# 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 differentiative between medicine, and illegal drugs. Students will then relate the use of medicine to prevent, cure, and relieve symptoms pf 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

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| 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). |
| 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. |
| 2.1.5.SSH | Social and Sexual Health |
| | Family members impact the development of their children physically, socially and emotionally. |
| 2.1.5.SSH.5 | Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. |
| 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). |
| 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. |
| 2.1.5.CHSS.3 | Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. |
| | There are actions that individuals can take to help prevent diseases and stay healthy. |
| 2.3.5.HCDM.1 | Identify conditions that may keep the human body from working properly, and the ways in which the body responds. |
| 2.3.5.HCDM.2 | Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza). |
| 2.3.5.HCDM.3 | Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). |
| | The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. |
| 2.3.5.ATD.1 | Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). |
| 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. |
| | Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. |
| 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. |
| | The short- and long-term effects of substance abuse are dangerous and harmful to one's health. |
| 2.3.5.DSDT.1 | Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. |
| 2.3.5.DSDT.2 | Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. |
| 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. |

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| | 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. |
| 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. |
| 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). |

## Standards: Interdisciplinary

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| L.RF.4.4.A | Read grade-level text with purpose and understanding. |
| L.RF.4.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| 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). |
| L.RF.3.4.A | Read grade-level text with purpose and understanding. |
| 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). |
| L.RF.3.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| 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). |
| 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. |
| 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). |
| 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). |
| RI.CI.4.2 | Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. |
| W.AW.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| 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. |
| W.IW.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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. |
| W.WP.3.4 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 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. |
| SL.AS.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| SL.PI.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, |

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| | using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| SL.AS.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

## Assessment Evidence

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| 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*

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| | 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*

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| | Self-Awareness | | Relationship Skills |

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| | Responsible Decision-Making | | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

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| | 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 | | |