

Drugs & Medicine

Content Area: **Health**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students will learn to differentiate between medicine, and illegal drugs. Students will then relate the use of medicine to prevent, cure, and relieve symptoms of communicable diseases. The goal is to continue to support students learn concepts which support a healthy lifestyle.

Enduring Understandings

Leading a healthy and active lifestyle may require more than just nutrition and being active. It is important to make informed decisions when it comes to our health and leading a healthy lifestyle.

Essential Questions

Students will differentiate between medicines and illegal drugs and will relate the use of medicines to prevent, cure, and relieve symptoms of communicable and noncommunicable diseases.

Learning Objectives

Identify the possible side effects that medicines may cause, even when used appropriately.

Determine whether or not a medication will be effective.

Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.

Determine effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs.

Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health.

Describe situations or environments where secondhand smoke could impact the health of nonsmokers.

Differentiate between drug use, misuse, and abuse.

Identify trusted adults, health services, and community resources available to assist persons in situations related to drug use, misuse, and abuse.

How do students make the "right" decisions when faced with peer and media pressures.

Students will be able to explain the symptoms of Lyme Disease and how it can be prevented.

Define the four types of pathogens and make a connection to the diseases that they cause. This includes Lyme Disease.

Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.

Identify causes of Cancer.

Standards: Content

HE.3-5.2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
HE.3-5.2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
HE.3-5.2.1.5.SSH	Social and Sexual Health
HE.3-5.2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
HE.3-5.2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
HE.3-5.2.1.5.CHSS.2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
HE.3-5.2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
HE.3-5.2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
HE.3-5.2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
HE.3-5.2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
HE.3-5.2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
HE.3-5.2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
HE.3-5.2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
HE.3-5.2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
HE.3-5.2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
HE.3-5.2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). Family members impact the development of their children physically, socially and emotionally. Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

There are actions that individuals can take to help prevent diseases and stay healthy.

The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

The short- and long-term effects of substance abuse are dangerous and harmful to one's health.

Standards: Interdisciplinary

ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.3.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
ELA.W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
ELA.SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

TECH.9.4.5.IML.6

Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

TECH.9.4.5.IML.7

Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Assessment Evidence

Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents Health: Focus on You; 1990 Merrill Publishing Company. [Instructional Resource List](#)

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

Amistad	Diversity, Equity, and Inclusion
Holocaust	LGBT and Disabilities (Grades 6-12)
Climate Change	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

Self-Awareness	Relationship Skills
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	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness	Technology Literacy	Planning and Budgeting
	Creativity and Innovation	Financial Institutions	Risk Management and Insurance
	Information and Media Literacy	Digital Citizenship	Economic and Government Influences
	Critical Thinking and Problem Solving	Credit Profile	Career Awareness and Planning
	Civic Financial Responsibility	Financial Psychology	