



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):	8					
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: [Impact of Drugs & Alcohol on Relationships](#)

Unit Description: Enhance students understanding of the impact drugs and alcohol can have on your relationships with friends, family and loved ones.

Unit Duration: [Unit 5 in Grade 8 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...

- Using drugs and alcohol can impair a person's ability to make healthful decisions and can lead them to participate in other risky behaviors.
- Drugs and alcohol abuse/misuse can impact relationships due to impaired judgement.
- Drugs and alcohol addiction effects everyone in the family not just the individual using.

Essential Questions:

- How does abstaining from drugs and alcohol support healthy decisions and positive relationships?
- How does the use of drugs and alcohol affect your ability to make healthy decisions?
- What are some positive and healthy alternatives to drug use?
- How does the use of drugs and alcohol affect the relationships you have with friends and family?

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 8 health students via in-person and supplement with [EverFi](#), if 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 the Impact of Drugs & Alcohol on Relationships. <p>Share what they discussed with the groups.</p> <ul style="list-style-type: none"> • 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.</p> <ul style="list-style-type: none"> • Emphasize critical information • 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: The following NJSLS 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	Impact of Drugs & Alcohol on Relationships.	
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SAC:	Grade 8		
Target Audience:	Grade 8 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 wellbeing. 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:	Understand the impact of drug and alcohol misuse/abuse can have on relationships with loved ones, peers, and romantic partners.
Students will:	Identify risk factors associated with drug misuse, abuse, and addiction.
Materials:	
Paper, pen, 1- 2 soft balls, poster board, 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 can impact not only your current relationships but future ones as well.
Communicate Lesson Targets:	<p>Our targets for today's lesson are:</p> <ul style="list-style-type: none"> • Understand the difference between drug misuse, abuse and addiction. • Understand the impact drug and alcohol abuse/addiction can have on relationships (i.e. family, friends, loved ones and romantic partners) • Determine your own risk for drug use, abuse and addiction.
Teach Content:	<p>As a large group, brainstorm the definitions of the words, use, misuse, abuse, and addiction.</p> <ul style="list-style-type: none"> • Divide into small groups of 4-5 youth. Each group will have one ball. • Carefully toss the ball to each other. Each time they catch it they will identify a personal or social outcome of substance use. <p>Encourage to think beyond the immediate to include effects 10, 20, and 30 years down the road.</p> <ul style="list-style-type: none"> • Affect a person's mental and physical health involve breaking the law (e.g., drinking and driving, using illegal drugs, or stealing money to gamble or buy drugs) • Cause financial difficulties • Harm relationships and friends • Cause problems at home, sports or school • Cause changes in behavior • Cause withdrawal from social circles • Cause a drop in academic performance
Practice Content:	<p>Understand the warning signs of substance misuse and abuse, or addiction, vary widely.</p> <ul style="list-style-type: none"> • Divide into groups of 5–6 (called home groups). • Each person in the group will be an expert on the consequences and warning signs of using or abusing one substance (e.g., tobacco, alcohol, cannabis, e-cigarettes, and caffeine, or other substances based on community needs). • Experts will come together to form an expert group, and use resources available in the class, library, online, and their personal knowledge to determine the negative consequences and warning signs of using the

	<p>given substance. Make notes in order to share this information back with their home group.</p> <ul style="list-style-type: none"> • Return to their home groups to share and record information from all the group experts. They then share information with the entire class to ensure accuracy of information.
Summarize:	Today we learned about drug and alcohol misuse, abuse and addiction. We also viewed how each one of these situations can impact relationships current and future. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	
Anticipated number of students:	Grade 8
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.	