

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Course Title: HEALTH & PHYSICAL EDUCATION**

**Grade Level: 5 - 2.3**

<b>Medicines</b>	1 Week
<b>Alcohol, Tobacco, and Other Drugs</b>	3 Weeks
<b>Chemical Dependency/Addition</b>	2 Weeks

**Date Created: 07/12/2012**

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

## OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

### Unit Overview

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>	<b>Grade: 5</b>
<b>Standard:</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>Strand: A. Medicines</b>	
<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.	
<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>	
<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	
Learning Targets	
<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.	
Number	Common Core Standard for Mastery
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.A.2	Compare information found on over-the-counter and prescription medicines.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How can you 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?</li> <li>• What is the difference between over-the-counter and prescription medications medicines?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• There are short- and long-term effects that have potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</li> <li>• How to compare information found on over-the-counter and prescription medicines.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i>	<b>Unit Objectives</b> <i>Students will be able to...</i>

<ul style="list-style-type: none"> <li>• How to 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.</li> <li>• How to compare information found on over-the-counter and prescription medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• 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. Explain why medicines should be administered as directed.</li> <li>• Compare information found on over-the-counter and prescription medicines.</li> </ul>
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**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM**  
Evidence of Learning

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Verbal question and answer</li> </ul>

<b>Summative Assessments</b>
<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>

<b>Modifications (ELLs, Special Education, Gifted and Talented)</b>
<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 learner’s 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 manipulative that will challenge the skill being taught to other students.</li> </ul>

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

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

*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*

**Teacher Notes:**

See Teacher Notes Section in Unit 1 of Standard 2.1

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM**

**Unit Overview**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Grade: 5**

**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: B. Alcohol, Tobacco, and Other Drugs**

**Summary:** There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.

**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**

2.3.6.B.1

Explain the system of drug classification and why it is useful in preventing substance abuse.

2.3.6.B.2

Relate tobacco use and the incidence of disease.

2.3.6.B.3

Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you classify system of drug and why it is useful in preventing substance abuse?</li> <li>• How can you relate tobacco use and the incidence of disease?</li> <li>• How can you compare the effect of laws, policies, and procedures on smokers and nonsmokers?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Each system of drug classification and why it is useful in preventing substance abuse.</li> <li>• How tobacco use is related to the incidence of disease.</li> <li>• Policies and procedures on smokers and nonsmokers are affected by laws.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to explain the system of drug classification and why it is useful in preventing substance abuse.</li> <li>• How to relate tobacco use and the incidence of disease.</li> <li>• How to compare the effect of laws, policies, and procedures on smokers and nonsmokers.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain the system of drug classification and why it is useful in preventing substance abuse.</li> <li>• Relate tobacco use and the incidence of disease</li> <li>• Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</li> </ul>

<p style="text-align: center;"><b>OCEAN COUNTY HEALTH &amp; PHYSICAL EDUCATION CURRICULUM</b> Evidence of Learning</p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</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 learner’s multi sensory, visual, and auditory style.</li> </ul>	

- 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 manipulative that will challenge the skill being taught to other students.

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*NJ Comprehensive Health & PE Curriculum Framework*  
*Sunburst Building Character Kit*

**Teacher Notes:**

See Teacher Notes Section in Unit 1 of Standard 2.1  
 See Summary Section in Unit 1 of Standard 2.3 for Career and College Readiness Standard

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 Evidence of Learning

**Content Area: HEALTH & PHYSICAL EDUCATION**  
**Grade: 5**

**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.	
<b>Number</b>	<b>Common Core Standard for Mastery</b>
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self esteem, genetics, and poor role models.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you recognize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction?</li> <li>• How can you explain how wellness is affected during the stages of drug dependency/addiction?</li> <li>• How can you determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</li> <li>• How wellness is affected during the stages of drug dependency/addiction.</li> <li>• The extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• How to summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</li> <li>• How to explain how wellness is affected during the stages of drug dependency/addiction.</li> <li>• How to determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</li> <li>• Explain how wellness is affected during the stages of drug dependency/addiction.</li> <li>• Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</li> </ul>

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**Evidence of Learning**

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