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Cliffside Park Public Schools

GRADE: Fourth

Unit II: Alcohol, Tobacco, and other Drugs

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

Learning Objectives

- To describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.
- To identify the possible side effects that medicines may cause even when used appropriately.
- To discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health.
- To describe situations or environments where second hand smoke could impact the health of nonsmokers.
- To differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences.

Duration: December/January/February

Essential Questions

- Why is thoughtful decision-making required for health-related situations?
- Why should medicine be taken as directed?
- Are there safe ways to use drugs?
- What are the causes of substance abuse?
- What is the impact of second-hand smoke?



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Enduring Understandings

- Many health-related situations require the application of a thoughtful decision-making process.
- 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.
- 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.

NJSLS Comprehensive Health and Physical Education Standards

- **(2.3.4.B.1)** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- **(2.2.4.B.2)** Differentiate between situations when a health-related decision should be made independently or with the help of others.
- **(2.2.4.B.3)** Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- **(2.3.4.A.2)** Determine possible side effects of common types of medicines.
- **(2.3.4.B.2)** Compare the short- and long-term physical effects of all types of tobacco use.
- **(2.3.4.B.4)** Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- **(2.3.4.B.5)** Identify the short- and long- term physical effects of inhaling certain substances.
- **(2.3.4.B.3)** Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- **(2.3.4.C.2)** Differentiate between drug use, abuse, and misuse.
- **(2.3.4.C.3)** Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.



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Interdisciplinary Connections

Art-Make a Drug Poster

Make a poster that shows how using drugs can be harmful to your body. Students will choose one drug and show all the organs it affects.

Language Arts

Write a Script- Students will work in groups and write a script for a talk show about the dangers of smoking. One group member will be the host and the other students in the group will present opposing views about tobacco use.

Tier 2 Vocabulary: develop, design, select, support, compare, contrast, distinguish, examine, question, differentiate, implement, interpret, sketch, classify, describe, explain, recognize, identify, define, analyze, clarify

Tier 3 Vocabulary: misuse, abuse, addiction, medicine, drug, dose, side effects, prescription, prescription medicines, over-the-counter medicines, addiction, expiration date, caffeine, inhalants, illegal drugs, drug user, marijuana, drug dependents, cocaine, peer pressure, self-respect, recovery, tobacco, nicotine, environmental tobacco smoke, alcohol, blood alcohol level, cirrhosis, intoxicated, alcoholism, alcoholic

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.pfizer.com/files/health/medicine_safety/1-1_Medicine_Safety_and_You.pdf
- <http://drugfacts4youngpeople.com/>
- https://www.youtube.com/watch?v=LORfp9_1IY0
- <http://www.cdc.gov/media/dpk/2013/docs/dpk-TIPS-campaign-jamason.pdf>
- <http://www.tobaccofreekids.org/research/factsheets/pdf/0104.pdf>
- http://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/general_facts/
- <http://www.lung.org/stop-smoking/smoking-facts/health-effects-of-secondhand-smoke.html?referrer=https://www.google.com/>
- <http://kidshealth.org/teen/quizzes/medications-quiz.html>
- <http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm220112.htm>
- <http://www.talkaboutrx.org/documents/WarningSigns.pdf>



BOE Approved 5/17

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GRADE: Fourth

<p>21st Century Themes and Skills</p> <p>(CRP Standards)</p>	<p>http://www.state.nj.us/education/cccs/2014/career/9.pdf</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p>8.1 Educational Technology</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <div data-bbox="718 834 2003 1295" 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> <p>Grade Level Bands - K-2</p>



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GRADE: Fourth

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 describe how the decision-making process can be used to avoid substance use, misuse, and abuse when being influenced by others.

Assessment Activity:

- 1). Review decision-making skills from previous lessons.
- 2). Have students work in small groups of 2-3. Students will construct a list of things that may influence an individual's decisions (family, friends, media, etc.)
- 3). Have groups analyze what consequences may come from these influences when making poor choices with alcohol, tobacco, or other drugs.
- 4). Each group will present a "role play" of a situation incorporating decision-making and avoidance skills.
- 5). Wrap up by having each group contribute an idea for what a student might incorporate into their life that may affirm self-esteem and positive decision-making. (i.e. participating in different activities, especially with family, setting health-related goals....)



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fourth

- **SLO: 5 Goal:** Students will identify possible side effects that medicines may cause even when used appropriately.

Assessment Activity:

- 1). Have students work in small groups of 2-3 with a “prescription label” provided by instructor.
- 2). Using laptops, have the students research what prescriptive drug is on the label and list its possible side effects when “taken as directed.”
- 3). When the group work is completed have students discuss how these possible side effects may interfere with an individual’s daily routine (including sleep).
- 4). What consequences might these side effects have on the function of the family?

Resource:http://www.pfizer.com/files/health/medicine_safety/1-1_Medicine_Safety_and_You.pdf
(provides explanation of understanding side effects . Includes a work chart for use in classroom activity)

- **SLO: 8 Goal:** Students will demonstrates understanding of the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one’s health.

Assessment Activity: The short-term effects of alcohol, tobacco and drug use/abuse are more immediate to the function of the body (i.e. heart rate, breathing, confusion, nausea, irritability, loss of sleep, etc.). The long-term effects of alcohol, tobacco, and drug use/abuse occur over a period of time and involve the destruction of the physical and mental state of the body and its organ functions (i.e. liver and kidney disease, brain swelling, paranoia, deterioration of circulatory system, etc.).

- 1). Students will be divided the into four groups Assign each group one of the following: a). alcohol c). prescription drugs b). tobacco d). illicit drugs (including inhalants)
- 2). Each group will be given 12 paper plates and a 24” piece of paper for the “heading” of their group’s assignment. Allow them time for research and discussion (laptops, texts, handouts, etc.) on short and long term effects and consequences of their assigned substance. On each paper plate have them draw or write ONE effect/consequence illustrating if possible. One the BACK of each plate, have each group write SHORT or LONG term.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fourth

3). Along the perimeter walls have each group post their “heading” and beneath it place their paper plates. After completing the plates, have the teacher guide the class through each group’s posting. Students NOT in the group being discussed will try to state if each plate is a SHORT or LONG term effect.

Resource: <http://drugfacts4youngpeople.com/>

- **SLO: 9 Goal:** Students will describe situations and environments where second hand smoke could impact the health of nonsmokers.

Assessment Activity:

1). **View** YOU TUBE VIDEO ON SECOND HAND SMOKE: “SECOND HAND ROSE” (young boy singing to tune of “Second Hand Rose” shows room filling with smoke)

https://www.youtube.com/watch?v=LORfp9_1IY0

2). After viewing the video have the entire class contribute to a discussion on:

A) What went through your mind as you watched the room fill up with smoke as the young boy sang?

B) Can you name one fact about smoking that was in the lyrics of his song?

C) Have you ever been in a situation where you were exposed to secondhand smoke? Describe the overall environment.

D) Using your prior knowledge, what could you have done to correct or avoid your situation?

3). **Wrap up:** Using a 3D or printed model of the respiratory system, have the class trace the entry of “secondhand smoke” into the lungs.

Resources: https://www.youtube.com/watch?v=LORfp9_1IY0

http://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/index.htm%23chil

CDC GRAPHIC INFO POSTER

<http://www.cdc.gov/media/dpk/2013/docs/dpk-TIPS-campaign-jamason.pdf>

FACT SHEET FROM “TOBACCO FREE KIDS.ORG”

<http://www.tobaccofreekids.org/research/factsheets/pdf/0104.pdf>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fourth

http://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/general_facts/
<http://www.lung.org/stop-smoking/smoking-facts/health-effects-of-secondhand-smoke.html?referrer=https://www.google.com/>

- **SLO: 13 Goal:** Students will demonstrate the ability to differentiate between drug use, misuse and abuse and determine factors (prescription use, not following prescribed directions, addiction) and consequences that could potentially occur.

Assessment Activity: Teachers should review the following before the assessment is given.

Using drugs safely by understanding medications and what they do.

What is the difference between a prescriptive and an “over the counter” medication?

How to read prescription labels and follow directions on medication bottles.

Consequences of using or another person’s prescriptions or misusing your own.

How the misuse and abuse of medications may lead to addictions.

Know steps to take in case over the counter or prescription medicines are taken incorrectly.

Misuse: leading to drug poisoning; drugs interacting with one another; not following medical instructions.

Abuse: using prescription medicines in ways NOT intended by the prescribing doctor.

Using for the feelings (high) you get from the drugs.

Addiction: is a persistent, compulsive dependence on a behavior or substance.

* Teachers will need to print out prescription medication labels from internet sources (at least six different ones and photocopy so there are enough for each student to have one).

1). Have students move about the classroom until they have located all of those students who have the SAME prescription label they hold. Students have now “grouped” themselves.

2). Using resource materials (see below for “anatomy of a prescription label”) and internet connections have students analyze information on their label (i.e. what IS the medication and what is its purpose{s}, possible side effects or interactions).



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fourth

3). Have each group make a short summative presentation to include all information the group found. Include effects of misuse and/or abuse of the medication.

4). **Wrap up:** Have students complete the "Medication Quiz" found at:

<http://kidshealth.org/teen/quizzes/medications-quiz.html>

Resources:

<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm220112.htm>

<http://www.talkaboutrx.org/documents/WarningSigns.pdf>

Assessments

- Grade 4: Unit II: Alcohol, Tobacco, and other Drugs Rubric (See Attached)
- See SLO Goals 2,5,8,9,13 above
- 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>



BOE Approved 5/17

Cliffside Park Public Schools

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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>