



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

Unit II: Alcohol, Tobacco and Other Drugs

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

Learning Objectives:

- **To identify decision making skills and how they relate to decisions involving the use of alcohol, tobacco and other drugs.**
- **To interpret a medicine label and identify pertinent information provided for responsible use.**
- **To identify the warning signs or symptoms that a person might exhibit if they are using alcohol, tobacco or other drugs.**

Duration: December/January/February

Essential Questions

- Why do we need to make thoughtful decisions in health related situations?
- How can we be sure the medicine we take is safe and effective?
- What are the causes of using drugs in an unsafe way?
- What are the factors that cause substance abuse?

Enduring Understandings

- Many health-related situations require the application of a thoughtful decision-making process.
- Medicines come in a variety of forms (prescription, over-the-counter, 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.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

NJSLS Comprehensive Health and Physical Education Standards

- **(2.2.4.B.1)** Use the decision-making process when addressing health-related issues.
- **(2.3.4.A.1)** Distinguish between over-the-counter and prescription medicines.
- **(2.3.4.A.2)** Determine possible side effects of common types of medicines.
- **(2.3.4.B.1)** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- **(2.3.4.C.1)** Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

Interdisciplinary Connections

Science

1. Research Alexander Fleming and learn how he discovered the first antibiotic.
2. Ask groups of students to work together to research and design posters illustrating how the body's immune system works to fight off pathogens.

Drama

1. Make a puppet show using refusal skills. Write a script that follows how to say "no".
2. Role play situations they might encounter with tobacco smoke.

Math

1. Make a picture graph surveying yes and no questions such as, "Do you know anyone who has quit smoking?"

Social Studies

1. Write letters to lawmakers to encourage smoke-free environments.

Art

1. Create comic strips showing the different ways to say no to drugs.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

Tier 2 Vocabulary: identify, interpret

Tier 3 Vocabulary: drug, over the counter medication, prescription medicine, side effects, caffeine, inhalants, marijuana, cocaine, refuse, alcohol, nicotine, addiction, tobacco, tar, cancer, bloodstream, alcoholism

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>
- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h5u2.pdf>
- <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/alcohol-tobacco-and-other-drugs-grades-2-3>

21st Century Themes and Skills:

(CRP Standards)

- 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.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP12. Work productively in teams while using cultural global competence.**



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

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



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

<p>Assessments and Performance Tasks</p>	<p>Activities:</p> <p>SLO: 3 Goal: Students will determine effective decision- making strategies that would assist in choices involving alcohol, tobacco, and other drugs</p> <p>Assessment Activity: Students will be placed in groups of three to four students. Each group will brainstorm their own three or four step decision- making process. The students will then demonstrate their decision making process in a role play situation involving the use of alcohol, tobacco, or other drugs. Example of four step process 1. Identify the decision. 2. Explore the alternatives. 3. Evaluate the risks or consequences. 4. Make a decision.</p> <p>SLO: 6 Goal: Students will compare and contrast the short/long term physical and behavioral effects of substance abuse caused by over the counter prescription medication.</p> <p>Assessment Activity: The class will be broken up into two groups. One group will be responsible for the short-term physical and behavioral effects of over the counter and prescription medication abuse and the other for the long-term effects. Each group will brainstorm the effects from previous lessons and present their findings to the entire class.</p> <p>After the findings have been reported all students will be asked the following reflection questions:</p> <ol style="list-style-type: none">1. What are the short-term physical and behavioral dangers of abusing over the counter or prescription medications?2. What are the long-term physical and behavioral dangers of abusing over the counter or prescription medications?



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

3. Which type of medications, over the counter or prescription, do you think pose a greater risk for abuse and addiction?

SLO: 10 Goal: Students will compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.

Assessment Activity: Students will be assigned a short research project, which will compare the effects and consequences of laws, policies, and procedures on those who abuse substances versus those who do not. Students will be given a facet of a law, policy (local, school), or a procedure. The project will be done on a piece of poster board and should contain the law, policy, or procedure, the effect or consequences of breaking them, and how abusing a substance can play a role in the consequences that will be faced.

Rubric:

_____ Information (Project is complete and includes the laws, policies, or procedures and the consequences for substances abusers who break them) 10 points

_____ Presentation (Project is appropriate, and is delivered in an accurate manner) 8 points _____ Total: 18 points

<http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h5u2.pdf>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

SLO: 11 Goal: Students will determine how laws/policies can have an effect on the health of both the smoker and nonsmoker.

Assessment Activity: Students will complete a public service announcement (PSA) concerning how laws/policies about smoking can have an effect on the health of both smokers and nonsmokers. Each student will develop a poster containing a law or policy that governs smoking in the state of New Jersey as well as the effects that these laws may have on the health of both the smoker and the nonsmoker. (i.e. municipal laws regarding smoking on public beaches). Include at least two reasons to educate the public of why the policy or law may have an effect on the health of the smoker and the nonsmoker.

SLO: 14 Goal: Students will summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs and determine how they affect both short and long-term wellness. **Assessment Activity:** Each student is to develop a pamphlet that summarizes the signs and symptoms regarding the abuse of alcohol, tobacco, or other drugs. The pamphlet should include the signs and symptoms of abuse, and how they affect both the short and long term wellness of someone who is abusing them. This will allow students to research and develop a base of knowledge to understand the signs and symptoms of abuse as well as how it affects a person's wellness.

Assessments

- Grade 3: Unit II: Alcohol, Tobacco and Other Drugs Rubric (See Attached)
- See SLO Goals 3,6,10,11,14 above
- Anecdotal Notes



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

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>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

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>