

# Drugs & Medicine

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

## Unit Overview

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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

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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

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

## Learning Objectives

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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 it 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

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HE.K-2.2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
HE.K-2.2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
HE.K-2.2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
HE.K-2.2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HE.K-2.2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
HE.K-2.2.3.2.HCDM.1	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
HE.K-2.2.3.2.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).
HE.K-2.2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

## **Standards: Interdisciplinary**

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SCI.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.
ELA.K-12.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.
ELA.K-12.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.
ELA.L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
ELA.L.WF.1.3.A	Write sentences with increasing complexity.
ELA.L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
ELA.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.
ELA.W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.

## 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 <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<a href="#">Assessment Evidence Resource</a>	

## 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](http://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](http://www.edpuzzle.com)

[www.goformative.com](http://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**

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	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	