

**Winslow Township School District**  
**11<sup>th</sup> Grade Health**  
**Nutrition and Wellness**

**Overview:** The students will examine the harmful effects of tobacco, alcohol and other drugs used on the body systems. They will compare physical, mental, social and legal consequences of tobacco, alcohol and other drugs used. The students will identify factors that influence decisions on the use of alcohol, tobacco, and other drugs. The students will understand how alcohol, tobacco, other drugs play a role in unsafe and unhealthy situations. The students will develop strategies for preventing the use of alcohol, tobacco and other drugs. The students will distinguish between medicine and recreational drugs and then between prescriptions and over the counter drugs.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> <li>• <b>Tobacco, Alcohol and Other Drugs</b></li> </ul>	<ul style="list-style-type: none"> <li>• 2.3.12.ATD.1</li> <li>• 2.3.12.ATD.2</li> <li>• 2.3.12.ATD.3</li> <li>• 2.3.12.DSDT.1</li> <li>• 2.3.12.DSDT.2</li> <li>• 2.3.12.DSDT.3</li> <li>• 2.3.12.DSDT.5</li> <li>• WIDA 1</li> </ul>	<p>The students will understand substances are used for numerous reasons and there are immediate and long term consequences of risky behavior associated with substance abuse so that they will be able to relate the use of legal (medicines, alcohol, tobacco) and illegal drugs (marijuana, inhalants, steroids and other drugs) to their personal wellness.</p>	<ul style="list-style-type: none"> <li>• Can there be short-term as well as long-term effects of using tobacco, alcohol and other drugs.</li> <li>• How does using tobacco, alcohol and other drugs affect your physical, mental and social well-being?</li> <li>• What are the legal consequences of using tobacco, alcohol or drugs?</li> <li>• Why might you make the decision to use tobacco, alcohol or drugs?</li> <li>• How might alcohol, tobacco, or other drugs affect your ability to make safe and healthy decisions?</li> <li>• What would you do in a situation where drugs, alcohol or tobacco are present?</li> <li>• What is the difference between drugs that are good for you and drugs that could cause more harm to you?</li> </ul>
<p><i><b>Enduring Understandings</b></i></p>	<ul style="list-style-type: none"> <li>• Drugs, tobacco and alcohol use can affect all of body systems immediately making you more vulnerable to disease and can cause physiological and psychological dependence.</li> <li>• Drug use can become addictive which could lead to an effect on your mental and physical well-being. They can promote risky behaviors that could affect your safety and safety of others.</li> <li>• Drug use could cause legal fines and jail time.</li> <li>• Peer pressure, media, family and everyday stress factors could cause you to use drugs.</li> <li>• The use of drugs causes you to lose control of your decisions and actions. It can damage your performances, harm relationships, and adds to stress and pressure.</li> </ul>		

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	<ul style="list-style-type: none"><li>• Make a commitment to abstain which could mean staying away from people who use and places where drugs are likely to be used or offered</li><li>• All medicines are drugs, but not all drugs are medicines. Medicines are drugs that are used to treat or prevent disease and other conditions. All drugs can be harmful if abused. By becoming responsible for your own health and avoiding actions that can potentially threaten you and the health of others you can reduce your health risks.</li></ul>	
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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> <li><b>Tobacco, Alcohol and Other Drugs</b></li> </ul>	2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.	1	9
	2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).	1	
	2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.	1	
	2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.	1	
	2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.	1	
	2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).	1	
	2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug	1	

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		free (counseling, peer coaching, professional peer support group, and family counseling and support).		
	<b>Assessment, Re-teach and Extension</b>		<b>2</b>	

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<b>Grade 11</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectation</b>
Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.	2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.	2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.	2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

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Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.	2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
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**Tobacco, Alcohol and Other Drugs**

**Assessment Plan**

- Assess student's knowledge in the form of a written test.
- Survey student's knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Current Event Article Summary
- Questioning Strategies
- Polls/Surveys
- Exit Tickets
- Student Demonstrations
- Individual, partner or group work

Alternative Assessments:

Videos with discussion/enrichment

Written Rubrics on identified activities

Worksheets/Packets

Guided Notes from PowerPoint presentation

Warm up Questions

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Resources	Activities
<ul style="list-style-type: none"> <li>• Text book</li> <li>• Chapter PowerPoints</li> <li>• Study Guides</li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ol style="list-style-type: none"> <li>1. Differentiate between health and wellness</li> <li>2. Interpret prevention as key to wellness</li> <li>3. Investigate ways to educate themselves about health wellness.</li> <li>4. Formulate ways to balance health triangle</li> <li>5. Connect factors that influence personal health</li> <li>6. Asses ways to ensure healthy decision-making skills</li> <li>7. Investigate ways to avoid risky behaviors</li> <li>8. Distinguish immediate and long term effects one’s health.</li> <li>9. Compare the difference between setting short term and long term goals</li> </ol>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>



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

- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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:*** Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

- |                    |                              |
|--------------------|------------------------------|
| Equipment size     | Modified rules               |
| Pictures           | Preferential Seating         |
| Spacing / distance | Modifications to Equipment   |
| Peer partnering    | Study guides/notes           |
| Larger print       | Modifications of assignments |
| Relaxed rules      | Modifications of due dates   |
| Safe environment   | Modified Tests/Quizzes       |

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Modifications for At-Risk Students	
<p>Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards or:</p> <ul style="list-style-type: none"> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Oral prompts can be given.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> </ul>	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in health practices in students home country</li> <li>• Speak and display terminology and movement</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Students can complete extend research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interdisciplinary Standards

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.