



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fifth

Unit Name: II: Alcohol, Tobacco and Other Drugs

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

Learning Objectives

- **To determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs.**
- **To compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.**
- **To compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.**
- **To summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term.**

Duration: December/January/February

Essential Questions

- What are the various ways in which medicine is used?
- How can drugs be dangerous and harmful?
- What are the causes of substance abuse?
- What are the consequences and effects of health-related decisions.
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Enduring Understandings

- 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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- Every health-related decision has short and long term consequences and affects the ability to reach health goals.

NJSLS Comprehensive Health and Physical Education Standards

- **(2.2.6.B.1)** Use effective decision-making strategies.
- **(2.3.6.A.1)** Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- **(2.3.6.B.3)** Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

Interdisciplinary Connections

Art/ELA

Design an Anti-Drug Ad: Students work in teams to write, design, and present an advertisement that promotes a drug-free lifestyle

Music

Anti-Drug Rap Music: Students work in teams to write and present anti-drug rap songs.

Language Arts

To Tell or Not to Tell: Have students work in teams to write short plays about a drug dilemma that they might have to face in their own lives. For example, their dramas might be about a friend who begins to abuse drugs. The friend begins to lose interest in school and friends, and becomes more and more dependent on the drug. The protagonist must decide whether or not to tell someone about this drug problem. The play might explore the consequences/effects of the choice.

Letters about Quitting Smoking: Have students write letters that a person who is quitting smoking might write to a close friend. In the letter, the writer should tell how long it has been since quitting tobacco, and describe how he or she feels.



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Social Studies

In the News: Have students look for magazine and newspaper articles about the use of illegal drugs. Discuss what the articles tell you about the negative consequences of using these drugs.

Science

Effects of Alcohol: Have students observe the effects of alcohol by having them take leaves from a living plant. Have them cover one leaf with water and the other leaf in high-proof clear alcohol such as gin or vodka. Ask students to observe what happens to the leaves at one-day intervals over the next three days. What explanations can they offer for these changes?

Math

Figure the Cost: How expensive is it to smoke? Find out how much a pack of cigarettes costs. Then figure out how much a smoker who smokes one pack a day spends in a week, a month, a year.

Tier 2 Vocabulary: determine, compare, summarize, design, present, calculate

Tier 3 Vocabulary: prescription medicines, over-the-counter medicines, side-effects, self-medication, medicine misuse, medicine abuse, drug dependence, withdrawal, withdrawal symptoms, inhalants, addiction, illegal drugs, tolerance, overdose, steroids, cancer, nicotine tobacco, Blood Alcohol Level (BAL), intoxicated, problem drinking, alcoholism, alcoholics



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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>

21st Century Themes and Skills:

(CRP Standards)

CRP1. Act as a responsible and contributing citizen and employee.

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.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.



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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 determine effective decision- making strategies that would assist in choices involving alcohol, tobacco, and other drugs.

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.

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.

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. After the findings have been reported all students will be asked the following reflection questions: 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? 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,



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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>

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.



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Assessments

See above SLO Goal 3,6,11,14 assessments

Grade 5: 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>