# Unit 3: Improper Use of Drugs and the Laws

Content Area: **Social Studies**
Course(s): **Drugs/Society/Human Behavior**
Time Period: **Sept-June**
Length: **20 Days / Grades 11 & 12**
Status: **Published**

## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

## Unit 3: Improper Use of Drugs and the Laws

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Maria Calhoun, Supervisor of Secondary Education

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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## Unit Overview

Unit 3 explores the improper use of drugs or alcohol and the laws that control the sale, use or possession of illegal drugs.

## Enduring Understanding

1. Some drugs interact dangerously when taken together.

2. The appropriate use of Over The Counter and prescription medicine

3. Common Health Issues and Risk of using legal and illegal drugs

4. There are both short and long term effects of drug use.

5. The many diseases are associated with drug use

6. How taking drugs affect school, work, behavior, and relationships

7. There are alternative choices to drugs 8. The laws that control the sale, use and possession of illegal and legal drugs.

## Essential Questions

1. Explain the interactions of drugs.

2. Explain the appropriate use of OTC and prescription medicine.

3. What are common Health Issues and Risk of using these drugs?

4. What are the short and long term effects of drug use?

5. What diseases are associated with drug use?

6. How does taking drugs affect the following: school, work, behavior, and relationships?

7. What are alternative choices to drugs?

8. What are the legal issues when involved with drugs?

## Exit Skills

By the end of Unit 3,

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)

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| HPE.2.1.12.D.3 | Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. |
| HPE.2.2.12.A.CS3 | Technology increases the capacity of individuals to communicate in multiple and diverse ways. |
| HPE.2.3.12.A.3 | Relate personal abuse of prescription and over-the-counter medicines to wellness. |
| 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.2 | Debate the various legal and financial consequences of the use, sale, and possession of illegal substances. |
| 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.C.2 | Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free. |
| HPE.2.3.12.C.3 | Analyze the societal impact of substance abuse on the individual, family, and community. |
| HPE.2.3.12.C.CS1 | The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others. |

## Interdisciplinary Connections

ELA:

Research and produce original reports.

Analyze the use of drugs and the laws.

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| 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. |

## Learning Objectives

1. Explain the interactions of different drugs

2. Explain the appropriate use of OTC and prescription medicine

3. Understand the common Health Issues and Risk of using these drugs

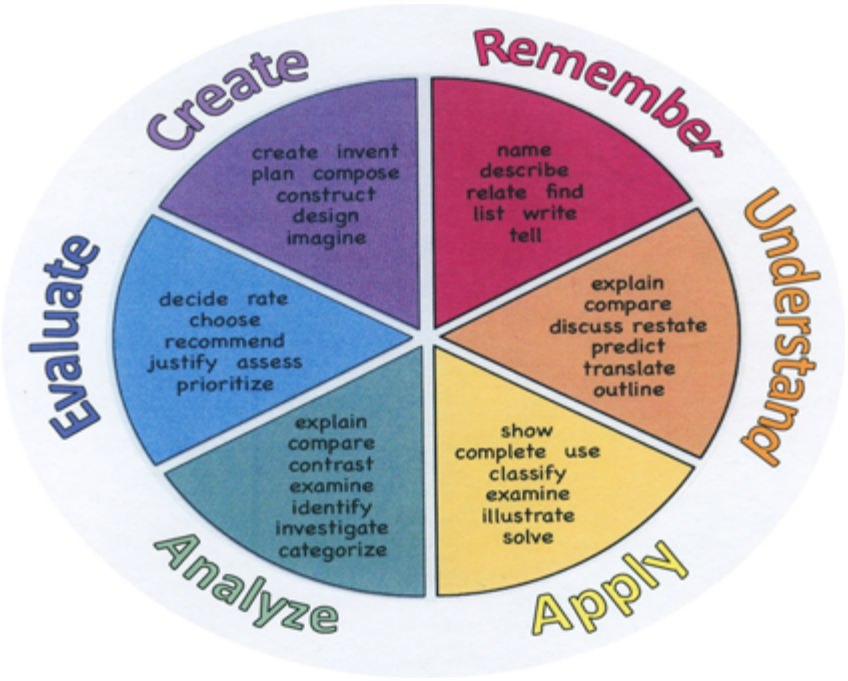
4. Understand the short and long term effects of drug use

5. Identify diseases associated with drug use

6. How taking drugs affect school, work, behavior, and relationships

7. What alternative choices to drugs are 8. Legal issues when involved with drugs

| 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

- Project based learning to share information.

- Flexible grouping.

- Research laws and political movements occurring during each time period.

- Create a "how to" guide for fowling drug laws.

- Write a children's book to share information.

- Create a music video educating students about drug laws.

## Assessment Evidence - Checking for Understanding (CFU)

- Think pair share

- Use exit tickets to gather feedback-formative assessment

- Weekly quizzes

- Student-created quizzes-alternate assessments

-Unit test-summative assessment

-Multimedia reports-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

Current events

News outlets

Additional Drug Resource websites (must be approved by administration)

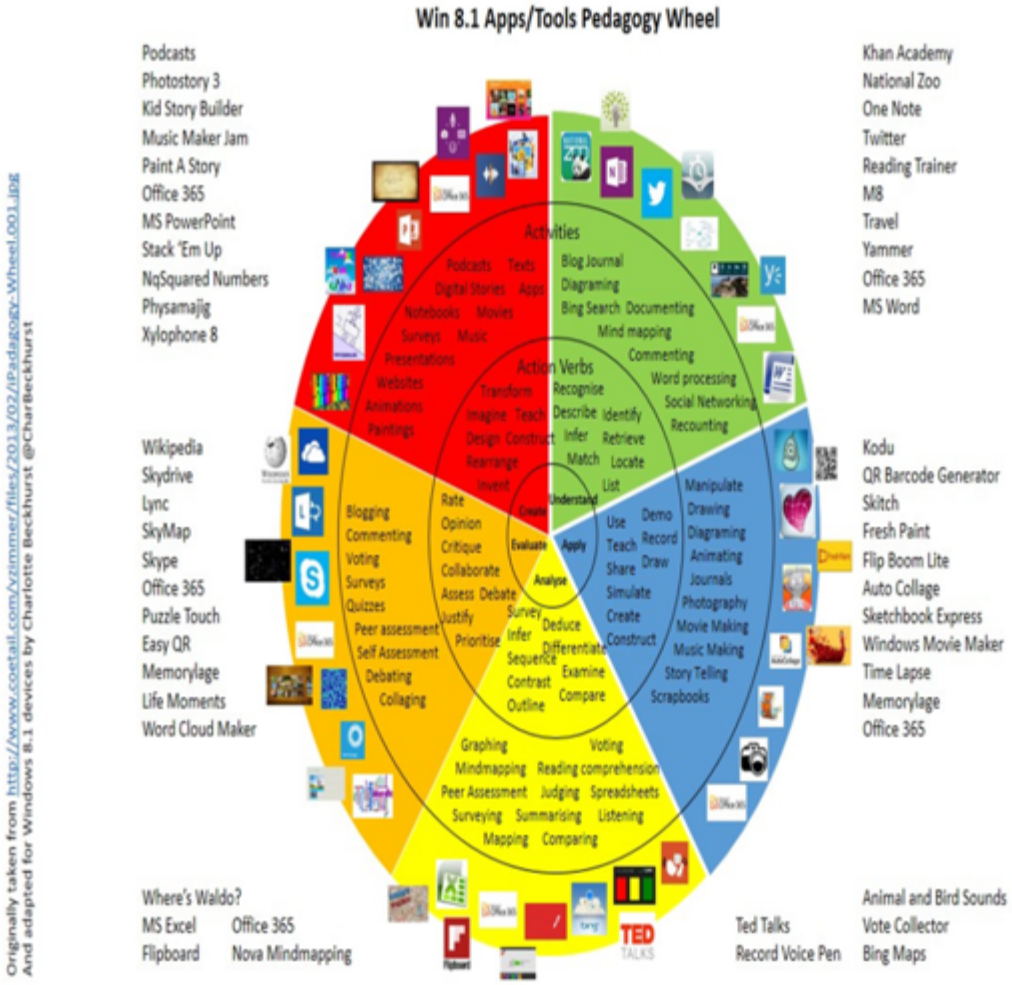
## Technology Infusion

- Use power point to create presentations.

- Use Twitter to share learning.

- Google Docs to submit information.

- Use Google classroom to create a flipped classroom environment.




## 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;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests,

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| | achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

## 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
- ICT (Information, Communications and Technology) Literacy
- 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

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| 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.CRP3.1 | 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.CRP4.1 | 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.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

## Differentiation

- Small group instruction.

- Create study guides.

**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)

- Repeat directions.

- Modify quantity of content.

- Allow extended time.

- 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 information for students.

- Pair with peers who can speak the same native language.

- Reduce the amount of information.

- 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.

- Allow students to correct their own work.

- Share notes with peers.

- Reduce quantity of submitted work - discuss concepts orally.

- 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 a blog outlining proper and improper use of drugs.

- 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.