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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Law Enforcement 1 |
| **Lesson/Unit Title** | Drug Dangers |
| **TEKS Student Expectations** | **130.336. (c)** **Knowledge and Skills**(9) The student analyzes law related to victims and witnesses.(A) The student is expected to identify current commonly abused drugs in society(B) The student is expected to research the effects of substances as it applies to the Texas Health and Safety Code and(C) The student is expected to summarize the procedures for handling drugs, dangerous drugs, and controlled substances. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Identify current commonly abused drugs in society
* Identify side effects from downer drugs
* Research the effects of substances such as ecstasy, gamma
* hydroxybutyrate, rohypnol, and ketamine
* Identify common terms used in drug use and abuse
* List the signs of drug use
* Summarize the procedures for handling dangerous and unpredictable
* drugs such as methamphetamine
 |
| **Rationale** | Illegal and prescription drugs are common in today’s society. It is important for officers to know the most commonly encountered drugs, and their characteristics, side effects, and forms of use. They must also be familiar with the process for handling these drugs. |
| **Duration of Lesson** | 2 to 4 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Abuser – a person who continues to use a drug after it is needed or even though it is not neededDependent – when a person experiences withdrawal symptoms from reducing or stopping the use of the drugOverdose – a user takes more of a drug than the body can process; usually results in death |
| **Materials/Specialized Equipment Needed** | * Computers with Internet access
* Poster board and art supplies
* Drug Dangers Exam and Key
* Discussion Rubric
* Individual Work Rubric
* Presentation Rubric
* Research Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Do an Internet search for the following video: Reporting Weed md4. View and discuss the video. Have the students identify the physical and mental changes in the reporter during the video because of his exposure to marijuana. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | 1. Common Drug Trends
	1. Downers – prescription drugs are some of the most used and abused medicines
	2. Rave Drugs
	3. Others
2. Downers –drugs that reduce excitability and calm a person
	1. Psychological Effects
		1. Negative Effects
			1. Lowered inhibitions
			2. Slurred speech and clumsy body movement
			3. Confusion
			4. Dizziness
			5. Poor memory and judgment
			6. Short attention span
			7. Hypnosis and sleep
			8. Coma and shock
			9. Death
		2. Physical Effects
			1. Droopy head and eyelids
			2. Slowed walk
			3. Slowed, slurred speech
			4. Constricted pupils
			5. Dry skin
			6. Constipation
			7. Changes in hormones
	2. Reasons for Downer Use
		1. Pain, surgery, injury
		2. Anxiety
		3. Coping with stressful times (job loss, divorce, death)
		4. Addictions
	3. Common downers
		1. Hydrocodone
			1. Substituted for Morphine
			2. Most widely written prescription
			3. “White Collar” addicts
			4. Drug names
				1. Vicoprofen
				2. Hycodan
				3. Vicodin
				4. Lortab
				5. Lorcet
			5. Street names
				1. Vikes
				2. Hydro
				3. Norco
			6. Form
				1. Tablet
				2. Capsules
				3. Liquid
			7. Uses
				1. Cough suppressant
				2. Analgesic for pain
			8. Side effects
				1. Nausea
				2. Drowsiness
				3. Impaired coordination
				4. Weakness
				5. Confusion
				6. Constricted pupils
				7. Clammy skin
				8. Muscle relaxation
				9. Low blood pressure
				10. Low respiratory rate
		2. Xanax
			1. Prescribed to patients for anxiety, panic, and stress disorders
			2. Street Names
				1. Z-bars
				2. Bars (white pills)
				3. School bus (yellow pills)
				4. Yellow boys (yellow pills)
				5. Footballs (blue pills)
				6. Handlebars (white pills)
				7. White boys (white pills)
				8. White girls (white pills)
				9. Bicycle parts (white pills)
			3. Side effects
				1. Extreme loss of appetite and weight
				2. Constricted, pinpoint pupils
				3. Watery, sunken-in eyes
				4. Poor complexion or sickly appearance
				5. Constipation
				6. Drowsiness and falling asleep at odd times
				7. Frequently sick
				8. Tremors, twitching, excessive scratching
				9. May appear intoxicated with no signs of alcohol use
		3. Oxycontin
			1. Prescribed for relief of moderate to severe pain resulting from injuries, bursitis, neuralgia, arthritis, and cancer
			2. Street names
				1. OCs
				2. Ox
				3. Oxy
				4. Blue
				5. Hillbilly heroin
				6. Kicker
				7. Oxycotton
			3. Side effects (similar to Xanax)
		4. Rohypnol (Date rape drug)
			1. Ten times more potent than Valium
			2. Works in fifteen minutes and lasts up to eight hours
			3. Short-term amnesia
			4. Can be fatal with alcohol
			5. Odorless and tasteless
			6. To prevent misuse, now it dissolves more slowly and turns blue in liquid.
			7. Street names
				1. R-2
				2. Mexican valium
				3. Rophies
				4. Roofies
				5. Circles
			8. Side effects
				1. Poor coordination
				2. Sedation
				3. Fatigue
				4. Confusion
				5. Dizziness
				6. Decreased heart rate and blood pressure
				7. Memory impairment
				8. Amnesia
				9. Nightmares
				10. Tremors
	4. Rave Drugs
		1. MDMA (Ecstasy)
			1. Physical signs
				1. Dryness of mouth
				2. Jaw clenching
				3. Teeth grinding
				4. Mild eye twitching
				5. Sweating
				6. Nausea
				7. Fast/pounding heartbeat
				8. Dizziness
				9. Restlessness
			2. Side effects (80-150 milligrams)
				1. Increased tactile sensitivity
				2. Increased empathic feelings
				3. High levels of serotonin (a sense of extreme happiness)
				4. Decreased inhibitions
				5. Impaired memory and learning
				6. Hyperthermia
				7. Heart and liver toxicity
				8. Renal failure
			3. Street names
				1. Ecstasy
				2. XTC
				3. “E”
				4. “X”
				5. Beans
				6. Adams
				7. Hug Drug
				8. Disco Biscuit
				9. Go
		2. Ketamine
			1. Created as an anesthesia for small animals
			2. Used during the Vietnam War on wounded soldiers
			3. Numbing properties
			4. Lethal when mixed with other drugs
			5. Side effects of low doses (25-100 milligrams)
				1. Quieting/calming effect
				2. Meditative and introspective mood
				3. Mild inebriation
				4. Dreamy thinking
				5. A temporary sense of the world as unimportant
				6. Similar effects as LSD
				7. Lasts about 1 hour
			6. Side effects of high doses (100-300 milligrams)
				1. Induces mild anesthetic state
				2. Feelings of tiredness and dizziness
				3. Severe hallucinations
				4. Delirium
				5. Death
			7. Street names
				1. Jet
				2. Super acid
				3. Special "K“
				4. Green
				5. “K”
				6. Cat Valium
			8. Forms
				1. Odorless
				2. Colorless
		3. GHB (gamma hydroxybutyrate)
			1. Most commonly mixed with alcohol
			2. Also a “rave” drug
			3. Street Names
				1. Liquid Ecstasy
				2. Scoop
				3. Easy Lay
				4. Georgia Home Boy
				5. Grievous Bodily Harm
				6. Liquid X
				7. Goop
			4. Side effects of low doses
				1. Drowsiness
				2. Dizziness
				3. Nausea
				4. Visual disturbances
				5. Incapable of resisting
				6. Memory problems
			5. Side effects of high doses
				1. Unconsciousness
				2. Seizures
				3. Severe respiratory depression
				4. Coma
				5. Overdose – emergency room treatment and ICU for respiratory depression and coma
			6. Forms
				1. Odorless/colorless liquid
				2. White powder
	5. Other common drugs abused
		1. Alcoholism
			1. Craving – a strong need, or urge, to drink
			2. Loss of control – not being able to stop drinking once drinking has begun
			3. Physical dependence – withdrawal symptoms, such as nausea sweating, shakiness, and anxiety after stopping drinking
			4. Tolerance – the need to drink greater amounts of alcohol to get "high”
		2. Cannabis Sativa Marijuana (Marijuana)
			1. Active ingredient is THC
			2. Street Names
				1. Grass
				2. Pot
				3. Weed
				4. Reefer
			3. Side effects
				1. Faster heartbeat and pulse
				2. Bloodshot eyes
				3. Dry mouth and throat
				4. Impaired short-term memory
				5. Altered sense of time
				6. Inability to concentrate
				7. Slowed reaction times
				8. Reduced coordination
		3. Ritalin/Concerta/Focalin/Adderall
			1. Central Nervous system stimulant
			2. Treats ADHD/ADD
			3. Physical effects
				1. Appetite suppression
				2. Increased alertness
				3. Increases in

Blood pressureHeart rateRespirationBody temperature* + 1. Crack Cocaine
			1. Highly addictive stimulant
			2. A mixture of powdered cocaine
			3. Street names
				1. Jelly beans
				2. Rooster
				3. Tornado
			4. Methods of use
				1. Smoking
				2. Snorting
			5. Side effects
				1. Anxiety
				2. Depression
				3. Irritability
				4. Extreme fatigue
				5. Paranoia
			6. Long-term use
				1. Alienate family and friends
				2. Isolated and suspicious
				3. Lie
				4. Cheat
				5. Steal
				6. Commit violent crimes
		2. Methamphetamine
			1. Central nervous system stimulant
			2. Can be prescribed, but cannot be refilled
			3. Color varies depending on the cooking method
			4. Usually in a colorless, odorless, bitter-tasting crystalline form
			5. Lasts up to twelve hours
			6. Effects similar to crack cocaine
			7. Methods of use
				1. Swallowing
				2. Snorting
				3. Smoking (glass pipe)
				4. Shooting (syringe injection)
			8. Street names
				1. Glass
				2. Ice
				3. Meth
				4. Speed
				5. Crank
			9. Side effects
				1. Increased alertness
				2. Increased physical activity
				3. Decreased appetite
				4. Rapid heart rate
				5. Increased blood pressure
		3. DXM
			1. The cough-suppressant found in cold medicine
			2. Available over-the-counter
			3. Effects last up to six hours
			4. Side effects
				1. Slurred speech
				2. Diarrhea
				3. Abdominal pain
				4. Rash
				5. Fever and sweating
				6. Headache
				7. Brain damage
				8. Death
			5. Street names
				1. Robo
				2. Skittles
				3. Triple C
				4. Red Devils
			6. Forms
				1. Syrups
				2. Tablets
				3. Liquid
		4. Inhalants
			1. Items used
				1. Correction fluid
				2. Markers
				3. Spray paint
				4. Model airplane glue
				5. Rubber cement
				6. Hair spray
				7. Air freshener
				8. Deodorant
				9. Freon
				10. Nail polish remover
				11. Paint thinner
				12. Miscellaneous others
			2. Methods of use
				1. Huffing
				2. Sniffing
				3. Snorting
			3. Side effects
				1. Slows bodily functions
				2. Less inhibition
				3. Loss of consciousness
				4. Brain and body damage
				5. Death
1. Drug Terminology
	1. Abuser – a person who continues to use a drug after it is needed or even though it is not needed
	2. Dependent – when a person experiences withdrawal symptoms from reducing or stopping the use of the drug
	3. Overdose – a user takes more of a drug than the body can process; usually results in death
2. Commonalities of Drug Users
	1. Behaviors of drug users –drug users often engage in risky behavior and criminal activity because of their drug use
		1. The money needed for drugs equals prostitution, drug dealing, and burglary
		2. Very aggressive and violent
		3. Suicidal
		4. Higher risk of AIDS, hepatitis, or other sexually transmitted diseases
		5. Isolation from family and friends
	2. Signs of Drug Use
		1. Personality
			1. Disrespectful or even verbally and physically abusive
			2. Emotionally erratic (angry, depressed, paranoid, confused, extreme mood swings, etc.)
			3. Secretive and dishonest
			4. Steals or “looses” valued possessions
			5. Spends or requests money constantly
			6. Withdraws from family and friends
		2. Physical
			1. Neglects personal hygiene and grooming
			2. Sleeps too much or too little
			3. Exhibits loss of appetite
			4. Experiences abnormal weight loss or gain
			5. Exhibits abnormal energy level, hyperactivity, or lethargy
		3. Social
			1. Drops friends, activities, and interests
			2. Skips school
			3. Loses interest in schoolwork, resulting in lower grades
			4. Sleeps in class
			5. Loses concentration and poor memory
3. Procedures for Handling Drugs
	1. General guidelines
		1. Always wear protective gloves and equipment
		2. Never taste the substances
		3. Document the color, texture, and odor of a substance
		4. Contact the proper agency to dismantle, if it appears to be a drug lab
		5. Never handle unknown or questionable substances
		6. Maintain custody and control of the substances
		7. Package drugs separately
	2. Procedures
		1. Retain the property until it is properly tagged and placed in a property locker
		2. Book all drugs separately
		3. Book all drug paraphernalia separately
		4. Use syringe tubes to package syringes and needles
	3. Packaging
		1. Complete a presumptive test if the quantity allows
		2. Include the result in the officer’s report
		3. Weigh drugs in the container they are held in
		4. Weigh the entire package after sealing it and then record the gross weight
		5. Place drugs in an envelope and seal both ends with evidence tape
		6. Write your initials and the date on the outside of the evidence tape

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Hollywood Who’s. Students will select a celebrity that has died as a result of complications involving drug use or drug abuse. The student will record the celebrity’s name, the type of drug used, and any physical, mental and economic side effects or consequences caused by their drug use while they were still alive. Sample inquiry questions are, “did it affect their employment standing?” and, “what were the circumstances surrounding the death?” Some celebrities to research might be Elvis Presley, Judy Garland, Marilyn Monroe, Michael Jackson, Kurt Cobain and Heath Ledger. After their research is complete, students may create a public drug awareness poster using their celebrity as the center of their campaign, and present it to the class. Use the Research Rubric and the Presentation Rubric for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **References/Resources/****Teacher Preparation** | Houle, Michelle M. Berkley Heights, NJ. Tranquilizer, Barbiturate and Downers Drug Dangers; Enslow Publishers, 1997.Barter, James. Hallucinogens. San Diego, CA; Lucent Books, 2002. National Drug Intelligence Center, U.S. Department of Justice, ArchivedPublications, Fast Facts Series <http://www.justice.gov/ndic/topics/archived.htm><http://www.cdc.gov/alcohol/faqs.htm>National Institute on Drug Abuse<http://www.drugabuse.gov/DrugPages/DrugsofAbuse.html>Do an Internet search for the following video: Reporting Weed md4 |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | 1. Technology
	1. Use technology to gather information.
	2. Use technology to organize, manage, and analyze information.
	3. Use technology to communicate and display findings in a clear and coherent manner.
	4. Use technology appropriately.
 |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For reinforcement, students should research each of the drugs listed to learn more about their uses, side effects, and descriptions. Use the Research Rubric for assessment.For enrichment, students should conduct an anonymous survey within their school to determine the trends in drug use. This will allow them to see first-hand the types of drugs being used. Once students are aware of the types of drugs being bought, sold, and used in their school, they can then create a drug awareness campaign for those specific drugs. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)