

Unit 5: Gangs and Drugs

Content Area: **Social Studies**
Course(s): **Law Enforcement**
Time Period: **8 weeks**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Students will be able to demonstrate knowledge of the relationship between gangs and drugs.

Transfer

Students will be able to compare and contrast the impact of gangs on society and their association drugs.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- Gangs and drugs are interrelated.
- Traditional reasons for joining gangs remain the same.
- Drug laws are a deterrent to stop drug crime but have little impact in stop.

- The abuse of drugs in our country is a growing concern in law enforcement.

Essential Questions

Students will keep considering...

- The impact of gangs on neighborhoods.
- How gang members are identified and recruited.
- The effects of a persons background on their relationship to gangs.
- How gangs and drugs interrelate.
- The impact of drugs on our community.

Application of Knowledge and Skill

Students will know...

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- The contributing factors of why people join gangs.
- The identifiers of knowing which people are gang members.
- How narcotics effect neighborhoods and gang activity.
- The impact of drugs on law enforcement.
- What approaches that law enforcement is taking to fight the drug problem in America.

Students will be skilled at...

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- Identifying risk factors of those who join gangs.
- Knowing how to identify gangs and their members.
- Comparing and Contrasting the impact of gangs on neighborhoods.
- Evaluating how drugs and gangs are interconnected.

Academic Vocabulary

amphetamines, barbiturates, broken-windows theory, interdiction, monikers, sinsemilla, turf, wannabes, mules

Target 2

Determine the impact drugs have on our community and formulate ways to combat it.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.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	Communicate clearly and effectively and with reason.
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.CRP11	Use technology to enhance productivity.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Target 1

Determine the impact of gangs on juveniles and the community.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.
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CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they

follow through to ensure the problem is solved, whether through their own actions or the actions of others.

SOC.6.2.12

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

21st Century Life and Careers

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

Benchmark

Accommodations/Modifications

Enrichment opportunities: extra credit for those who choose to do outside the classroom work

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based

resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable
- Online Practice Game
- Graphic Organizer
- Perspectives Journal Writing
- Timelines
- Debate
- Play Re-Enactment and Song Analysis
- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Unit Resources

Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal

Interdisciplinary Connections
