



**Deptford Township Public Schools  
Curriculum Template**

<b>Subject: Alcohol, Tobacco and other Drugs</b>	<b>Grade: 6</b>
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**Range of Assessment Requirements**

Quarter I	Quarter II
Quarter III	Quarter IV
Quizzes 6-8 Homework / Classwork / Misc: 8-16	

**Deptford Township School District Grading Scale**

<b>Test</b> (consistent in number and quality)	<b>50%</b>
<b>Quiz</b>	<b>30%</b>
<b>Homework / Classwork / Misc.</b>	<b>20%</b>



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	Unit/Marking Period I		
<u>Overarching Theme</u>	Increase student knowledge about Alcohol, Tobacco and other Drugs.		
<u>Power/Anchor Standards and Evidence of Learning</u> <b>Non-negotiable</b> <b>Suggested</b>	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	<ul style="list-style-type: none"><li>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.</li><li>Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li><li>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),</li></ul>	<ul style="list-style-type: none"><li>To understand the social, emotional, and physical impacts that alcohol, tobacco and other drugs have on people taking the drugs and their families</li><li>To understand how using drugs can increase your risk for abuse and sexual assault</li><li>To understand why policies/laws were put into action by the community/state/schools regarding to drugs</li><li>To understand how drugs impact the brain (vision, sleep, coordination, reaction time, judgment, and</li></ul>	<ul style="list-style-type: none"><li>Identify and list changes in people who use drugs and the struggles family members go through</li><li>Explain the relationship between drugs and violence/abuse</li><li>Explain the dangers of alcohol, tobacco, and other drugs and why states implements laws to protect its citizens</li><li>Explain how drugs impair the brain, decision making, coordination, vision and memory</li><li>Students will be able to</li></ul>



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	<p>and other drugs.</p> <ul style="list-style-type: none"><li>• Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li><li>• Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li></ul> <p>Health Literacy: (Vocabulary)</p>	<p>memory)</p> <ul style="list-style-type: none"><li>• To understand the positive/negative influences of various social settings (e.g., home, school, parties)</li></ul> <p>Utilizing proper safety and healthy practices.</p>	<p>explain positive/negative impacts of different social settings</p> <p>Demonstrate knowledge, use, and awareness of positive health habits</p>
<u>Standards</u>	<p><b><u>Technology Standards (copy these to each unit/marking period)</u></b></p> <p><b>8.1 Educational Technology</b> – All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming</b> - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		



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	<p><b><u>21st Century Life and Career Standards (copy these to each unit/marketing period)</u></b></p> <p><b>9.1 Personal Financial Literacy</b> - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b> - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p><b><u>Alcohol, Tobacco and other Drugs Standards</u></b></p> <ul style="list-style-type: none"><li>• 2.3.8.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.</li><li>• 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li><li>• 2.3.8.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.</li><li>• 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.</li><li>• 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.</li></ul>
<b><u>Enduring Understanding</u></b>	<p><b>Unit</b></p> <ul style="list-style-type: none"><li>• The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can</li></ul>



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	result in social, emotional, and physical harm to oneself and others.
<b><u>Essential Questions</u></b>	<b>Unit</b> <ul style="list-style-type: none"> <li>What is the difference between prescription and over-the-counter drugs?</li> <li>What are the short and long-term effects of abusing over-the-counter and prescription medications?</li> <li>What are the physical effects of alcohol and tobacco use?</li> <li>How can you tell someone is abusing illegal drugs?</li> <li>How can an adolescent recognize and avoid substance abuse?</li> <li>Why is it important to keep medicine in the package it comes in?</li> <li>What are the effects of caffeine?</li> </ul>
<b><u>Differentiation and Support for Learners</u></b> <b>Non-negotiable</b> <b>Suggested</b> (additions made after consensus at district PLC meetings)	<b>Enrichment (specific to each unit, not copied and pasted the same in all units)</b> * Visual aides will be provided to help enhance and expand upon lesson objectives. * Use of manipulative materials, such as posters, signs, charts, human skeleton  <b>Opportunities for Differentiation: Interventions (specific to each unit, not copied and pasted the same in all units)</b> Flexibility with timelines, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent wellness activities, allow students to use gym, library and picture files as a resource for individual growth and expression.  <b>Interventions (specific to each unit, not copied and pasted the same in all units)</b> *Break down learning objectives to simplify tasks and to identify comprehension. *Adaptations for special needS, such as stencils, pictures, and collage materials.  <b>Student Grouping Strategies</b> *Whole group, small group, and pairs through SGO, Assessments and Benchmark tests.
<b><u>Resources</u></b> <b>Non-negotiable</b> <b>Suggested</b>	<b>Technology</b> Use of laptop computer, Smartboard, and Elmo. -You Tube



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(additions made after consensus at district PLC meetings)	<p>-Interactive tasks -Brainpop JR -Brainpop -Quizlet -Kahoot -Teacher made smartboard activities/presentations</p> <p><b>Readings</b> *Articles, Visual Aides, and Powerpoint presentations</p> <p><b>Manipulatives/Lab Activity Resources</b> *Diagrams, Worksheets</p> <p><b>Resources</b></p> <ul style="list-style-type: none"><li>- <a href="https://classroom.kidshealth.org/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/index.jsp?Grade=68&amp;Section=problems</a></li><li>- <a href="https://jr.brainpop.com/health/seeall/">https://jr.brainpop.com/health/seeall/</a></li><li>- <a href="https://www.brainpop.com/health/personalhealth/">https://www.brainpop.com/health/personalhealth/</a></li></ul>
<b>Assessment</b> <b>Non-negotiable</b> <b>Suggested</b>	<p><b>Formative</b> *Participation *Worksheets * Verbal/nonverbal communication to assess student learning, example, “Thumbs up!”</p> <p><b>Summative</b> * Quizzes * Participation</p>



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