #e0e0e0; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div>
Behaviors	<p>Students will learn to...</p> <ul style="list-style-type: none"> ● Access ● Analyze ● Goal Set ● Communicate ● Advocate ● Create ● Make Healthy Decisions ● Evaluate ● Apply ● Manage Personal Health