

Winslow Township School District

Grade 1

Unit 7: Alcohol, Tobacco, Drugs and Dependency

Overview: Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects.

| Overview | Standards for Nutrition | Unit Focus | Essential Questions |
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| Unit 7: Alcohol, Tobacco, Drugs and Dependency | <ul style="list-style-type: none"> • 2.3.2.ATD.1 • 2.3.2.ATD. 2 • 2.3.2.ATD.3 • 2.3.2.DSDT.1 • 2.3.2.DSDT.2 • WIDA1 | <ul style="list-style-type: none"> • Students will explain how personal growth and development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. • Students will explain human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. | <ul style="list-style-type: none"> • How does the use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health. • How can we recognize dangerous substances? • What are early warning signs someone is abusing drugs? • What is the difference between a prescription drug and an over the counter drug? • Why is it important not to take anyone else's medication? • What can someone do if they or family member has a problem? |
| Unit : 7 Enduring Understandings | <ul style="list-style-type: none"> • The effects that drugs have on a person body and how decisions can impact them. • Alcohol and other drugs used refer to all types of legal and illicit drugs. • Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. • There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. • Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community. | | |

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| Curriculum Unit 7 | Standards | | Pacing | |
|----------------------|------------------------------------|--|--------|------------|
| | | | Week | Unit Weeks |
| | 2.3.2.ATD.1 | Explain what medicines are, how they are used, and the importance of utilizing medications properly. | .5 | 4 |
| | 2.3.2.ATD.2 | Identify ways in which drugs, including some medicines, can be harmful. | .5 | |
| | 2.3.2.ATD.3 | Explain effects of tobacco use on personal hygiene, health, and safety. | 1 | |
| | 2.3.2.DSDT.1 | Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. | .5 | |
| | 2.3.2.DSDT.2 | Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. | .5 | |
| | Assessment, Re-teach and Extension | | 1 | |

Health Curriculum – Grade 1 – Unit 7 Alcohol, Tobacco, Drugs and
Dependency

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| Unit 7 Grade 1 | | |
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| Core Idea | Indicator # | Performance Expectations |
| The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. | 2.3.2.ATD.1 | Explain what medicines are, how they are used, and the importance of utilizing medications properly. |
| | 2.3.2.ATD.2 | Identify ways in which drugs, including some medicines, can be harmful. |
| Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways. | 2.3.2.ATD.3 | Explain effects of tobacco use on personal hygiene, health, and safety. |
| Substance abuse is caused by a variety of factors. | 2.3.2.DSDT.1 | Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. |
| There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. | 2.3.2.DSDT.2 | Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. |

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| Unit 7 Grade 1 | |
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| Assessment Plan | |
| Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards | Alternative Assessments: <ul style="list-style-type: none"> • Quizzes/homework/teacher observation/projects |
| Resources | Activities |
| <ul style="list-style-type: none"> • Drawing related to topics or content • Entrance or Exit cards • Game Activities • Informational surveys/Questionnaires/Inventories • Initiating Activities • Interest Survey • KWL charts and other graphic organizers • Open-ended Questioning • Picture Interpretation • Prediction • Self-evaluations • Student demonstrations and discussions • Student products and work samples • Table Top discussions | 2.3.2.ATD.1 <ul style="list-style-type: none"> • Define the term medicine. • Give 2 examples of a medicine. • SW explain the importance of using medicines properly. 2.3.2.ATD.2 <ul style="list-style-type: none"> • SW explain how medicines and some drugs can be harmful 2.3.2.ATD.3 <ul style="list-style-type: none"> • SW brainstorm how tobacco can be harmful to your personal hygiene. • Make a list of potential health problems associated with tobacco use. • How can safety be affected by the use of tobacco? |

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| <ul style="list-style-type: none"> • Teacher observation/checklist • Teacher prepared pretest • Content Surveys • Anticipatory Chart • Quick Write • Popcorn Sharing • Admit Slip • Response Card <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p> | <p>2.3.2.DSDT.1</p> <ul style="list-style-type: none"> • SW understand e that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. <p>2.3.2.DSDT.2</p> <ul style="list-style-type: none"> • Brainstorm where individuals who abuse alcohol, tobacco, and other drugs can get help. |
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| Instructional Best Practices and Exemplars |
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| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grade 1 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in health practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- ❖ [Gifted Programming Standards](#)
- ❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- ❖ [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.4: Make predictions based on data using charts or graphs.