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Cliffside Park Public Schools

GRADE: First

Unit Name: Alcohol, Tobacco, and other Drugs

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- To identify how certain decisions we make may affect the way we feel (physically/emotionally, socially, etc.).
- Determine why we use medicines when we are not feeling well.
- Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser.
- Describe products in your environment that contain alcohol.
- Recognize that people may have difficulty controlling their use of alcohol, tobacco and other drugs and explain that they can get help.

Duration: December/January/ February

Essential Questions

- When is it appropriate to take medication?
- How is medicine administered?
- How can our decisions positively affect others in a group setting?
- How do our decisions define our character?
- Why do people choose to use alcohol and tobacco?
- What are the negative effects of alcohol and tobacco?
- How does the use of alcohol and tobacco impact the individuals and others around them?



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Enduring Understandings

- Effective decision-making skills foster healthier lifestyle choices.
- 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.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

NJSLS Comprehensive Health and Physical Education Standards

- **2.2.2.B.1** Explain what a decision is and why it is advantageous to think before acting.
- **2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- **2.3.2.B.2** Explain effects of tobacco use on personal hygiene, health, and safety
- **2.3.2.B.3** Explain why tobacco smoke is harmful to nonsmokers.
- **2.3.2.B.4** Identify products that contain alcohol.
- **2.3.2.C.1** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- **2.3.2.C.2** Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- **2.2.2.E.1** Determine where to access home, school, and community health professionals.

Interdisciplinary Connections

ELA

- Read passage on medicines and tobacco.
- Answer comprehension questions and short answers
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Art

- Students will create a poster promoting a drug free life and Students will create a medicine collage. Have students look in magazines and newspapers to find examples of different medicines. They may find tablets, syrups, sprays, drops, and more. Students can cut out pictures to make a collage. Invite them to present their collages and describe what they found in their research. Discuss with students why there may be so many different forms of medicine.

Technology

- Brainpop Video Medicine

Tier 2 Vocabulary:

identifies, demonstrates, models, medicine, alcohol, tobacco, drugs, abuse

Tier 3 Vocabulary:

addictive, illegal

Core Instructional Materials/Resources/Digital Tools

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- http://www.abcya.com/word_clouds.htm
- Brain Pop Jr.



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<p>21st Century Themes and Skills: (CRP Standards)</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>
<p>8.1 Educational Technology</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf http://www.abcya.com/word_clouds.htm</p> <div data-bbox="718 878 2003 1338" style="border: 1px solid black; padding: 10px;"><p>Content Area Technology</p><p>Standard 8.1 Educational Technology: 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>Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p></div>



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Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Assessments and Performance Tasks:

Activities:

- **SLO: 2 Goal:** Students will identify how certain decisions may affect the way they feel physically, socially, and emotionally. **Assessment Activity:** Teachers will present different situations in which students will need to make decisions. The situations should contain decisions that may affect the student physically, socially, or emotionally. Examples of physical activity decisions, social choices, and how certain actions or decisions may affect ourselves or others emotionally should be discussed. Example: A student is at a friend's house for a play date when an older sibling offers them medicine from their parent's medicine cabinet. What should the student do? How will the decision affect them physically (make them ill), socially, (might not want to be embarrassed or seen as not cool for saying no), emotionally (comment might be made to hurt their feelings when they say no). Students will then be tasked with answering 3 open-ended questions. Teachers may either orally recite the questions to the class or have them printed on the white board or paper. Students



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may either attempt to write answers to questions or answer orally with teacher. 1. What type of decisions do you make almost every day? 2. How do these decisions affect the way you feel? 3. How may these decisions affect the way other people might feel?

- **SLO: 5 Goal:** Students will demonstrate why medicines are used when we are not feeling well. Assessment Activity: Teacher may read a book like “Teaching Medicines” by Liz Gogerly and Mike Gordon. Teachers will then lead a discussion regarding different types of medicines and when and why they could be used. Students will be asked to describe a time when they were not feeling well and if medicine was given to them to make them feel better. Students may also show mastery by voting on the scenarios in the book and if the characters acted appropriately regarding the use of medicines.
- **SLO 8 Goal:** Students will identify the harmful effects of alcohol, tobacco, and other drugs and how they impact the wellness of the user and nonuser. Assessment Activity: Teachers will discuss the harmful effects of the use of alcohol, tobacco and other drugs. Examples such as they are harmful to certain parts of our bodies, hygiene issues, etc. should be given. Students will create three word collages with the center words being alcohol, tobacco, and drugs. On each word collage the students will be asked to surround the center word with words that describe the harmful effects that alcohol, tobacco, and other drugs have on our wellness. Students may provide handouts with the center words printed on them and outside circles for students to write their harmful effects on. Teachers should be looking to assess the word representation of the harmful effects.
http://www.abcya.com/word_clouds.htm



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- **SLO: 10 Goal:** Students will describe or identify products in their environment that contain alcohol. Assessment Activity: Students will be shown several different examples of consumer products. Examples should include a carton of milk, water bottle, soda bottle, beer can, wine bottle, container of mouth wash, container of rubbing alcohol. After a teacher led discussion students in groups of 2 to 3 will identify which products have alcohol in them by placing them on a piece of red construction paper. Products that do not contain alcohol will be placed on a piece of green construction paper. Teacher will circulate through each group and monitor and record the process.

- **SLO: 12 Goal:** Students will recognize that people may have difficulty controlling their use of alcohol, tobacco, or other drugs. Students will also explain that people with this difficulty can get help. Assessment Activity: Students will be asked two to three open ended questions regarding the abuse of alcohol, tobacco, or other drugs and if help is available for these people. Students can write or orally discuss answers with the teacher. Teachers should differentiate between feeling bad and the health impacts of abusing alcohol, tobacco, and other drugs. 1. Can you think of anything that you eat or drink too much of ? 2. How does your body feel if you eat or drink too much of something? 3. How could adults do the same with alcohol, tobacco or other drugs? 4. How could adults who use too much alcohol, tobacco, or other drugs get help for their over use?

Assessments

- Grade 1: Unit II - Alcohol Tobacco, and other Drugs (See Attached)
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>