



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Student Assistance Coordinator (SAC)					
Grade Level(s):	11					
Duration:	<i>Full Year:</i>	N/A	<i>Semester:</i>	N/A	<i>Marking Period:</i>	X
Course Description:	SAC lessons target substance abuse prevention/intervention strategies and related programs. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness. <u>District School Counseling Department Vision/Mission</u> The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.					
Grading Procedures:	N/A					
Primary Resources:	ASCA and ASAP-NJ					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Sheronda Howard
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Under the Direction of:	Jennifer Grimaldi, Director of District School Counseling
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Written: _____

Revised: _____

BOE Approval: _____

Unit Title: Tobacco, Alcohol, Vaping & Other Drugs.	
Unit Description: Focus on the more recent epidemics that are affecting them mental, emotional and social well-being of our youth. This unit will discuss topics such as Vaping, drug use/abuse, addiction and the proper/improper use of social media.	
Unit Duration: Unit 2 in Grade 11 Health Curriculum	
Desired Results	
ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.	
Indicators: N/A	
Understandings: <i>Students will understand...</i> <ul style="list-style-type: none"> The stages to addiction, and ways to identify them. Determine reasons teens choose to use tobacco, alcohol and other drugs. Evaluate the dangers of experimenting with tobacco, alcohol or other drugs. Explain the negative consequences of drug addiction. Family predisposition. 	Essential Questions: <ul style="list-style-type: none"> What is the difference between recreational use and addiction? What does it mean to build up a tolerance? Who does addiction impact? What are three negative consequences experienced by people who abuse drugs? What is "Vaping" so addictive? Why are some individuals more prone to addiction than others? What are the health risks of using electronic cigarettes?
Assessment Evidence	
Performance Tasks: None.	Other Evidence: Naviance survey and SAC observation.
Benchmarks: Ongoing review of the Universal SEL screener.	
Learning Plan	

Learning Activities:

Deliver to all Grade 11 health students via in-person and supplement with [EverFi](#), if appropriate.

Resources:

<https://www.hhs.gov/ash/oah/adolescent-development/substance-use/drugs/opioids/index.html>

https://www.etr.org/healthsmart/assets/File/ms/taod/ms_tob_06_mast_stagecards.pdf

PowerPoint

Kahoot

YouTube

Unit Modifications for Special Population Students

Advanced Learners	Encourage students to explore concepts in-depth and encourage independent studies or investigations. <ul style="list-style-type: none"> • Research any drug related topic such as types of drugs, treatment, coping skills, resources from a selected list and provide the information found with their teacher and peers.
Struggling Learners	Collaborate in small group learning. <ul style="list-style-type: none"> • Pair into groups with a peer/buddy to discuss in details topics and relevance to Alcohol, Tobacco, Vaping & Drug Education. Students will then share what they discussed with the groups. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
English Language Learners	Check often for understanding of vocabulary, review as needed. Emphasize critical information <ul style="list-style-type: none"> • Provide a handout of information via email that they can refer to on the highlights of today's lesson and critical content.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards highlights the topics in relevance to this unit such as drug use, dangers, and short- and long-term effects.

Standard 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.

Strand A. Medicines

Use of drugs in unsafe ways is dangerous and harmful.

2.3.2.B.1 Identify ways that drugs can be abused.

2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.

2.3.2.B.4 Identify products that contain alcohol.

2.3.2.B.5 List substances that should never be inhaled and explain why.

Use of drugs in unsafe ways is dangerous and harmful.

2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

2.1.12.C.1 Determine disease and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

2.2.12.C.1 Analyze the impact of competition on personal character development.

2.3.12.B.1 Compare and contrast the incidents and impact of commonly abused substances (tobacco, alcohol, marijuana, inhalants, steroids, other drugs) on individuals and communities in the US

2.3.12.B.4 Correlate the use of alcohol and other drugs in incidences of date rape, sexual assault, STI/STD and unintended pregnancy.

2.3.12.B.5 Relate injected drug use to the incidence in diseases such as HIV/AIDS and Hepatitis.

2.3.12.C.3 Analyze the social impact of substance abuse on the individual, family, and community.

Integration of 21st Century Skills

Indicators: This following NJSLS will discuss ways for students to develop knowledge about the use of drugs and alcohol and ways to implement healthy coping skills via internet.

Standard 9.3 Career Awareness, Exploration, and Preparation

9.3.HU - CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program



Lesson Plan

Lesson Plan for	Stages of Addiction	
SAC:	Grade 11	
Target Audience:	Grade 11 Health Students	

Mindsets & Behaviors: (limit of three)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.			
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision Making			
Lesson	1	Of	1	

Learning Target(s)/Competency	
Students will:	Learn about the stages of addiction.
Students will:	Learn ways in which they can seek help or assistance if they or someone they know is struggling with addiction.
Materials:	
Paper, pen, poster board, computers, dry erase board, dry erase markers, what stage is this in addiction worksheet	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Today I want to share with you information regarding the cycle of addiction and how the opioid crisis is continuing to affecting this nation.
Communicate Lesson Targets:	Our targets for today's lesson are: <ul style="list-style-type: none"> • Discuss the stages of addiction. • Ways to get help and seek treatment for drug use and addiction.
Teach Content:	We will first discuss and learn about the Opioid Crisis. Then we will break down each stage of addiction: <ul style="list-style-type: none"> • addiction • denial • dependence • experimentation • stages • tolerance • withdrawal Determine reasons teens choose to use tobacco, alcohol and other drugs. Evaluate the dangers of experimenting with tobacco, alcohol and other drugs. Discuss family predisposition.

	Explain the negative consequences of drug addiction.
Practice Content:	Complete “what stage is this worksheet” test their knowledge.
Summarize:	Today we learned about the stages of addiction and ways to seek help. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Grade 11
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe): <input type="checkbox"/> Attendance (describe): <input checked="" type="checkbox"/> Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students issues regarding Alcohol, Tobacco, Vaping, and Drug related incidents.	