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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner | | | | |
| Name of Teacher: Christi Greathouse | | | Grade Level: 8 | |
| Subject Area: Middle School Health | | | Cross Curricular Opportunities:  Music, Art, Math, English | |
| Unit Title: Drug Free Hand Puppet Show | | | Estimated Duration of Unit: 3 weeks | |
| Overview of Unit: Upon completion of the unit, the students will identify the short and long term effects that drugs have on the body. Students create a hand puppet show about the dangers of drug use. | | | | |
| Forms of Text (non fiction/fiction): drug pamphlets, drug websites | | | Teaching Strategies: Researching, Planning, Self-Evaluation, Collaboration and Cooperation. | |
| Catholic Identity Connections: Your body should be treated like a temple. | | | | |
| Assessment (authentic/published - summative/formative): | | | | |
| **Standards Addressed** | | | | |
| Standard Number | Standards | | | |
| HE.8.4.04 | compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs, dating violence, harassment, alcohol, tobacco, and other drugs). | | | |
| HE.8.8.03 | explain how to encourage others to make positive health choices (e.g., by example, making positive choices). | | | |
| HE.8.8.02 | identify ways in which health messages and communication techniques can be altered for different audiences (e.g., age, gender, life experiences). | | | |
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| Description of Activity | | | Resources | Date of Completion |
| Remind students that using drugs is a choice and there are many factors that affect whether or not students choose to use drugs. Ask students to list some of those influences and add the ones they do not get.  The students work together as a group to complete all of the assigned tasks.  The tasks include:   * Research the types of drugs, and the dangers they have on the brain. * Come up with the names of the superhero and villain puppets, and how the show can relate to the elementary audience. * Differentiate how the good guys will look from the bad guys. * Design the logos for the capes. * Cut out the designs, and sew or glue them on the capes. * Utilize facts found during research in handwritten student generated script. * Role playing will demonstrate a the dangers of drug use and also provide a positive atmosphere that will influence students not to use drugs. | | | drugfreeworld.org  abovetheinfluence.com  drug pamphlets  Direct teaching |  |
| After making puppets and role playing, we used self-evaluation techniques to ascertain what students gained from this activity, such as the short and long term effects of drug use, sewing, learning how to modify material and collaborative cooperative learning. | | |  |  |
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| Differentiated Instruction Opportunities/Overview: | | | | |
| Cross Curricular Opportunities: | | | | |
| Standard Number | Standard Description | | Resources | Date |
| **Common Core Checklist** | | | | |
| Writing | | | | |
|  | Paragraph | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | |
|  | Summary | | | |
| X | Research | | | |
|  | Detailed answers (text supported) | | | |
|  | Notes (note taking skills, outlines) | | | |
| X | Complete sentences | | | |
| Reading | | | | |
| X | Informational text | | | |
|  | Lexile | | | |
|  | Complex literature |  |  |  |
| X | Speaking | | | |
| X | Listening | | | |
| X | Varied strategies and instructional methods | | | |
| X | Critical thinking in whole class discussion | | | |
| X | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
|  | Smartboard | | | |
| X | Computers | | | |
|  | iPads | | | |
|  | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| X | Used multiple resources | | | |
|  | Domain Vocabulary | | | |
| X | Cross-Curricular | | | |
| X | Collaborative engagement (meaningful feedback) | | | |
|  | Higher level learning and teaching | | | |
| Assessment | | | | |
| x | Project based | | | |
|  | Writing prompt | | | |
|  | Portfolio | | | |
|  | Observation | | | |
|  | Quiz | | | |
|  | Technology based | | | |
|  | Test | | | |
|  | Student created test | | | |
| x | Presentation | | | |
|  | Journal | | | |
|  | Think, pair, share | | | |
|  | Summary | | | |
|  | Oral questioning | | | |
|  | Analogy | | | |
|  | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
| X | Various activities | | | |
| X | Inquiry, research and evidence | | | |
| X | Evidence of time management and planning | | | |
| X | Problem solving strategies | | | |
| Summary of Unit: | | | | |
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