

Grade 8: Accessing Information/Alcohol & Drugs

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to be able to access valid information, products and services to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 3. Access valid and reliable resources to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand ... - There are many different sources of health information available but not all are valid and accurate. - There is help for personal and family substance abuse.	ESSENTIAL QUESTIONS How do I know if my information is valid? Does substance use only affect the individual's life?
	Acquisition	
	Students will know.... - the home, school and community resources that can provide accurate factual information vs. opinion. - how false advertising by tobacco companies affects consumers/teens. - that advertising strategies that are used to target children/teenagers (flavorings, candy like	Students will be skilled at... - applying the ACCESS acronym while researching health information. - identifying or citing specific sources. - evaluating validity of sources. - Providing a rationale for the appropriateness

	products—candy cigs, big league chew, mint like products, pouches of tobacco, beef jerky imitating dip). • that there are local help services for overdose, addiction, or other substance abuse issues (cessation programs, self-help or family-help resources). • the risks of dependence and addiction (brain still developing along with other body systems) • that there are physical, social, and emotional effects of AOD use. • the signs and behaviors of AOD use. • the effects of AOD use including but not limited to alcohol and binge drinking, inhalants, marijuana (grinding, dabs and vaping), synthetic drugs (K2/Spice, Bath Salts). • the relationship between AOD use and injuries (transportation and other). • the relationship between AOD use and sexual behavior. • the relationship between AOD use and mental health. • the benefits of not using AOD (physical, social, emotional, legal, financial). <u>Vocabulary:</u> Al Anon/Alateen, false advertising, strategic advertising, FDA, vaping, binge drinking, dabbing, synthetic drugs, cessation programs, addiction/dependency	of sources. • demonstrating the ability to access appropriate community resources to meet specific needs. • identifying the type of help available from a source. • identify local help services for overdose, addiction, or other substance abuse issues.
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<i>Content Area Literacy Standards</i>	<i>21st Century Skills</i>
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• solve problems • think creatively • communicate clearly • collaborate with others • interact effectively with others

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

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