

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Course Title: HEALTH & PHYSICAL EDUCATION**

**Grade Level: 3 - 2.3**

<b>Medicines</b>	<b>1 Week</b>
<b>Alcohol, Tobacco, and Other Drugs</b>	<b>3 Weeks</b>
<b>Chemical Dependency/Addiction</b>	<b>2 Weeks</b>
<b>Unit Plan 4</b>	<b>Pacing Guide</b>
<b>Unit Plan 5</b>	<b>Pacing Guide</b>
<b>Unit Plan 6</b>	<b>Pacing Guide</b>

**Date Created: 07/11/2012**

**Board Approved on: 9/19/12**

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM  
Unit Overview**

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand: A. Medicines</b>		
<p><b>Summary:</b> 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.</p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21<sup>st</sup> century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p>		
<b>Learning Targets</b>		
<b>Content Standards:</b> 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
<b>Number</b>	<b>Common Core Standard for Mastery</b>	
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.	
<b>Number</b>	<b>Common Core Standard for Introduction</b>	
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.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How can you distinguish between over-the-counter and prescription medicines?</li> <li>• What are the possible side effects of common types of medicines?</li> </ul>		<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• There are differences between over-the-counter and prescription medicines.</li> <li>• The possible side effects of common types of medicines.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• How to distinguish between over-the-counter and prescription medicines.</li> <li>• How to determine the possible side effects of common types of medicines.</li> </ul>		<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Distinguish between over-the-counter and prescription medicines.</li> <li>• Determine possible side effects of common types of medicines.</li> </ul>

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## Evidence of Learning

### **Formative Assessments**

- Teacher observation
- Student participation
- Checklist
- Rubric
- Verbal question and answer

### **Summative Assessments**

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

### **Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learners multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

### **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

*Ready-to-Use PE Activities K-6* Landy & Landy  
*Physical Education Curriculum Activities Kit K-6* Wheeler & Spilker  
*Elementary Teacher's Handbook of Indoor and Outdoor Games* Kamiya  
*Health Promotion Wave Kit*  
*Here's Looking at You 2000*  
*NJ Comprehensive Health & PE Curriculum Framework*  
*Sunburst Building Character Kit*  
*NJCCCS*

### **Teacher Notes:**

See Teacher Notes in Unit 1 of Standard 2.1

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## OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

### Unit Overview

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand: B. Alcohol, Tobacco, and Other Drugs</b>		
<b>Summary:</b> Use of drugs in unsafe ways is dangerous and harmful.		
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science		
<b>21<sup>st</sup> century themes:</b> 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture		
<b>Learning Targets</b>		
<b>Content Standards</b>		
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
<b>Number</b>	<b>Common Core Standard for Mastery</b>	
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.	
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	
<b>Number</b>	<b>Common Core Standard for Introduction</b>	
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.	
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Why is it illegal to use or possess certain drugs/substances and what are the possible consequences?</li> <li>• What are the short- and long-term physical effects of all types of tobacco use?</li> <li>• What are the specific environments where second-hand/passive smoke may impact the wellness of nonsmokers?</li> </ul>		<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• It is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• There are short- and long-term physical effects of all types of tobacco use.</li> <li>• That there are specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.</li> </ul>
<b>Unit Objectives</b>		<b>Unit Objectives</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Why it is illegal to use or possess certain</li> </ul>		<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain why it is illegal to use or possess certain</li> </ul>

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<p>drugs/substances and the possible consequences.</p> <ul style="list-style-type: none"> <li>• How to compare the short- and long-term physical effects of all types of tobacco use.</li> <li>• How to identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</li> </ul>	<p>drugs/substances and the possible consequences.</p> <ul style="list-style-type: none"> <li>• Compare the short- and long-term physical effects of all types of tobacco use.</li> <li>• Identify specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.</li> </ul>
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Evidence of Learning
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Verbal question and answer</li> </ul>
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Rubric score</li> <li>• Verbal question and answer</li> </ul>
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Follow all IEP modifications/504 plan</li> <li>• Shorter assignments when needed.</li> <li>• Use of concrete examples before beginning activity.</li> <li>• Cue student by stating name before asking a question, or speaking to them.</li> <li>• Use of preferential seating.</li> <li>• Provide opportunity for movement.</li> <li>• Provide student with cool off location.</li> <li>• Allow for additional time for written work as well as to comprehend and master skill introduced.</li> <li>• Assign student a peer tutor/partner learner when necessary.</li> <li>• Keep in mind learners multi sensory, visual, and auditory style.</li> <li>• Provide variety of size manipulatives to accommodate student needs.</li> <li>• Provide extra worksheets for students who exceed given assignment.</li> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.</li> </ul>
<p><b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>  <i>Ready-to-Use PE Activities K-6</i> Landy &amp; Landy  <i>Physical Education Curriculum Activities Kit K-6</i> Wheeler &amp; Spilker  <i>Elementary Teacher's Handbook of Indoor and Outdoor Games</i> Kamiya</p>

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Health Promotion Wave Kit  
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**Teacher Notes:**

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.3 for College and Career Readiness Standard

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM**

**Unit Overview**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Grade: 3**

**Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

**Strand: C. Chemical Dependency/Addiction**

**Summary:** Substance abuse is caused by a variety of factors.

**Primary interdisciplinary connections:** Mathematics, Language Arts Literacy, Science

**21<sup>st</sup> century themes:** 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

**Learning Targets**

**Content Standards**

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**Number**

**Common Core Standard for Mastery**

2.3.4.C.1

Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

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.

**Number**

**Common Core Standard for Introduction**

2.3.4.C.1

Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

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.

**Unit Essential Questions**

- What signs might a person have if they have alcohol, tobacco, and/or drug use problem?

**Unit Enduring Understandings**

*Students will understand that...*

- There are signs that a person might show if they have alcohol, tobacco, and/or drug use problem.

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<ul style="list-style-type: none"> <li>• How can you differentiate between drug use, abuse, and misuse?</li> <li>• How can advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs?</li> </ul>	<ul style="list-style-type: none"> <li>• There are differences between drug use, abuse, and misuse.</li> <li>• Advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• How to differentiate between drug use, abuse, and misuse.</li> <li>• How advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• Differentiate between drug use, abuse, and misuse.</li> <li>• Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</li> </ul>

Evidence of Learning
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