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Cliffside Park Public Schools

GRADE: Sixth

II: Alcohol, Tobacco and Other Drugs

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

Learning Objectives

- **To identify and compare information that is contained on the bottle of over the counter and prescription drugs**
- **To examine data on how drugs/alcohol affect decision making the potential for illness, injury, disease, and risky health behaviors.**
- **To demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.**
- **To describe the different stages of alcoholism and drug addiction.**
- **Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.**

Duration: December/January/February

Essential Questions

- **What are the long and short term consequences of health related decisions?**
- **How can we use drugs in a safe and effective way?**
- **What are the causes of substance abuse?**
- **What factors may cause drug abuse?**



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Enduring Understandings

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

- **(2.3.6.A.2)** Compare information found on over-the-counter and prescription medicines.
- **(2.3.6.B.4)** Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- **2.3.6**□□□□□**.B.5)** Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- **2.2.8.B.1)** Predict social situations that may require the use of decision-making skills.
- **(2.3.6.B.4)** Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- **(2.3.6.B.7)** Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Interdisciplinary Connections

Art

Create and effective anti-drug poster

Language Arts/Writing

Create and write a mini-skits on refusal of alcohol



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Tier 2 Vocabulary: determine, compare, predict, analyze, identify, examine, describe, demonstrate, research

Tier 3 Vocabulary: medicine, prescription medicines, dosage, drug dependence, addiction, withdrawal, tolerance, stimulant, amphetamine, depressant, cannabis, narcotics, inhalants, hallucinogens, alcoholism, blood alcohol level, carbon monoxide, cirrhosis, nicotine, tobacco

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/h6u2.pdf>
- <http://www.consumerreports.org/health/best-buy-drugs/prescription-labels/bottle-pictures/index.htm>
- <http://www.womenshealth.gov/aging/drugs-alternative-medicine/how-to-read-drug-labels.html>
- <http://www.cdc.gov/injectionsafety/>

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

8.1 Educational Technology

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



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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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<p>Assessments and Performance Tasks</p>	<p>Activities</p> <p>SLO: 1 Assessment Activity: Place students in groups and give each several medicine labels (OTC and Prescription). http://www.consumerreports.org/health/best-buy-drugs/prescription-labels/bottle-pictures/index.htm http://www.womenshealth.gov/aging/drugs-alternative-medicine/how-to-read-drug-labels.html As a class, discuss the information one can gather from reading the packaging. The students should be able to answer the following questions: <ol style="list-style-type: none">1. What is the medication used for? What is the correct dosage?2. Are there differences in dosages for ages? Why or why not?3. How many times a day can you take this medication?4. How, why, and when do you stop taking the medication (restrictions, interactions)?</p> <p>SLO: 4 & 5 Assessment Activity: The importance of refusal skills and recognition of risky behaviors <ol style="list-style-type: none">1. Place the six categories of risk behaviors identified by CDC on large raindrops. http://www.cdc.gov/healthyyouth/data/yrbs/index.htm2. Place the six criteria for the Responsible Decision Making Model on large construction strips.3. Have two students in front of the class who state that they preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making.</p>
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4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions. Research the relationship between injected drug use and disease such as HIV/AIDS and hepatitis 11 Displays little or no understanding of the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding through researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding of researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis and the health issues they cause
5. Have each student role play Resistance Skills that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects & consequences) and protect themselves from the raindrops.

SLO: 8

Assessment Activity

Alcoholism/addiction definition and stages The student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.



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SLO: 11

Assessment Activity

Debate Have students form groups. Have groups research and develop arguments for each side of the following question. Should people addicted to drugs have access to clean needles? (Clinic, pharmacy, with or without prescription) The groups must be prepared to give research- based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not).

<http://www.cdc.gov/injectionsafety/>

Assessments

See above SLO Goal 1, 4, 5, 8, 11 Assessments

Grade 6: 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>