



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):	7					
Duration:	<i>Full Year:</i>	N/A	<i>Semester:</i>	N/A	<i>Marking Period:</i>	X
Course Description:	<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><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.</p>					
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: Alcohol, Tobacco, Vaping, & Drug Education

Unit Description: Enhance students understanding of the harmful physical, mental, and social effects that alcohol, vaping, and other drugs have on an individual's life.

Unit Duration: Unit 6 in Grade 7 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...

- Decisions made under the influence of Alcohol/drugs can lead to the potential for illness, injury, disease, and risky health decisions
- Each drug classification will have a different effect on a person both physically and behaviorally.
- Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.

Essential Questions:

- What is the impact of the use and abuse of alcohol/ tobacco/vaping/ drugs on the incidence of illness, injuries, and disease, the increase of risky behaviors, and the likelihood of harm to one's health?
- Why is there a strong relationship between individuals who abuse drugs and increased intentional & unintentional health-risk behaviors?
- What are different treatment options for a person addicted to alcohol/vaping/drugs
- What are some positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, & supplements?
- Why do different drugs affect a person's physical, mental, and social health in different ways?

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 7 health students via in-person and supplement with [EverFi](#) as appropriate.

Resources:

[EverFi](#)

Unit Modifications for Special Population Students

Advanced Learners	<p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <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	<p>Collaborate in small group learning.</p> <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	<p>Check often for understanding of vocabulary, review as needed. Emphasize critical information</p> <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	<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"> • 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	<p>Refer to page four in the Parent and Educator Guide to Section 504 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 21st Century Skills

Indicators: This following NJSLA Standards 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	Alcohol, Tobacco, Vaping & Drug Education	
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SAC:	Grade 7		
Target Audience:	Grade 7 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:	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, poster board, markers, magazines, dry erase board, dry erase markers, EverFi	
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 how drugs and alcohol impacts your physical, mental and emotional health.
Communicate Lesson Targets:	<p>Our targets for today's lesson are:</p> <ul style="list-style-type: none"> • Short- and long-term effects of Alcohol, Tobacco, Vaping and Drugs. • Dependency & Addiction regarding Alcohol, Tobacco, Vaping and Drugs. • Drugs and their effects on overall Health & Wellness.
Teach Content:	<ul style="list-style-type: none"> • Describe how antismoking efforts are helping teens stay tobacco & Vape Free, what are some potential health risk of secondhand smoke exposure from cigarettes and vapes? • Explain the cost of smoking/vaping to society & how tobacco/nicotine strains the health care system. • Identify the dangers of using alcohol Describe the short-term effects of alcohol use. • Collectively discuss how the use and abuse of alcohol contributes to illness such as cancer, liver disease, heart disease, and injury. • Describe reasons why some teens may choose to use alcohol. • Explain why alcohol is harmful to teens Demonstrate positive ways to handle difficult emotions • Describe how alcohol may affect the user's decisions • Explain how using alcohol can affect a person's relationships • Analyze how the use & abuse of alcohol impacts thinking, reaction time, and behavior. • Describe how using alcohol can lead to violence Identify reasons not to use alcohol Explain how to get help for alcohol use. • Apply refusal skills to avoid alcohol use List alternatives to drinking alcohol • Analyze health risks associated with injecting drug use. • Discuss how the use of drugs influences a person's decision-making ability and places one at risk for unhealthy situations • Analyze the indicators of addiction to drugs Identify stages of dependency for substance abuse

	<ul style="list-style-type: none"> Apply decision-making skills to help someone get help for substance abuse Describe how substance abuse affects the individual, family, & the community
Practice Content:	Students will be given a specific drug and will have to test their knowledge on the short- and long-term effects and treatment options.
Summarize:	Today we learned about the short- and long-term effects of Alcohol, Tobacco, Vaping and Drugs, dependency & addiction, and the effect of drugs on one's overall Health & Wellness. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
<i>Data Collection Plan – For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Grade 7
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 student issues regarding Alcohol, Tobacco, Vaping, and Drug related incidents.	