



BOE Approved 5/15

Cliffside Park Public Schools

GRADE: 10

Subject: Health

Unit Name: Drivers Education			
Duration: Marking Period 2		Nine weeks	
Essential Questions:	What types of skills should a student possess entering this course?	What are the major differences between a child safety seat and the New Jersey Seat Belt Law?	What are the different shapes and colors of street signs and how do they differ from each other?
	What are the steps needed to complete in order to gain a basic driver's license?	Why is it important for someone to wear his/her seatbelt under the age of 18?	How can a space cushion/following distance improve driver's skills to be a defensive driver?
	Why is the GDL a good system to have in place?	How can hand signals help one become a defensive driver?	How can the 2 sec rule improve a driver's skill to maintain the car's speed?
	Why is the Implied Consent Law important to maintain safe roadways?	Should New Jersey lower the legal age for drinking and should the state also adjust the legal limit for a person's BAC?	Why must a driver use the hand over hand method when steering a car properly?
	What is the importance of a point system and should the State adjust the scale?	Why is it important to understand the right hand rule?	Before 1995 drivers held the steering wheel at 10/2 now the correct way is 9/3 why is that? Why is it important for a driver to yield to the person on his/her right at a 4 way intersection?
		Why is a defensive driver more likely to avoid accidents on city driving?	Why is it important for a driver to only use 1 hand when backing a car in a straight line?
	How is riding a bike similar to driving a car?		



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Enduring Understandings:

- Students will be able to apply which age is appropriate with each step of the GDL -

Students will be able to understand and use the certain types of restrictions that come with each step of the GDL.

- Students will be able to understand the difference between a child seat and an infant seat. - Students will be able to apply all types for hand signals when communicating with others on the road.

- Students will be able to understand when to apply a directional so that it is used in the appropriate distance

- Students will be able to understand the ability to maintain a safe following distance.

- Students will be able to apply the knowledge of what a 2 sec rule so that the driver can become more of a defensive driver.

- Students will be able interpret the different types of signs and road markings. Students will be able to turn a car into the proper line, turning into the lane they turn out of.

Students will be able to apply the proper skill need to drive a car in reverse.

Students will be able to understand the importance of turning the wheel using proper method.

Students will be able to apply the step needed to perform a 3 point turn.

Students will understand the penalties of the point system.

- Students will understand how to take points off their license

- Students will learn the importance of driving in a healthy and sober manner.

Students will interpret the difference between a DUI and a DWI. Students will understand and learn the consequence for a DUI/DWI.

Students will be able to understand how alcohol affects a person's body and how it can and will affect a person's driving ability.

Students will be able to understand and apply the right hand rule at Students will be able to interpret the right of way rule in city driving as well as highway driving

Students will be able to understand how to maintain speed driving uphill and downhill.

Relevant Standards:



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STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

STANDARD 9.1.12 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

STANDARD 9.2.12(Consumer, Family, and Life Skills) All students will demonstrate critical life skills

Interdisciplinary Connections: ELA, Math, Science, Social Studies

SCIENCE: LS1A Structure & Function

2.3A Medicine

2.3B Alcohol, Tobacco & Other Drugs

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

2.3B Alcohol, Tobacco & Other Drugs

2.4B Sexuality



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2.4C Pregnancy & Parenting

SCIENCE: LS1C Organization for Matter & Energy Flow in Organisms

2.1B Nutrition

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, (2.2E) health services and (2.4A) relationships.

LANGUAGE ARTS LITERACY

Students in physical education and health classrooms are provided with the opportunity to address CCSS in literacy, specifically “Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects” with a focus on analysis of non-fiction text and writing.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6



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Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.

Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize



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Tier 3 Vocabulary				
Core Instructional Materials/Resources/Digital Tools:				
21 st Century Themes and Skills: (CRP Standards)		<u>To apply the standards that apply copy and paste from the link.</u> 12 Career Ready Practices follow the link below. 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 research strategies. CRP8. Utilize critical thinking to make sense of problems http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf		
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computation		http://www.state.nj.us/education/cccs/2014/tech/8.pdf <div style="border: 1px solid black; padding: 5px;">Select and use applications effectively and productively. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that</div>		



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<p>related area for review. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results</p>

Assessments and Performance Tasks:

<p>Pre-assessment Worksheets Class Discussion Homework</p>
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<p>Quizzes Tests Lecture Projects Presentations Reports</p>

<p>Research Papers Q and A Interviews Notebooks Observations Portfolios</p>
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p>



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<p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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		<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and</p>
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		<p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p>	<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>
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		<p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>	<p>Establish procedures for accommodations / modifications for assessments.</p>
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