Winslow Township School District
Grade 5
Unit 7: Alcohol, Tobacco, Drugs and Dependency

Overview: Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects.

Overview	Standards for Alcohol, Tobacco, Drugs and Dependency	Unit Focus	Essential Questions
Unit 7: Alcohol, Tobacco, Drugs and Dependency	• 2.3.5.ATD.1 • 2.3.5.ATD. 2 • 2.3.5.ATD.3 • 2.3.5.DSDT.1 • 2.3.5.DSDT.2 • 2.3.5.DSDT.3 • 2.3.5.DSDT.4 • 2.3.5.DSDT.5 • WIDA1	• Alcohol, other drugs and tobacco can be found in a variety of forms. • The use of alcohol and other drugs has both short-term and long-term effects.	• Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. • How can we recognize dangerous substances? • What are early warning signs someone is abusing drugs? • What is the difference between a prescription drug and an over the counter drug? • Why is it important not to take anyone else's medication?
Unit : 7 Enduring Understandings	• The effects that drugs have on a person body and how decisions can impact them. • Alcohol and other drugs used refer to all types of legal and illicit drugs. • Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. • There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. • Tobacco, alcohol, and other illicit drug products can adversely affect the user, • family members, and those in the community.		

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Curriculum Unit 7		Standards	Pacing	
			Week	Unit Week
	2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).	.5	
	2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.	.5	
	2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.	.5	5
	2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs	.5	
	2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.	.5	
	2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.	.5	
	2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.	.5	
	2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).	.5	
		Assessment, Re-teach and Extension	1	

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Unit 7 Grade 3		
Core Idea	**Indicator #**	**Performance Expectations**
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
	2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs
	2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
	2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
	2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

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Unit 7 Grade 5	
Assessment Plan	
Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	Alternative Assessments: • Quizzes/homework/teacher observation/projects
Resources	**Activities**
• Drawing related to topics or content • Entrance or Exit cards • Game Activities • Informational surveys/Questionnaires/Inventories • Initiating Activities • Interest Survey • KWL charts and other graphic organizers • Open-ended Questioning • Picture Interpretation • Prediction • Self-evaluations • Student demonstrations and discussions • Student products and work samples • Table Top discussions • Teacher observation/checklist • Teacher prepared pretest	2.3.2.ATD.1 • SW identify products containing alcohol, tobacco, and drugs. • Discuss differences in behaviors that could lead to early detection of abuse. 2.3.2.ATD.2 • What are the physical symptoms of a person who struggles with alcohol or drugs. • SW identify the places where you can find assistance for alcohol or drug abuse. 2.3.2.ATD.3 • List the health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non prescribed cannabis products. 2.3.5.DSDT.1 • Explain the difference between prescription and illicit drugs.

- Content Surveys - Anticipatory Chart - Quick Write - Popcorn Sharing - Admit Slip - Response Card **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/	2.3.5.DSDT.2 - SW identify signs that a person might have a drug use problem. 2.3.5.DSDT.3 - SW role play different refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. 2.3.5.DSDT.4 - SW list the places (school and community) where they can seek assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations   will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP   specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative   assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all   students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate   in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grade 1 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • Relate to and identify commonalities in health practices in students home country • Speak and display terminology and movement • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections
ELA - NJSLS/ELA: NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of Computer Science and Design Thinking NJSLS 8
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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