



West Windsor-Plainsboro Regional School District
Student Assistance Curriculum Grades 9-12

Unit: Alcohol, Tobacco, and Other Drugs (ATOD)	
Content Area: Student Assistance Counseling / Guidance	
Activity & Grade Level: SAC Health Lessons	
Summary & Rationale:	
<p>There are many risk factors present during the high school years. Education and promotion of protective factors throughout the high school years is an important component of creating a positive and healthy school climate, as well as fostering healthy decisions. Identifying and addressing issues pertaining to Alcohol, tobacco and other drugs heightens awareness among students as to how to better handle these issues. When the SAC is able to collaborate with the Health teachers and present relevant topical lessons in the health class, it is beneficial for students to be able to both learn about ATOD, as well as who the Student Assistance Counselor is, and how to access them if needed.</p>	
Timeline:	
<ul style="list-style-type: none"> September – June during appropriate marking periods, as determined by the SAC and health teacher 	
NJ State Standards	
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	
Content Statement: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	
CPI #	Cumulative Progress Indicator (CPI)
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
Strand B. Alcohol, Tobacco, and Other Drugs	
Content Statement: There are immediate and long-term consequences of risky behavior associated with substance abuse.	
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
Strand C. Dependency/Addiction and Treatment	
Content Statement: Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.	
2.3.12.C. 3	Analyze the societal impact of substance abuse on the individual, family, and community.

ASCA National Standards

Standard: Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

PS:A1.8	Understand the need for self-control and how to practice it.
PS:B1	Know when peer pressure is influencing a decision.
PS:C1.6	Identify resource people in the school and community, and know how to seek their help.
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices.
PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse.
PS:C1.9	Learn how to cope with peer pressure.

Instructional Focus

Unit Enduring Understandings

- To raise awareness among 9-12 graders about issues impacting adolescents and school communities, including alcohol, tobacco and other drugs
- To increase prevention among 9 -12 graders through education and a development of healthy coping and refusal skills
- To increase prevention among 9-12 graders through encouraging healthy activities and positive relationships
- To teach students about appropriate behaviors, attitudes and relationships pertaining to ATOD, as well as resources in the school available to support them
- To teach ATOD - specific information, for students to make safe decisions based upon.
- To create familiarity with the SAC so the students feel comfortable to initiate contact when needed

Unit Essential Questions

- What healthy activities and practices can students get involved in, instead of using ATOD?
- How can I confront and/or support a friend or loved one who is struggling with ATOD use?
- When is an appropriate time to seek adult help to problem-solve or support a peer?
- Who is a trusted adult in my life who I can talk to if I need advice or help?
- How can I resist peer pressure without being judged or excluded?
- When I feel excluded, how can I deal with those feelings in a healthy way?
- How do my actions affect the people around me?
- What are resources in my school and community for people struggling with ATOD issues?

Objective: To have the student body...

- Know how to use appropriate coping and refusal skills to abstain from ATOD use.
- See the value in getting involved with healthy activities and making positive relationships throughout their life.
- Know how to make informed, healthy and safe choices.
- Understand appropriate behaviors, attitudes and relationships.
- Be able to identify specific resources in the school and community available to them.
- Be able to identify at least one trusted adult in their life, who they would be able to talk to for support, help or guidance.
- Understand how their decisions and actions affect others around them.
- Know how to recognize characteristics of healthy vs. unhealthy friendships / relationships.
- How to effectively set boundaries and deal with peer pressure in friendships / relationships.
- How to manage impulses and demonstrate self-control.
- Know who the SAC is and how to access them if necessary.

Students will:

- Identify specific healthy coping and refusal skills to use when facing adolescent stressors or pressures, as well as discuss healthy activities they enjoy and the benefit of positive relationships.
- Learn characteristics of healthy and unhealthy choices, as well as the impact on them, their loved ones, and the school community.
- Learn how to effectively communicate to set personal boundaries, handle peer pressure, and ask for help when necessary.
- Identify trusted adult(s) in their life, as well as understand who the SAC is, and how to access them if needed.
- Identify resources in their community and school.
- Recognize the lasting impact of poor decisions on their future.
- Practice appropriate communication.

Evidence of Learning

Assessment:

- Student feedback during lessons and presentations
- Informal questionnaire after lesson
- Feedback from Health teachers from their interactions with students post- lesson; referrals
- Individual conversations with the SAC, when applicable

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

- <https://www.drugabuse.gov/>
- <http://www.samhsa.gov/>
- http://www.wv-p.org/Guidance/student_assistance_counseling

Unit: HIB**Content Area: Student Assistance Counseling / Guidance****Activity & Grade Level: SAC Health Lessons****Summary & Rationale:**

There are many risk factors present during the high school years. Education and promotion of protective factors throughout the high school years is an important component of creating a positive and healthy school climate. Identifying and addressing issues pertaining to Harassment, Intimidation and Bullying heightens awareness among students as to how to better handle these issues. When the SAC is able to collaborate with the Health teachers and present relevant topical lessons in the health class, it is beneficial for students to be able to both learn about positive school climate and culture, as well as who the Student Assistance Counselor is, and how to access them if needed.

Timeline:

- September – June during appropriate marking periods, as determined by the SAC and health teacher

NJ State Standards

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand E. Social and Emotional Health

Content Statement: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

CPI #	Cumulative Progress Indicator (CPI)
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2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
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Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand A. Interpersonal Communication

Content Statement: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

CPI #	Cumulative Progress Indicator (CPI)
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2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
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ASCA National Standards

Standard: Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

PS:A1.6	Distinguish between appropriate and inappropriate behavior.
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PS:A1.7	Recognize personal boundaries, rights and privacy needs.
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PS:A1.8	Understand the need for self-control and how to practice it.
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PS:A2.2	Respect alternative points of view.
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PS:A2.3	Recognize, accept, respect and appreciate individual differences.
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PS:B1.2	Understand consequences of decisions and choices.
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PS:B1.8	Know when peer pressure is influencing a decision.
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PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy.
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PS:C1.9	Learn how to cope with peer pressure.
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PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices.
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Instructional Focus

Unit Enduring Understandings

- To raise awareness among 9-12 graders about issues impacting adolescents and school communities, including harassment, intimidation and bullying
- To increase prevention among 9 -12 graders through education and development of healthy coping skills
- To teach students about appropriate behaviors and relationships, and how to identify inappropriate behaviors, as well as resources in the school available to support them
- To build a sense of community within the school that fosters a positive and healthy learning environment
- To create familiarity with the SAC so the students feel comfortable to initiate contact when needed

Unit Essential Questions

- What are healthy ways to deal with changing friendships/relationships and/or pressure to “fit in”?
- What are some precautions students should take when using the internet and social media?
- How can I tell if a friendship/relationship is a good one for me?
- How can I resist peer pressure without being judged or excluded?
- When I feel excluded, how can I deal with those feelings in a healthy way?
- When is an appropriate time to seek adult help to problem-solve or support a peer?
- How can I make a positive impact or contribution in my school community?
- How can I make my peers feel more comfortable in our community?
- How do my actions affect the people around me?

Objective: To have the student body...

- Know how to use the internet, social media and technology in a safe, responsible and appropriate way.
- Know how to make informed, healthy choices.
- Know how to get involved in positive, appropriate activities in high school.
- Know how to add to a positive school climate and culture.
- Know how to deal with transitions and changes, and seek support when needed.
- Know how to recognize characteristics of healthy vs. unhealthy friendships / relationships.
- Know how to effectively set boundaries and deal with peer pressure in friendships / relationships.
- Know how to manage impulses and demonstrate self-control.

Students will:

- Identify specific healthy coping skills to use when facing adolescent stressors or pressures.
- Learn characteristics of healthy and unhealthy choices, as well as the impact on them and the school community.
- Learn how to effectively communicate to set personal boundaries and resolve conflicts, and ask for help when necessary.
- Identify the benefits of being involved in positive activities in school, as well as how to contribute to a positive school climate and culture.
- Recognize the lasting impact of poor decisions on their future.
- Practice appropriate communication.

Evidence of Learning

Assessment:

- Student feedback during lessons and presentations
- In class quiz on HIB policy, scenarios and laws - students keep for their notebook references
- Feedback from Health teachers from their interactions with students post- lesson; referrals
- Individual conversations with the SAC, when applicable

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

- <http://www.wv-p.org/home>
- <http://www.state.nj.us/education/students/safety/behavior/hib/>

Unit: Stress and Anxiety	
Content Area: Student Assistance Counseling / Guidance	
Activity & Grade Level: SAC Health Lessons	
Summary & Rationale:	
<p>There are many stressors present during the high school years. Education and promotion of protective factors throughout the high school years is an important component of creating a positive and healthy school climate, as well as fostering healthy decisions and coping skills. Identifying and addressing issues pertaining to stress and anxiety heightens awareness among students as to how to better handle arising issues. When the SAC is able to collaborate with the Health teachers to present relevant, topical lessons in the health class, it is beneficial for students both to be able learn about stress and anxiety (and healthy coping mechanisms), as well as who the Student Assistance Counselor is and how to access them if needed.</p>	
Recommended Pacing	
<ul style="list-style-type: none"> September – June during appropriate marking periods, as determined by the SAC and health teacher 	
NJ State Standards	
Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand A. Personal Growth and Development	
Content Statement: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	
CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A. 1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
Strand C. Diseases and Health Conditions	
Content Statement: Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	
2.1.12.C. 3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
2.1.12.C. 4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
Strand D. Safety	
Content Statement: Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	
2.1.12.D. 1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

ASCA National Standards

Standard: Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

PS:A1.1	Develop positive attitudes toward self as a unique and worthy person.
PS:A1.5	Identify and express feelings.
PS:A1.7	Recognize personal boundaries, rights and privacy needs.
PS:A1.10	Identify personal strengths and assets.
PS:A1.11	Identify and discuss changing personal and social roles
PS:B1.1	Use a decision-making and problem-solving model.
PS:B1.4	Develop effective coping skills for dealing with problems.
PS:B1.12	Develop an action plan to set and achieve realistic goals.
PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.11	Learn coping skills for managing life events.

Instructional Focus

Unit Enduring Understandings

- To raise awareness among 9-12 graders about issues impacting adolescents and school communities, including stress and anxiety
- To increase prevention among 9 -12 graders through education and a development of healthy coping skills, as well as an ability to identify “red flags”
- To increase prevention among 9-12 graders through encouraging healthy activities and positive relationships
- To teach students about resources in the school and the community available to support them
- To have students identify one trusted adult in their lives who they could talk to if needed
- To teach stress and anxiety specific information for students to make safe decisions
- To create familiarity with the SAC so the students feel comfortable to initiate contact when needed

Unit Essential Questions

- What are healthy activities and practices students can get involved with which encourage living a balanced, healthy life?
- What is the difference between stress and anxiety, and what are some signs that it has become unhealthy?
- How can stress help us in our lives?
- When is an appropriate time to seek adult help to problem-solve or support a peer?
- Who is a trusted adult in my life who I can talk to if I need advice or help?
- What are resources in my school and community for people struggling with stress or anxiety issues?

Objective: To have the student body:

- Be able to talk about how stress can be helpful in our lives at times
- See the value in getting involved with healthy activities and making positive relationships throughout their lives
- Know how to make informed, healthy and safe choices
- See the value in balancing interests, commitments, school, family, social life, etc.
- Know how to identify some red flags of when stress and/or anxiety has become a problem
- Be able to identify some relaxation techniques that they can use if needed
- Be able to identify specific resources in the school and community available to them
- Be able to identify at least one trusted adult in their life, who they would be able to talk to for support, help or guidance
- Know who the SAC is and how to access them if necessary

Students will:

- Identify specific red flags of stress, and healthy coping skills to use when facing adolescent stressors or pressures
- Discuss how stress can help us at times in our lives, and the difference between healthy and unhealthy stress
- Discuss healthy activities they enjoy and the benefit of positive relationships
- Identify trusted adult(s) in their life, as well as understand who the SAC is, and how to access them if needed
- Identify resources in their community and school
- Recognize the lasting impact of poor decisions on their future
- Practice appropriate communication

Evidence of Learning**Assessment:**

- Student feedback during lessons and presentations
- Informal questionnaire after lesson
- Feedback from Health teachers from their interactions with students post- lesson; referrals
- Individual conversations with the SAC, when applicable

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

- <http://www.nami.org/>
- [http://www.wv-p.org/Guidance/student assistance counseling](http://www.wv-p.org/Guidance/student_assistance_counseling)

Unit: Healthy Relationships	
Content Area: Student Assistance Counseling / Guidance	
Activity & Grade Level: SAC Health Lessons	
Summary & Rationale:	
<p>There are many risk factors present during the high school years. Education and promotion of protective factors throughout the high school years are an important component to creating a positive and healthy school experience, as well as fostering healthy decisions. Identifying and addressing issues pertaining to healthy relationships heightens awareness among students as to how to better handle these issues. When the SAC is able to collaborate with the Health teachers and present relevant topical lessons in the health class, it is beneficial for students to be able to both learn about healthy relationships, as well as who the Student Assistance Counselor is, and how to access them if needed.</p>	
Timeline:	
<ul style="list-style-type: none"> September – June during appropriate marking periods, as determined by the SAC and health teacher 	
NJ State Standards	
Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Strand A. Relationships	
Content Statement: Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.	
CPI #	Cumulative Progress Indicator (CPI)
2.4.12.A. 4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
2.4.12.A. 5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
Strand B. Sexuality	
Content Statement: Responsible actions regarding sexual behavior impact the health of oneself and others.	
2.4.12.B. 3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

ASCA National Standards

Standard: Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

PS:A1.1	Develop positive attitudes toward self as a unique and worthy person.
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PS:A1.2	Identify values, attitudes and beliefs.
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PS:A1.6	Distinguish between appropriate and inappropriate behavior.
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PS:A1.7	Recognize personal boundaries, rights and privacy needs.
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PS:A1.8	Understand the need for self-control and how to practice it.
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PS:B1.2	Understand consequences of decisions and choices.
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PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact.
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PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy.
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Instructional Focus

Unit Enduring Understandings

- To raise awareness among 9-12 graders about issues impacting adolescents and school communities, including healthy relationships, consent, and dating violence and emotional abuse
- To increase prevention among 9 -12 graders through education of what the characteristics of healthy relationships are
- To increase prevention among 9-12 graders through encouraging healthy activities
- To discuss resources available on a college campus
- To teach students about appropriate behaviors and attitudes regarding relationships, as well as resources in the school and community available to support them
- To teach relationship - specific information, to encourage students to make safe decisions
- To create familiarity with the SAC so the students feel comfortable to initiate contact when needed

Unit Essential Questions

- What are some characteristics of a healthy relationship?
- What are some potential warning signs of an unhealthy, abusive relationship?
- How can I avoid being in a potentially dangerous situation regarding sexual assault?
- How can I safely intervene if I see someone in a potentially dangerous situation regarding sexual assault?
- When is an appropriate time to seek adult help to support a peer or myself?
- Who is a trusted adult in my life who I can talk to if I need advice or help?
- How can I resist peer or partner pressure without being judged or excluded?
- What are appropriate behaviors and attitudes to exhibit and look for in a relationship?

- How do my actions affect the people around me?
- What are resources in my school or college and community regarding domestic violence, sexual assault and or emotional abuse?

Objective: To have the student body:

- Know the characteristics of a healthy and unhealthy relationship.
- See the value in getting involved with healthy activities and making positive relationships throughout their life.
- Know how to make informed, healthy and safe choices.
- Understand appropriate behaviors, attitudes and relationships.
- Be able to identify specific resources in the school / college and community available to them.
- Be able to identify at least one trusted adult in their life, who they would be able to talk to for support, help or guidance.
- Understand how their decisions and actions affect others around them.
- How to effectively set boundaries and deal with peer pressure in friendships / relationships.
- How to manage impulses and demonstrate self-control.
- Know who the SAC is and how to access them if necessary.

Students will:

- Identify specific signs of healthy and unhealthy relationships.
- Discuss healthy activities they enjoy and the benefit of positive relationships.
- Learn characteristics of healthy and unhealthy choices, as well as the impact on them, their loved ones, and the school community.
- Learn how to effectively communicate to set personal boundaries, handle peer pressure, and ask for help when necessary.
- Identify trusted adult(s) in their life, as well as understand who the SAC is, and how to access them if needed.
- Identify resources in their community and school.
- Recognize the lasting impact of poor decisions on their future.
- Practice appropriate communication.

Evidence of Learning

Assessment:

- Student feedback during lessons and presentations
- Feedback from Health teachers from their interactions with students post- lesson; referrals
- Individual conversations with the SAC, when applicable

Competencies for 21 st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner
Resources			
<ul style="list-style-type: none"> ● http://itsonus.org/ ● https://notalone.gov/ ● http://www.womanspace.org/ ● http://www.every-choice.com/ ● Video - The Hunting Grounds 			