Drugs & Medicine

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

Unit Overview

It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will examine the importance of medicines and the impact that drugs and alcohol have on leading a healthy lifestyle.

Enduring Understandings

There are specific health skills that we can use to promote our own wellness. We use these skills and knowledge to make good/healthy decisions that allow us to lead a healthy lifestyle.

Essential Questions

Why and how does medicine help us?
Who can give us medicine?

Learning Objectives

Explain with reason medicines that can help you when you use them safely, while other drugs can harm you.
Demonstrate how to be safe around medicine.
Explain how people use medicines safely.
Identify that medicines come in all shapes, sizes, and tastes (e.g., powder, cream, pills, liquid)
Identify and explain what poisons are.
Explain the importance of saying NO to drugs and how it will keep you safe and healthy.
Explain how alcohol and tobacco are drugs that can harm you.
Explain what caffeine is and how to affects the body.
Identify the harmful effects that tobacco could have on personal hygiene, health and safety.
Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser.

Standards: Content

2.3.2.HCDM.1	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
2.3.2.HCDM.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Standards: Interdisciplinary

K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
L.RF	Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
L.WF	Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
8.2.2.ITH.3	Identify how technology impacts or improves life.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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, Primary & Secondary Source Documents, *Health: Focus on You; 1990 Merrill Publishing Company,* Smartboard, iPads, Laptops,
Textbooks, Laptops, Smart Board, Primary & Secondary Source Documents, BarinPop Jr. Videos,
www.learn360.com
Video: Life Skills 101- Media Wise; 2003 Slim Goodbody
Handouts: Focus On You- Level K- Unit 6; 1990 Media Publishing Company
Heart Starters; 1992 American Heart Association
Health: Focus on You; 1990 Merrill Publishing Company
Smartboard, iPads, Laptops
www.edpuzzle.com
www.goformative.com
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	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

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