

STANDARD 2.3 DRUGS AND MEDICINE GRADE 7&8

<p>Established Goals: Standards</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Medicines</p> <p>2.3.8.A.1</p> <p>Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2</p> <p>Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.8.B.1</p> <p>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.2</p> <p>Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3</p>	Transfer	
	<p>Students will be able to:</p> <p>A. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>B. There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>C. Substance abuse is caused by a variety of factors. 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.</p>	
Meaning		
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS	
<p>A. Medicines must be used correctly in order to be safe and have the maximum benefit.</p> <p>B. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p> <p>C. There are common indicators, stages and influencing factors of chemical dependency.</p>	<p>A. How do I determine whether or not a medication will be effective?</p> <p>B. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? How do I make the “right” decisions in the face of peer, media and other pressures?</p> <p>C. Why does one person become an addict and another does not?</p>	
Acquisition		
KNOWLEDGE	SKILLS	
<i>Students will know how to...</i>	<i>Students will be skilled at...</i>	

<p>Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4</p> <p>Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5</p> <p>Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6</p> <p>Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>2.3.8.B.7</p> <p>Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8</p> <p>Analyze health risks associated with injected drug use.</p> <p>C. Dependency/Addiction and Treatment</p> <p>2.3.8.C.1</p> <p>Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>2.3.8.C.2</p> <p>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	<p>A .B. C.</p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	<p>A. Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</p> <p>B. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>Predict the legal and financial consequences of the use, sale, and possession of illegal substances. Analyze the effects of all types of tobacco use on the aging process.</p> <p>Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy and STIs.</p> <p>Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>Analyze health risks associated with injected drug use.</p> <p>C. Compare and contrast theories about dependency/ addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>
---	--	--

--	--	--

Vocabulary	Instruction and Pacing	
Medicines, Drugs, Alcohol, Tobacco, Drug Abuse ,Addiction, Treatment, Inhaled, Over the counter and prescription medicines, Side effect ,HIV/AIDS Dependency, STIs ,Genetic predisposition, Gender-related predisposition Related Vocabulary	Content and learning activities related to	
	A. Medicines	2 week
	B. Alcohol, Tobacco, and Other Drugs	2 week
	C. Dependency/Addiction and Treatment	2 week
Resources		
Text Books/Workbooks Internet research Health Web Sites Games		
Differentiation and Accommodations		

Provide graphic organizers
 Provide additional examples and opportunities for additional problems for repetition
 Provide tutoring opportunities
 Provide retesting opportunities after remediation (up to teacher and district discretion)
 Teach for mastery not test
 Teaching concepts in different modalities
 Adjust pace and homework assignments

ELL Modifications

- Utilize the World Language Teacher and the ELL Teacher

21st Century Skills Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy

Instructional Strategies

Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

Common Misconceptions		Proper Conceptions	
A. You cannot abuse prescription and over-the-counter medicines.		A. You can abuse prescription and over-the-counter medicines.	
B. Alcohol and other drugs do not have an impact on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.		B. Alcohol and other drugs do have an impact on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	
C. You cannot become addicted to drugs and alcohol the first time you use them.		C. You can become addicted to drugs and alcohol the first time you use them.	

Performance Task	
Written assessments, Small group/class discussion, Homework,	Rubric

ASSESSMENTS

Suggested Formative Assessment

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

Suggested Summative Assessment

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task