Unit 2: Rules and Controls for Regulating Drugs Copied from: Drugs/Society/Human Behavior, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

Drugs, Society & Human Behavior: Grades 11 & 12

Unit 2: Rules and Controls for Regulating Drugs

Belleville Board of Education

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Unit Overview

Unit 2 examines the role of the Drug Enforcement Administration and the Food and Drug Administration in enforcing proper drug regulations in the US; the scheduling of these controlled substances; the classification of these drugs; and the symptoms and various treatments for addiction.

Enduring Understanding

1. The Drug Enforcement Administration is an United States federal law enforcement agency under the U.S. Department of Justice, which combats drug smuggling and use within the United States.

2. The US Food and Drug Administration is an United States federal law enforcement agency which controls new drug research and approves a drug for distribution based on the research results.

3. These two agencies are important for imposing regulations of drug safety and distribution.

4. Drugs, substances, and certain chemicals used to make drugs are classified into five (5) distinct categories or schedules depending upon the drug's acceptable medical use and the drug's abuse or dependency potential.

5. Once drug or alcohol addiction is identified, there are specific treatments available.

Essential Questions

1. What is the DEA?

2. What is the FDA role in the regulations of drugs?

3. Why are rules and regulations important?

4. Explain how drugs are scheduled and the schedules of controlled substances'

5. What help is available for people with drug and alcohol dependency?

6. What are the signs and symptoms that someone might be addicted or have a serious problem with drugs?

7. What are the classifications of drugs?

Exit Skills

Understand and analyze the purpose of the FDA and the DEA.

Apply regulations and understand how regulations effect laws.

Identify sings of alcohol and drug dependency.

Understand where to seek help for drug and alcohol dependency.

New Jersey Student Learning Standards (NJSLS-S)

HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
HPE.2.3.12	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
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.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.

Interdisciplinary Connections

ELA:

Research and produce coherent written products.

Performing and Visual Arts:

Create your own final products utilizing media to share information.

Learning Objectives

1. Signs, Symptoms of drug use and Resources for assistance

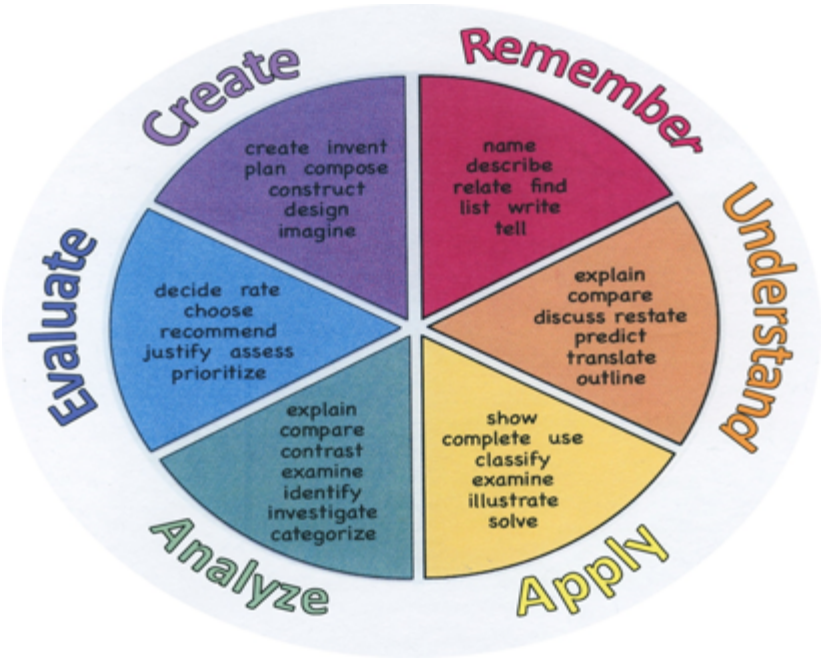
2. Rules-Laws that regulate the use of legal drugs and the battle against illegal drugs

3. The various iIllnesses and injuries that can occur because of drug addiction

4. There are physical, emotional and mental ramifications of drug abuse, and dependency

5. Different types of Intervention, Treatment, and Strategies after Treatment

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

- Utilize journals to share information and reflect.

- Give one get one to respond to ideas.

- Use projects as assessments.

- Share appropriate media to illustrate drugs and regulations.

- Create and modify drug laws - debate and defend your own laws.

Assessment Evidence - Checking for Understanding (CFU)

- Whole class and individual KWL charts-benchmark assessments

- Use common benchmarks

- Think pair share

- Exit tickets-formative assessment

-Unit test-summative 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

https://nihlibrary.nih.gov/researchtools/pages/druginformation.aspx

http://www.soberforever.net/getsober2014.cfm?utm_campaign=SearchNewJersey&utm_source=google&utm_medium=ppc&utm_adgroup=Addiction&keyword=addictions&gclid= CPiY8e7B-M4CFddbhgod5dIGeg

Ancillary Resources

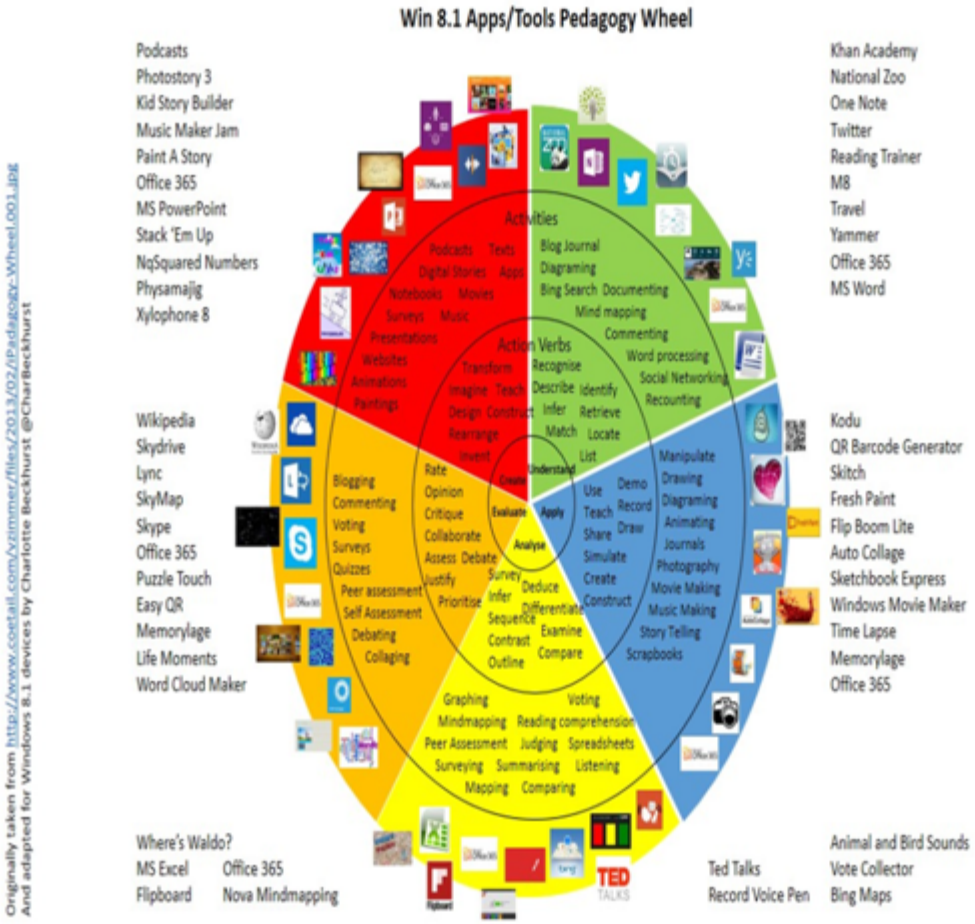
- Current events

- Additional .gov/ .org websites

Technology Infusion

Create, share, and present.

Use Google classroom.



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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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
- 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

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.

Differentiation

- Modify assignments based on interest

- Provide choices of assignments

- Allow for flipped classroom format to share information

- Provide various mean of assessment

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)

- Preview assignments the day before.

- Allow modified final assignments.

- Adjust rubrics based on abilities and needs.

- Allow additional 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)

- Peer tutoring

- Translate information (Google translate)

- Flipped classroom/ allow students to preview information early

- When possible, pair with students who speak the same native language

- 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

- Reduce number of assignments.

- Reward participation.

- Allow students to re-do assignments and correct errors.

- 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)

- Allow students to create their own final assessments.

- Encourage students to move ahead with information.

- Create blogs and websites to share and analyze information.

- Create a community-based project as final assignment.

- 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 sample in Unit 1.