# Unit 5: Drug Use, Intervention, and the Law Copied from: Drugs/Society/Human Behavior, Copied on: 02/21/22

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Unit 5: Drug Use, Intervention and the Law

**Belleville Board of Education**

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## Unit Overview

Unit 5 explores and signs and treatments available for those addicted to controlled substances and alcohol; the phases of intervention for an addicted individual; laws pertaining to possession and drug use; and laws pertaining to underage drinking and driving, as well as for those over 21 years old.

## Enduring Understanding

1. Signs and symptoms of dependency and why it's important to be aware of each.

2. How drugs affect the body physically, mentally and emotionally.

3. Intervention strategies for people that are addicted and dependent on drugs and alcohol.

4. The community, county and state resources for addicted people.

5. The support and treatment phases of alcohol and drug addition?

6. Laws pertaining to possession of a controlled substance/alcohol under 21 years of age and over 21 years of age.

7. Laws related to drinking and driving.

## Essential Questions

1. What are the signs and symptoms of dependency?

2. How do drugs affect the body? 3. What are the signs of alcohol and drug use / abuse / dependency?

4. Describe and explain intervention strategies for people that are dependent on drugs and alcohol (addiction)?

5. What are the community, county, and state resources? 6. Explain the support and treatment phrases of alcohol and drug addicti on?

7. What laws pertain to the possession of a controlled substance / alcohol under 21years of age and over 21 years of age?

8. What are the laws related to underage drinking (under 21) and driving?

9. What are the laws related to drinking and driving (21+)?

## Exit Skills

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)

| | |
|---|---|
| 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.3 | Correlate increased alcohol use with challenges that may occur at various life stages. |
| 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.CS1 | There are immediate and long-term consequences of risky behavior associated with substance abuse. |
| HPE.2.3.12.C.1 | Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. |
| 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. |
| HPE.2.3.12.C.CS2 | Substance abuse impacts individuals from all cultural and socioeconomic backgrounds. |

## Interdisciplinary Connections

ELA:

- Create written and oral reports to share information.

- Analyze new informaton and connect to previous knowledge.

Social Studies:

- Review history and how history effects drug use.

| | |
|---|---|
| LA.RI.8.1 | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 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

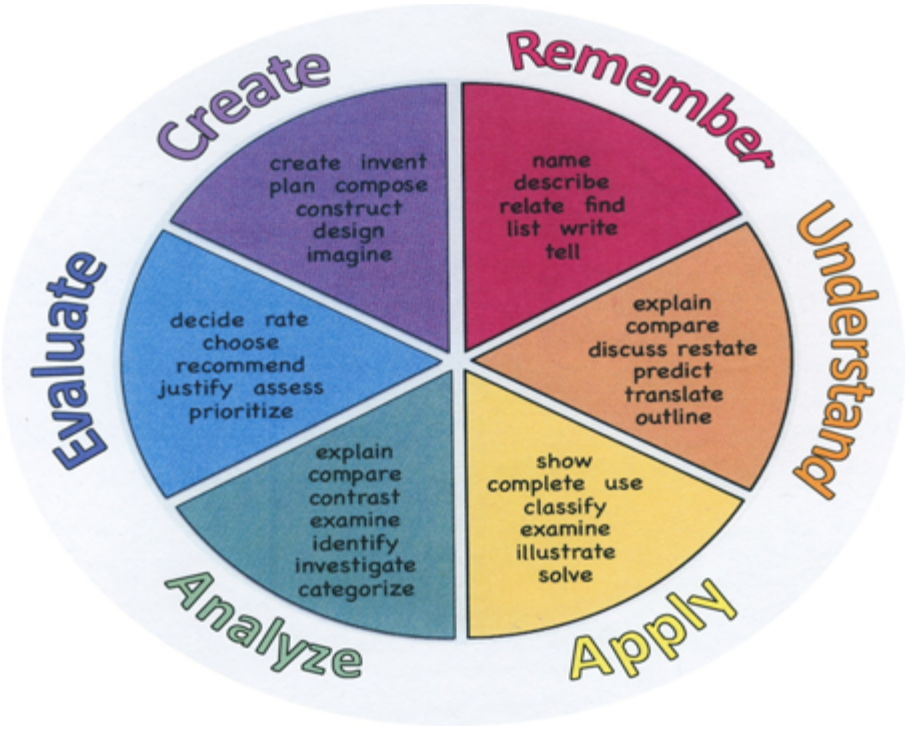
1. Classify and Analyze Symptoms and Effects of Dependency.

2. Hypothesize Action and Effects of chemical substances use, abuse, and dependency throughout the life cycle.

3. Organize and Plan Intervention, Treatment, and Resources.

4. Critique Legal Issues pertaining to the use, sale, possession and driving under the influence.

| 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

- Utlize project-based activities to share knowledge.

- Work in groups to write about the "big idea".

## Assessment Evidence - Checking for Understanding (CFU)

- Quizzes to check for understanding

- Survey class via Google Forms

- Share experiences and opinions aloud

-Unit test-summative assessment

-Admit/Exit tickets-formative assessment

-Create a Multimedia poster-benchmark assessment

-Written reports-alternate 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

- Review current events

- Research .org and .gov website

## Technology Infusion

Create media presentations to share new information and connections to person and society.

Share impressions and learning via Twitter.



## 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;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts (influence of media on drug use).

| | |
|---|---|
| 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.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.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |
| 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. |

## 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
- Life and Career Skills
- Media Literacy

## 21st Century Skills

**21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

| | |
|---|---|
| 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.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 ensure the desired outcome. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |

## Differentiation

- Restate directions to groups

- Allow students to select their own groups and research topics

- Extra time on assignments

- Utilize jigsaw to share large chucks of information with class

- Allow students to utilize assistive  technology

- Choice-boards for activities

**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)

- Shorten and modify assignments.

- Allow the use of additional technology.

- Modify and shorten writing assignments.

- Print text for students rather than reading on-line - allow to use a highlighter.

- 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)

- Restate instructions.

- Allow students to use Google translate for 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

- Allow students to modify assignments.

- Allow students to evaluate and adapt rubrics.

- Use choice boards for assignments.

- Allow students to record presentations rather than presenting in person.

- 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 website outlining laws connected to substance abuse.

- Provide resources.

- Debate legalization of drugs and legal age limit for alcohol use.

- 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.