# Unit 4: Media Influence, Good Decisions and Consequences of Poor Decisions

Content Area: **Social Studies**
Course(s): **Drugs/Society/Human Behavior**
Time Period: **Sept-June**
Length: **18 Days/ Grades 11 & 12**
Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

Unit 4:

Media Influence, Good Decisions and Consequences of Poor Decisions

**Belleville Board of Education**

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## Unit Overview

Unit 4 examines how the media influences a viewer's choice of whether or not to use drugs and alcohol; the steps to making good decisions; and the legal and personal consequences of poor decision making.

## Enduring Understanding

1. The legal ramifications associated with drugs.

2. Media is a pervasive influence on the choices one makes with using drugs and alcohol.

3. There are legal alternative medicines available. People tend to self-medicate with drugs and alcohol.

4. The legal and personal consequences of drinking and driving are life changing.

5. The steps to making good decisions.

6. The legal issues if you are charged with possession.

## Essential Questions

1. What are the legal issues associated with drugs?

2. How does the media influence the choices and decisions one makes with drugs and alcohol?

3. What altemative medicine is available?

4. What are the consequences of drinking and driving?

5. What are the steps involved with making good decisions?

6. What will happen if you are charged with possession?

7. What would happen if you were under the influence of drugs or alcohol?

## Exit Skills

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| HPE.2.1.12.D.3 | Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. |
| HPE.2.3.12.B | Alcohol, Tobacco, and Other Drugs |
| HPE.2.3.12.B.4 | Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. |
| HPE.2.3.12.B.5 | Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. |
| HPE.2.3.12.B.CS1 | There are immediate and long-term consequences of risky behavior associated with substance abuse. |
| HPE.2.3.12.C.1 | Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. |

## Interdisciplinary Connections

ELA:

- Research and write reports

Social Studies:

- Research the history of drug-related laws and how they're influenced by the political environment.

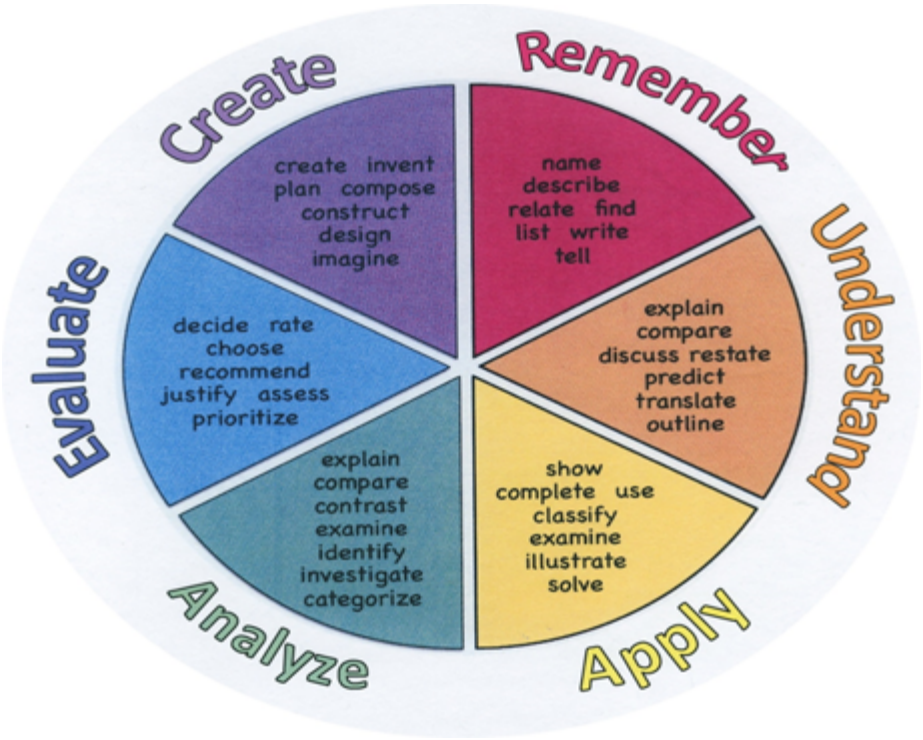
| | |
|---|---|
| LA.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| LA.W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

## Learning Objectives

1. Analyze Legal Issues / Signs / Progression of drug use .
2. Appraise Laws regarding dealing, under the influence, and possession
3. Produce visuals analyzing Media and Choices
4. Assess Alternative medications and coping mechanisms

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give | Prepare | Point out | Contrast | Invent |
| Name | Examples | Produce | Select | Critique | Make |
| Omit | Illustrate | Select | Subdivide | Determine | Originate |
| Recite | Indicate | Show | Survey | Grade | Organize |
| Select | Interrelate | Sketch | Arrange | Justify | Plan |
| State | Interpret | Solve | Breakdown | Measure | Produce |
| Count | Infer | Use | Combine | Rank | Role Play |
| Draw | Match | Add | Detect | Rate | Drive |
| Outline | Paraphrase | Calculate | Diagram | Support | Devise |
| Point | Represent | Change | Discriminate | Test | Generate |
| Quote | Restate | Classify | Illustrate | | Integrate |
| Recall | Rewrite | Complete | Outline | | Prescribe |
| Recognize | Select | Compute | Point out | | Propose |
| Repeat | Show | Discover | Separate | | Reconstruct |
| Reproduce | Summarize | Divide | | | Revise |
| | Tell | Examine | | | Rewrite |
| | Translate | Graph | | | Transform |
| | Associate | Interpolate | | | |
| | Compute | Manipulate | | | |
| | Convert | Modify | | | |
| | Discuss | Operate | | | |
| | Estimate | Subtract | | | |
| | Extrapolate | | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- Create outlines of information.

- Allow students to create their own study guides to share information.

- Project - based activities.

- Work in groups to present "big ideas".

## Assessment Evidence - Checking for Understanding (CFU)

- Write and share journals with the class.-alternate assessment

- Use Google Forms to evaluate comprehension.

- Think, Pair, share.-formative assessment

-Unit test-summative assessment

-Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share

- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

http://drugabuse.com/the-25-best-sources-for-drug-addiction-research/

https://prevention.gwu.edu/penalties-violation-alcohol-and-drug-laws

## Ancillary Resources

Additional articles on the internet

Current events

## Technology Infusion

Create Google and Power Point presentations to share information with peers and community.

Create class websites as a culminating unit project - raise awareness.

Share classwork via Twitter.




## Alignment to 21st Century Skills & Technology

**21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| | present your research to peers. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.F.CS2 | Plan and manage activities to develop a solution or complete a project. |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |
| TECH.8.1.12.F.CS4 | Use multiple processes and diverse perspectives to explore alternative solutions. |
| TECH.8.2.12.A | The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live. |

## 21st Century Skills/Interdisciplinary Themes

**21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

## 21st Century Skills

**21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

| | |
|---|---|
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to |

| | |
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| | ensure the desired outcome. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |

## Differentiation

- Allow students to create their own groups.

- Work in small groups.

- Provide visuals of information shared.

- Highlight text when reading.

- Assess students orally rather than in writing.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading

- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Modify test content.

- Allow additional time to complete assignments.

- Use technology.

- One-on-one instruction.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding

- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Translate assignments and text into native language.

- Use Google translator.

- Utilize pictures to illustrate concepts.

- Reduce number of test questions and allow additional time for assignments.

- Pair with students who speak the same native language.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Allow peers to take and share notes.

- Allow student to choose own topic of discussion.

- Allow note cards and open note assessments.

- Allow students to work in groups on class presentations.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Allow student to move ahead of class and begin researching the next unit.

- Debate the influence of media on drug use.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

See Unit 1.