



# 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.*

<b>Course Title:</b>	<b>Student Assistance Coordinator (SAC)</b>					
<b>Grade Level(s):</b>	6					
<b>Duration:</b>	<i>Full Year:</i>	N/A	<i>Semester:</i>	N/A	<i>Marking Period:</i>	X
<b>Course Description:</b>	<p>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.</p> <p><b><u>District School Counseling Department Vision/Mission</u></b>          The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.</p>					
<b>Grading Procedures:</b>	N/A					
<b>Primary Resources:</b>	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

<b>Designed by:</b>	Sheronda Howard
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<b>Under the Direction of:</b>	Jennifer Grimaldi, Director of District School Counseling
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**Written:** \_\_\_\_\_  
**Revised:** \_\_\_\_\_  
**BOE Approval:** \_\_\_\_\_

**Unit Title:** Drug and Alcohol Education

**Unit Description:** Understand the dangers of alcohol and drugs and how they impact their social, emotional, and physical well-being.

**Unit Duration:** Unit 7 in Grade 6 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:

*Students will understand that...*

- Drug use affects the body as well as the mind.
- There are many risks associated with drug use.
- There's a difference between drug use and abuse.

#### Essential Questions:

- What do you think of when you hear the word drugs?
- What do you think of when you hear the word medicine?

### Assessment Evidence

**Performance Tasks:** None.

**Other Evidence:** Naviance survey and SAC observation.

**Benchmarks:** Ongoing review of the SEL Universal Screener.

### Learning Plan

#### Learning Activities:

Deliver to all Grade 6 health students via in-person and supplement with [EverFi](#), if appropriate.

#### Resources:

[EverFi](#)

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Struggling Learners</b>	<p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> <li>• Pair into groups with a peer/buddy to discuss in details topics and relevance to RRW.</li> <li>• Share what they discussed in the groups.</li> </ul>
<b>English Language Learners</b>	<p>Emphasize critical information.</p> <ul style="list-style-type: none"> <li>• Provide a handout of information via email that they can refer to on the highlights of today's lesson and critical content.</li> </ul>
<b>Learners with an IEP</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## 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.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:** The following NJSL Standards highlights 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	Drug and Alcohol Education	
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SAC:	Grade 6		
Target Audience:	Grade 6 Health Students		
Mindsets & Behaviors: (limit of three)	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-SMS 1. Demonstrate ability to assume responsibility</p> <p>B-SMS 2. Demonstrate self-discipline and self-control</p> <p>B-SMS 7. Demonstrate effective coping skills when faced with a problem</p> <p>B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Explain the effects of different drugs on the body and the dangers of different drugs.
Students will:	Identify reasons to be drug-free and alternatives to drug use.
Materials:	
Paper, pen, dry erase board, dry erase markers, <a href="#">EverFi</a>	
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 the importance of educating yourselves on drug use/abuse and the risk associated with alcohol and drugs.
Communicate Lesson Targets:	<p>Our targets for today's lesson are:</p> <ul style="list-style-type: none"> <li>• Drug Use and Abuse</li> <li>• Types of Drugs and Their Effects</li> <li>• Drug Risks and Teens</li> <li>• Staying Drug-Free</li> </ul>

Teach Content:	<ul style="list-style-type: none"> <li>• Discuss the difference between medicine and drug use as a recap.</li> <li>• Talk about the following drugs and their effects: Alcohol, marijuana, vaping, tobacco, and nicotine.</li> <li>• Discuss teen susceptibility to use drugs - the impact on the brain &amp; body.</li> <li>• Discuss ways in which teens can get a “natural high” such as exercising, playing sports, making peer connections etc.</li> </ul>
Practice Content:	Design a personalized card indicating ways to remain drug-free.
Summarize:	Today we learned about drug use and abuse, types of drugs and their effects and ways to stay drug free. 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 6
Planned length of lesson(s):	35 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ Pre-test administered before first lesson</li> <li>▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session</li> <li>▪ Pre-/post-assessment attached</li> </ul>	
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 of disciplinary students issues regarding drug and alcohol use.	