Unit 4: Drugs

Content Area: **PE/Health**
Course(s): **Health 8**
Time Period: **Sept-June**
Length: **11 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

DRUGS

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Mr. Joseph Pontoriero

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

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

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

The theme of this Unit is to provide 8th grade students with the knowledge of the harmful effects of Drugs on the body. They will learn about safe ways to say NO and what to do when given access to various forms of drugs.

- Educating students of the harmful effects of these drugs at a young age will allow them to live healthy and active lifestyles.
- **Topics:**
- **1. Drugs use and Abuse.**
- **2. Types of Drugs and Their Effects**
- **3. Staying Drug Free**
- **4. Giving students the foundation for managing their Health Goals.**

Enduring Understanding

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or ilustrations that are not needed or used.

- **Lesson 1** describes drugs, drug abuse, and the risks associated with drug abuse. Discuss difference in drug related crimes among lower income communities
  Lesson 2 explains the effects of different drugs on the body, the dangers of different drugs, and how

drug use may lead to crime.
Lesson 3 identifies reasons to be drug free, alternatives to drug use, and how to get help for drug abusers and their families.

- **Parties, Marijuana Use, Ecstasy, Methamphetamine**
- **Real-Life Issues - Your Health Inventory** Have students complete the health inventory. Tell students that they may keep their answers confidential. Explain that each topic in the inventory is covered in the chapter. Have students identify health strengths and weaknesses. Students will have a chance to complete the survey again after reading the chapter.
- **Students can revisit their Health journals to keep on track with their Health Goals.**

Essential Questions

1. Hypothesize What are three reasons someone might begin experimenting with drugs?
2. Hypothesize Why might someone ignore the risks of drug use?
3. Identify What are two categories of legal drugs?
4. Describe How can drug use affect a person’s emotional health?
5. List: Name three physical effects drugs can have on a person's body.
6. Evaluate: What is the difference between using drugs as medicine and abusing drugs?
7. Analyze: Why is a person who uses drugs more likely to be involved in a crime?
8. Summarize: Name three types of drugs that are legal only when prescribed by a doctor.
9. Apply: Suppose a friend told you inhalants were safe because they are items found in your own house. How would you respond? Is this valid health information?
10. Analyze: What are some of the high-risk behaviors that could result from using hallucinogens or club drugs?
11. Apply: What do you think is the most important reason for you to stay drug free? Explain your reasoning in a short paragraph.
12. Evaluate: How can suggesting a positive alternative to alcohol or drug use help you stay substance free? Explain your answer.
13. Create: Design a poster that describes the effects of the drug industry on climate change

Exit Skills

- **Give examples and be able to** describe different drug forms

- What does it mean to be a drug abuser.
- What are the risk factors associated with drug abuse and how can you avoid becoming a drug abuser.
- Explain the effects of different kinds of drugs on the body
- Determine what the dangers of using different drugs may cause on your social, mental, physical, and emotional health.
- Analyze how drug use may lead to crime.
- Identify reasons to be drug free
- Discuss some alternatives to drug use to handle problems
- Where does one go and how to get help for drug abusers and their families

New Jersey Student Learning Standards (NJSLS)

2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT.2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Interdisciplinary Connections

ELA

Science

Social Studies

LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

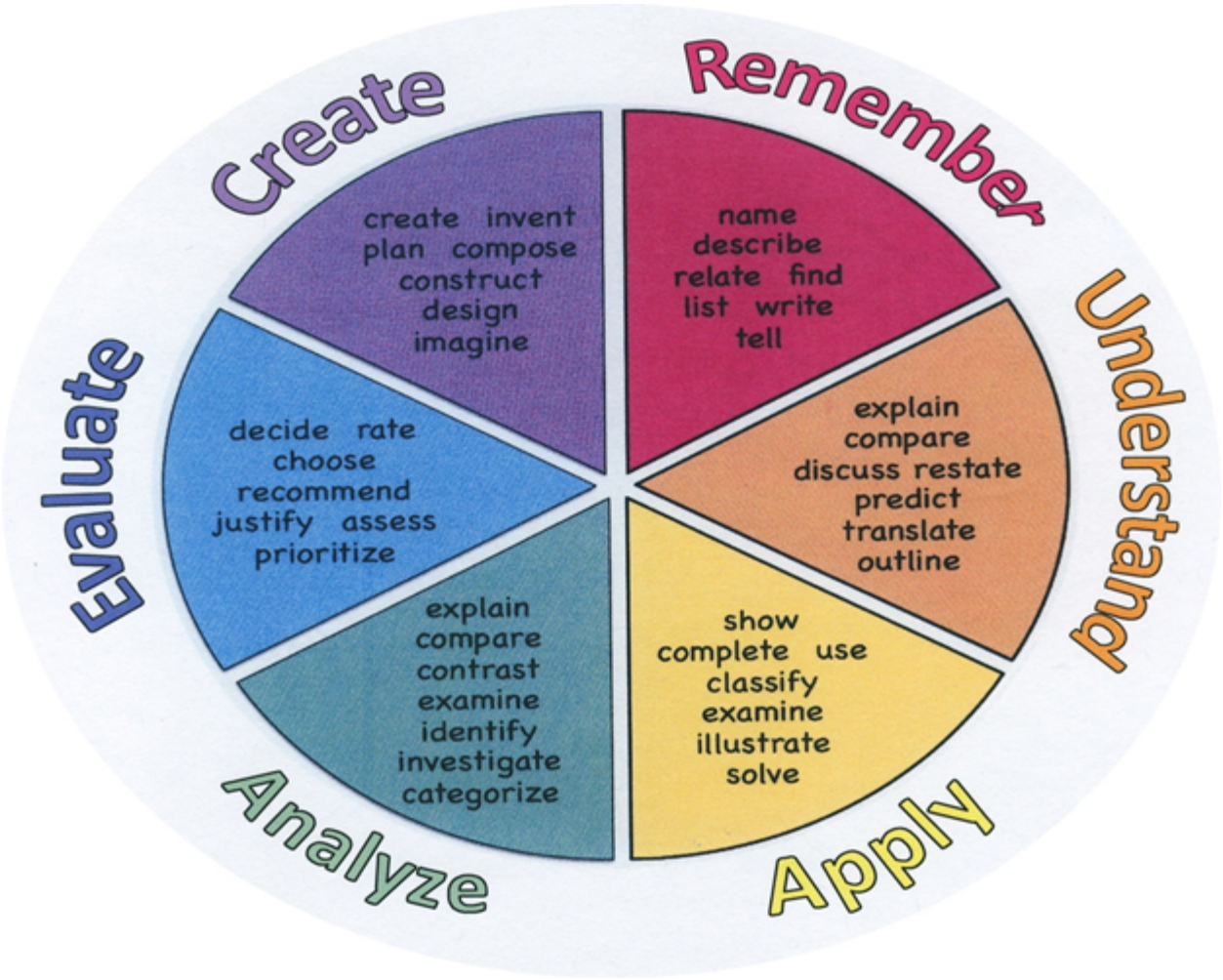
Learning Objectives

Students will be able to:

- Hypothesize What are three reasons someone might begin experimenting with drugs?
- Hypothesize Why might someone ignore the risks of drug use?
- Identify What are two categories of legal drugs?
- Describe How can drug use affect a person's emotional health?
- List: Name three physical effects drugs can have on a person's body.
- Evaluate: What is the difference between using drugs as medicine and abusing drugs?
- Analyze: Why is a person who uses drugs more likely to be involved in a crime?
- Summarize: Name three types of drugs that are legal only when prescribed by a doctor.
- Apply: Suppose a friend told you inhalants were safe because they are items found in your own house. How would you respond? Is this valid health information?
- Analyze: What are some of the high-risk behaviors that could result from using hallucinogens or club drugs?

- Apply: What do you think is the most important reason for you to stay drug free? Explain your reasoning in a short paragraph.
- Evaluate: How can suggesting a positive alternative to alcohol or drug use help you stay substance free? Explain your answer.

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

Lesson 1: **Health eSpotlight Video** Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

1. Explain what the term *synthetic drug* means.
2. List the physical effects of synthetic drugs.

Lesson 2: **Active Learning Newspaper Story** Have students write a newspaper story describing the harmful effects of marijuana addiction. Remind students to check that their newspaper stories describe the *who, what, where, why, when,* and *how* of the damage caused by club drugs. Provide students with several actual newspaper stories about any topic to use as models. Remind students to edit their work before they turn it in.

Lesson 3: Reading Strategy Analyzing a Graphic Allow students to read about treatment programs. Have students work in small groups to develop lessons about forms of drug treatment. Challenge each group to develop a method to assess students' understanding of its lesson. Have each group share its lesson and

assessment with the other students in the class.

Assessment Evidence - Checking for Understanding (CFU)

- Create Audio Summaries (summative assessment)
- Hands-On Health (formative assessment)
- Reading Review (formative assessment)
- Study Aids (formative assessment)
- Assessments (summative assessment)
- Chapter Assessment (summative assessment)
- eAssessment (summative assessment)
- Enrichment Activities (formative assessment)
- Reteaching Activities (formative assessment)
- Decision-Making Activities (alternative assessment)
- Health Labs (summative assessment)
- Parent Letter and Activities (formative assessment)
- Universal Access Activities (formative assessment)
- Homework (formative assessment)
- Do Nows (formative assessment)
- Exit Slips (formative assessment)
- Projects (alternative 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

Glencoe Health Textbook

Ancillary Resources

- Newsela
- Brain PoP

- Kidshealth.org
- Google Classroom
- McGraw Hill COnnect Ed

Technology Infusion

- Microsoft Office 365
- Google classroom
- Chromebooks
- Youtube



Alignment to 21st Century Skills & Technology

Mastery and infusion of **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;
- Mathematics;
- 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.

9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.

21st Century Skills/Interdisciplinary Themes

Communication and Collaboration

Media Literacy

Life and Career Skills

- 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

Please list only the **21st Century Skills** that will be incorporated into this unit.

Global Awareness

Environmental Literacy

Health Literacy

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

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

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)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric

- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Decreasing the amount of work presented or required

Using Videos, illustrations, pictures, and drawings

Tutoring by peers

- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

- 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

NJSLS: See linked standards

Interdisciplinary Connection:

ELA, Science

Statement of Objective:

Students will be able to:

- Hypothesize What are three reasons someone might begin experimenting with drugs?
- Hypothesize Why might someone ignore the risks of drug use?
- Identify What are two categories of legal drugs?

Anticipatory Set/Do Now:

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

1. Explain what the term *synthetic drug* means.
2. List the physical effects of synthetic drugs.

Learning Activity:

SCREEN 4

Class Discussion/Guided Notes

1. **Health Inventory Activity** -- Have students complete the Health Inventory activity, or lead a class discussion using questions from the Health Inventory Activity.
2. **Class Discussion** -- Ask students to complete the Guided Notes questions or use them to lead a class discussion. Guided Notes are found in the ConnectEd student site by clicking on "Notebook" (at the top of the screen) and selecting "Guided Notes."

Building Vocabulary Vocabulary terms appear in yellow highlighted and bolded text in the online program. Clicking on the vocabulary term will open a pop-up box to reveal English and Spanish definitions.
Grade 8 – Have students skim the lesson to find the meanings of the terms drug abuse and drug misuse. Have students contrast the meanings of these two terms.

Quick Write List two legal drugs or types of medicine. Then list two drugs you know are illegal or harmful.

Real-Life Issues - Your Health Inventory Have students complete the health inventory. Tell students that they may keep their answers confidential. Explain that each topic in the inventory is covered in the chapter. Have students identify health strengths and weaknesses. Students will have a chance to complete the survey again after reading the chapter.

As You Read
Foldable or Study Organizer Students are instructed to create a Foldable for Lesson 1 and a study organizer for all additional lessons.

Guided Notes In the online program, ask students to open their online Notebook, click on the Guided Notes tab, and answer the three guided notes questions in the space provided.

Reading Strategy
Analyzing a Graphic Have students examine the symptoms of drug abuse in the text on the screen. Ask: Why

is it important to understand the symptoms of drug abuse?

Active Learning
Advice Column Have students imagine that they are the advice columnist for a school newspaper. Ask students to write a response to a letter asking if the misuse of prescription drugs is harmful or dangerous. Remind students to use facts and statistics from this lesson in their responses.

Reading Strategy
Analyzing Content Have students read the section which identifies consequences of drug abuse. Ask: Think about the activities you enjoy and the relationships in your life. What is one specific way in which drug abuse could impact your life?

Active Learning
Radio Announcement Have students work in pairs to write a radio announcement that identifies the symptoms of drug abuse and explains why it is important to get help. Have students share their completed radio announcements with the class.

Student Assessment/CFU's:

1. Hypothesize What are three reasons someone might begin experimenting with drugs?
2. Hypothesize Why might someone ignore the risks of drug use?
3. Identify What are two categories of legal drugs?
4. Describe How can drug use affect a person’s emotional health?
5. List: Name three physical effects drugs can have on a person's body.

Materials:

Smartboard

Chrome books

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Group work

Videos

Integration of Technology:

SMart board

Chromebooks

2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.