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Cliffside Park Public Schools

GRADE: Second

Unit II: Alcohol, Tobacco, and other Drugs

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

Learning Objectives

- **To describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs.**
- **To describe why medicines should be administered by a trusted adult.**
- **To demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused.**
- **To determine what substances should never be inhaled and explain why.**
- **To understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.**

Duration: December/January/February

Essential Questions

1. How can alcohol, tobacco and other illegal or misused drugs affect my personal health?
2. What is the difference between medicines and other drugs?
3. How can drug use, misuse or abuse affect my learning?
4. What protective factors can help me to avoid drug use, misuse, or abuse?
5. How do friends influence my choice to use or not use alcohol, tobacco, prescription, or illegal drugs?
6. How can goal setting help me to be drug free?

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.**



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- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

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.
- **2.2.2.B.2** Relate decision-making by self and others to one's health.
- **2.3.2.A.2** Explain why medicines should be administered as directed.
- **2.3.2.B.1** Identify ways that drugs can be abused.
- **2.3.2.B.5** List substances that should never be inhaled and explain why.
- **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.

Interdisciplinary Connections

Art

- **Make up ad for a healthful snack and drink that don't have caffeine.**
- **Act out how you can say no to drugs.**
- **Create a "say no to drugs poster"**

Math

- **Sort drinks into piles with and without caffeine.**

ELA- write step by step directions How to say no to drugs

Tier 2 Vocabulary: identifies, demonstrates, models

drugs, medicine, habit, refuse



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Tier 3 Vocabulary: tobacco smoke, nicotine, caffeine, alcohol

Core Instructional Materials/Resources/Digital Tools

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

21st Century Themes and Skills

(CRP Standards)

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

- CRP1. Act as a responsible and contributing citizen and employee.**
- 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.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**



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8.1 Educational Technology

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

Content Area Technology

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.

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.

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



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Assessments and Performance Tasks

Activities:

- **SLO 3 Goal:** Students will identify why using decision making skills is advantageous to preventing the use of alcohol, tobacco, and other drugs. **Assessment Activity:** Students will be paired up with partners. The teacher will give a scenario regarding a child and a decision they have to make. Scenarios could be comprised of nutritional decisions, hygiene decisions, or decisions that might occur with friends. Each group will be asked to write down a list of words that describe the decision making process. The list could contain words like think, relax, identify the problem, be confident. The groups will then create a list of positive and negative outcomes that could come about depending on their decision. After the list is created and the positive and negatives of the decision are compared, the group will be asked to write one to two sentences explaining their decision. Each student in the group will then be asked to answer two open ended questions regarding the decision making process and how they could use it when it comes to decisions involving alcohol, tobacco, and other drugs. The teacher may either give a printed hand out or orally recite the questions to their students. 1. How could you use decision making skills to say no to alcohol, tobacco, or other drugs? 2. What do you think the negatives on your list would be if someone was trying to give you alcohol, tobacco, or other drugs? Teachers should look for answers that indicate from comprehension of the decision making process as well as negatives associated with the use of alcohol, tobacco, and other drugs.
- **SLO 6 Goal:** Students will describe why medicines should only be administered by a trusted adult. **Assessment Activity:** Teachers will describe a situation where someone is trying to give a student some medication. As the scenario unfolds the teacher will show pictures of different people. For example a doctor, a friend, an older student on the playground, a school nurse, a stranger, or a parent. Students will then either cut out and paste pictures or draw depictions of trusted adults that they would take medicine from. Under the depictions the students will create one or two sentences that describe why they would take medicine from this person. Examples could be a picture of a nurse and the description would read our



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school's nurse is allowed to give me medicine because they are trained and allowed to do so.

- **SLO 9 Goal:** Students will display an understanding of how alcohol, tobacco, and other drugs can be abused. Assessment Activity: Teacher will discuss with students the reasons people might use too much alcohol, tobacco, or other drugs. Discuss reasons such as: they don't feel good about themselves, they are stressed, or depressed. The teacher will point out that even though using alcohol, tobacco, or other drugs might make those feelings go away for a while, in the long run they are hurting themselves both physically, socially, and emotionally. Teacher will stress that using alcohol, tobacco and other drugs is never the answer to fixing one's problems or feelings.
- **SLO 11 Goal:** Students will identify what substances should never be inhaled and why. Assessment Activity: Teachers will review the dangers of breathing in inhalants or poisons. The discussion should revolve around the brain needing oxygen and that poisonous inhalants will deprive our bodies and brains of oxygen which could cause serious harm. Students will then be asked to volunteer answers of things that are safe to smell. For example flowers, fruit, vegetables. Students will be then be asked to complete a work sheet that has the depictions of common household items, some safe and some unsafe to smell (cleaning products, paints etc.). Students will be tasked to color in the items that are safe to smell and write one or two sentences to describe why it is ok to smell these items and not the other ones that have been left uncolored.
- **SLO 13 Goal:** Students will demonstrate the understanding that some people may abuse alcohol, tobacco, and other drugs as well as determine where or how to access health professionals trained to help. Assessment Activity: Teachers will develop a scenario or a story or article in which they discuss people who have illnesses and diseases. They will discuss that people that have an illness or disease need to find professional help. The teacher would then transition into how adults who have trouble controlling their consumption of alcohol, tobacco, or other drugs also have an illness or a disease. Their illness or disease is that they cannot control how much alcohol, tobacco, or other drugs they use. Students will



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be asked to answer several open ended questions to demonstrate understanding. 1. Who has helped you when you were sick or ill? 2. Why do people become sick or ill if they use too much alcohol, tobacco, or other drugs? 3. If people are sick or ill how would they find a professional who could get them help? Students will build on question # 3 by describing where they would find professional help for someone who has a substance abuse problem. Students could create a graphic organizer with the middle being substance abuse and the outside circles being professional help providers.

Assessments

- Grade 2: 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>