Unit 1: Drugs Classifications, Symptoms, and Treatments

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Drugs, Society & Human Behavior: Grades 11 & 12

Unit 1: Drug Classifications, Symptoms and Treatments

Belleville Board of Education

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Unit Overview

Unit 1 examines types of drugs and their classification; steroids; principles of psychoactive drugs; motives for drug use; signs and symptoms of drug use; and treatments.

Enduring Understanding

- 1. Drugs used in today's society encompass both legal and illegal drugs.
- 2. Each type of drug has a specific classification.
- 3. Steroids affect males and females differently.
- 4. There are four principles of psychoactive drugs.
- 5. There are a number of different motives for drug use.
- 6. Each drug has specific symptoms and treatments.

Essential Questions

- Which drugs are used in today's society?
- What types of drugs are used (prescription/over-the-counter/club drugs)?
- Describe drugs and their classifications?
- How do steroids affect males / females?
- What are the four principles of Psychoactive Drugs?
- What are the motives/ reasons for using drugs?
- What are the signs/symptoms of drug use/ abuse?
- What type of treatment is available?

Exit Skills

- 1. Students should be able to apply domain-specific vocabulary in their verbal and written responses and essays
- 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.2.3.12	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
HPE.2.3.12.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.B.CS1	There are immediate and long-term consequences of risky behavior associated with substance abuse.

Interdisciplinary Connections

- Social Studies - Understanding the history of drugs, drug use, and connections to social movements.
- ELA - Writing to express learning.
- Technology - Utilizing available on-line resources to enhance and develop understanding. Presenting learning to the class and working with partners using digital media.

Learning Objectives

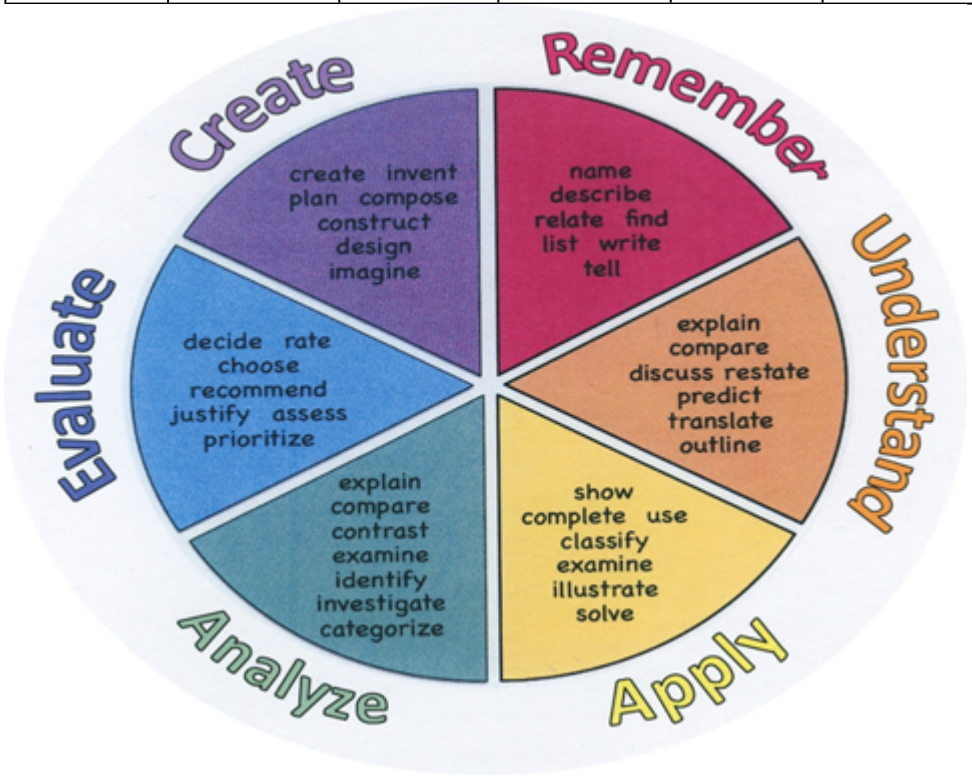
Students will be able to understand:

- 1. The Physical, Mental, Emotional and Social reasons for drug use
- 2. Each drug and its classification
- 3. Signs / Symptoms/ Resources/ Interventions/ Treatments

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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 Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Teachers will break assignments into small portions in order for students to understand the sequence of projects.

- Provide students with all the materials needed to complete assignments and understand the significance of the information.
- Clearly present all goals of activities to the students.
- Utilize cooperative learning strategies to implement sharing of information across groups.
- All students to create rubrics and keep track of their own learning.

Assessment Evidence - Checking for Understanding (CFU)

- Journals - journal research information of various elements of drug use.
- KWL chart throughout the unit.
- Compare and contrast legal and illegal drug use - identify and create a presentation of common consequences.-alternate assessment
- Learning centers to differentiate work.
- Unit quizzes.
- Unit test-summative assessment.
- Create a Multimedia poster-benchmark assessment
- Quickwrite-formative 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

https://hsl.lib.umn.edu/biomed/help/primary-secondary-and-tertiary-sources-health-sciences

https://positivechoices.org.au/resources/

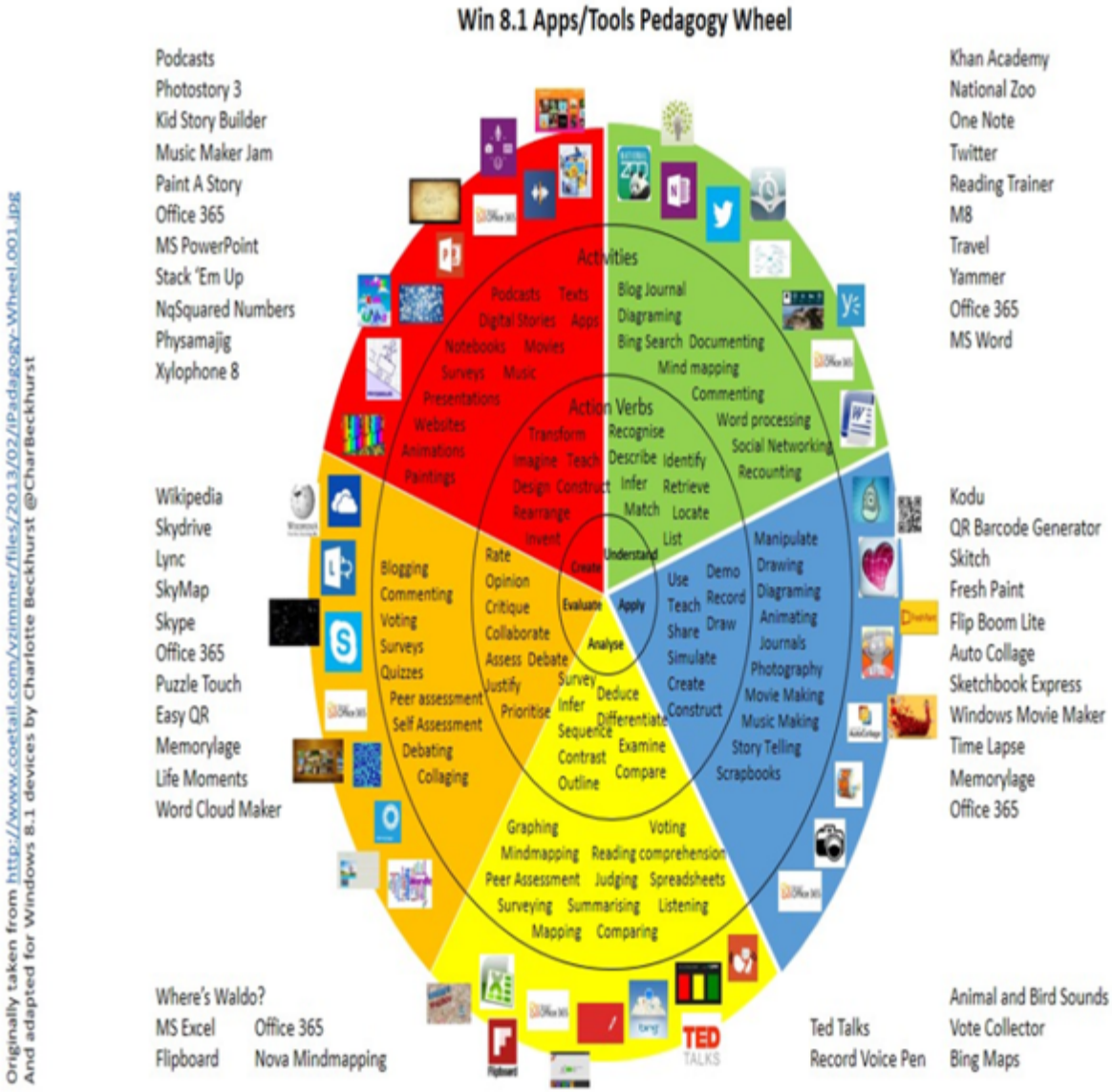
Ancillary Resources

https://www.drugabuse.gov/free-resources-teachers-high-school

http://www.drugfreeworld.org/takeaction/anti-drug-education-package-details.html

Technology Infusion

- Google Classroom
- Online quizzes and tests
- Online presentations platforms
- Creating a newsletter to share information in a final project
- Create a collage



Alignment to 21st Century Skills & Technology

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

- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

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

Differentiation

- Provide leveled study guides of drugs and abuse patterns
- Encourage students to conduct additional research of common drug-related questions and inquiries outside the classroom
- Multi-sensory approach to teaching concepts - provide video instruction and hands-on projects
- Preview drug-related vocabulary ahead of the lesson/ provide students additional time to prepare for discussions
- Provide opportunities for cooperative learning

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)

- Instruct large drug concepts in centers
- Preview all assignments and topics in advance - provide students with weekly topics a week a head and allow time to prepare for participation
- Reduce length of required material
- Frequent check-ins with student to allow for formative evaluations

- 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)

- Use Google translate applications to help students to understand classroom materials
- Provide a partner (when possible) that speaks the same language
- Allow students to present work to partners in native language
- Modify length of test questions to allow for language practice

- 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

- Provide study guides and topics in advance
- Mark students acceptable work in unit tests (not the mistakes)
- Allow students to use note-cards and notes for class work
- Allow additional time to complete research on psychoactive drugs

- 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)

- Create blog on social media to share learning with peers
- Allow students to work on their own faster pace to present and share work
- Conduct additional research on classroom topics - use scholarly journals to deepen understanding

- 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

Unit Name: Drugs and the Media

NJSLS: HPE.2.3.12.C.3: Analyze the societal impact of substance abuse on the individual, family, and community; HPE.2.3.12.C.1: Correlate duration of drug abuse to the incidence of drug-related injury, illness, and de

Interdisciplinary Connection: Language Arts/ English

Statement of Objective: SWDAT examine the effects of the media and its messages concerning drugs and alcohol on society by discussing various sources and how it shapes society.

Anticipatory Set/Do Now:

- 1-Minute research
- 3-5 questions
- Quick Video
- Name and describe a song, television show, or billboard that portrays a message regarding alcohol or drugs.

Learning Activity:

- Lecture/Note taking
- Reading
- Writing

Student Assessment/CFU's:

- Exit cards

Materials:

- Media Images
- Magazines
- Internet

21st Century Themes and Skills:

- Civic literacy

- Creativity and Innovation
- Critical Thinking and Problem Solving

Differentiation:

- Tiered groupings
- Pair-Share

Integration of Technology: Google Docs/ On-line Resources