

Winslow Township School District

Grade 6

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	<ul style="list-style-type: none"> • 2.3.8.ATD.1 • 2.3.8.ATD. 2 • 2.3.8.ATD.3 • 2.3.8.ATD.4 • 2.3.8.ATD.5 • 2.3.8.DSDT.1 • 2.3.8.DSDT.2 • 2.3.8.DSDT.3 • 2.3.8.DSDT.4 • 2.3.8.DSDT.1 • WIDA1 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 		

Winslow Township School District
Grade 6
Unit 7: Alcohol, Tobacco, Drugs and Dependency

Curriculum Unit 7	Standards		Pacing	
			Week	Unit Weeks
	2.3.5.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.	.5	6
	2.3.5.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.	.5	
	2.3.5.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.	.5	
	2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.	.5	
	2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.	.5	
	2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.	.5	
	2.3.8.DSDT.2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.	.5	
	2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.	.5	
	2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.	.5	
	2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.	.5	
	Assessment, Re-teach and Extension		1	

Health Curriculum – Grade 6 – Unit 7: Alcohol, Tobacco, Drugs and
Dependency

Winslow Township School District
Grade 6
Unit 7: Alcohol, Tobacco, Drugs and Dependency

Unit 7 Grade 6		
Core Idea	Indicator #	Performance Expectations
The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	2.3.5.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
	2.3.5.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
	2.3.5.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
	2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
	2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.	2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
	2.3.8.DSDT.2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
	2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
	2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Winslow Township School District
Grade 6
Unit 7: Alcohol, Tobacco, Drugs and Dependency

Unit 7 Grade 6	
Assessment Plan	
<p>Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Quizzes/homework/teacher observation/projects
Resources	Activities
<ul style="list-style-type: none"> • 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 • Content Surveys • Anticipatory Chart 	<p>2.3.5.ATD.1</p> <ul style="list-style-type: none"> • Give examples on how the use of alcohol, tobacco, and other drugs has impacted someone’s life socially, emotionally, and physically. <p>2.3.5.ATD.2</p> <ul style="list-style-type: none"> • How does the use of alcohol and other drugs effect your decision-making, consent, and risk for sexual assault and abuse. <p>2.3.5.ATD.3</p> <ul style="list-style-type: none"> • SW Brainstorm, then make a list of different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. <p>2.3.8.ATD.4</p> <ul style="list-style-type: none"> • SW make a comparison chart showing the impact of alcohol and other drugs on vision, sleep, coordination, reaction time, judgment, and memory. <p>2.3.8.ATD.5</p>

Health Curriculum – Grade 6 – Unit 7: Alcohol, Tobacco, Drugs and Dependency

Winslow Township School District

Grade 6

Unit 7: Alcohol, Tobacco, Drugs and Dependency

<ul style="list-style-type: none">• Quick Write• Popcorn Sharing• Admit Slip• Response Card <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none">• Discuss how peer pressure can result in positive and/or negative outcomes. <p>2.3.8.DSDT.1</p> <ul style="list-style-type: none">• Identify the signs and symptoms of alcohol, tobacco, and drug disorders. <p>2.3.8.DSDT.2</p> <ul style="list-style-type: none">• SW make a compare and contrast chart about the services that are available for individuals affected by substance disorders in the community and at the state level. <p>2.3.8.DSDT.3</p> <ul style="list-style-type: none">• Brainstorm the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
--	--

Instructional Best Practices and Exemplars

<ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations	<ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates
--	--

Health Curriculum – Grade 6 – Unit 7: Alcohol, Tobacco, Drugs and Dependency

Winslow Township School District

Grade 6

Unit 7: Alcohol, Tobacco, Drugs and Dependency

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

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

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/>

Winslow Township School District

Grade 6

Unit 7: Alcohol, Tobacco, Drugs and Dependency

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

Winslow Township School District
Grade 6
Unit 7: Alcohol, Tobacco, Drugs and Dependency

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

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

Modifications for Gifted Students

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](#)

Winslow Township School District
Grade 6
Unit 7: Alcohol, Tobacco, Drugs and Dependency

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

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.