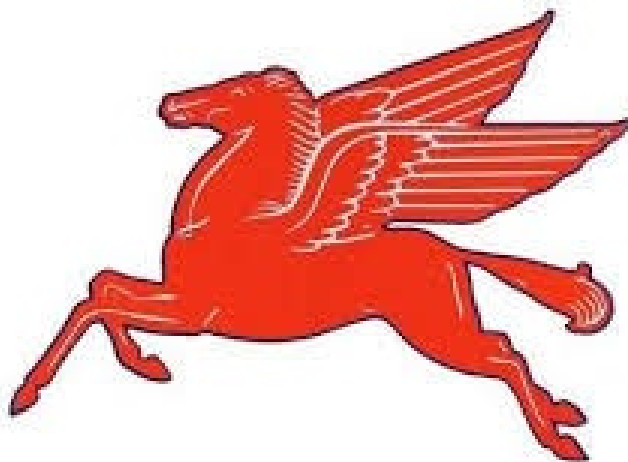


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**Driver's Ed- Grade 10**

**UPDATED 2022**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

# Table of Contents

*Paulsboro Public Schools Administration and Board of Education*

*Paulsboro Public Schools Mission Statement*

*Definitions*

*Pacing Guide*

*Standards/Objectives/Essential  
Questions/Assessments/Enduring  
understandings/Resources/Modifications*

# Paulsboro Public Schools

*Superintendent, Dr. Roy Dawson, III*

## *Board of Education*

Mr. Marvin E. Hamilton, President

Mrs. Danielle Scott, Vice President

Mrs. Theresa Cooper

Mr. Robert Davis

Ms. Kyana Evans

Mr. Joseph Lisa

\*Mrs. Roseanne Lombardo

Mr. George Johnson

Mr. Markee Robinson

Ms. Tyesha Scott

\*Greenwich Township board of Education Representative

## *District Administration*

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment

Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mrs. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2022-2023)

<b>TOPIC</b>	<b># OF DAYS</b>	<b>DATES</b>	<b>COMMENTS</b>
1 – License, Rules, Safety	14		<i>Focus On Understanding / Knowing</i>
2 – Being a Responsible Driver	15		<i>Focus On Understanding / Knowing</i>
3 – Legal Responsibilities of Driving	14		<i>Focus On Understanding / Knowing / Preforming</i>

## Focus Standard: License, Rules and Safety

<p><b>NJSLS - HPE</b></p> <p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.</p> <p>HPE.2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>HPE.2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>HPE.2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>HPE.2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p><b>Related Interdisciplinary Standards:</b></p> <p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP.K-12.CRP11 Use technology to enhance productivity.</p> <p>CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP.K-12.CRP1 Act as a responsible and</p>	<b>Critical Knowledge and Skills</b>	
	<b>Concept(s)/Core Idea:</b> License, Rules & Safety	
	<b>Students are able to (performance expectations):</b>	<b>Learning Goal(s)/Activity:</b>
	<ol style="list-style-type: none"> <li>1. Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</li> <li>2. Understand the age requirements for obtaining a student permit, provisional license and basic license.</li> <li>3. Learn the basic skills for operating a motor vehicle.</li> <li>4. Understand the NJ seatbelt law, child restraints and airbags.</li> <li>5. Describe the process for being an organ donor.</li> </ol>	<p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	<b>Formative/Summative Assessments</b>	<b>Primary &amp; Supplementary Resources</b>
	<p><b><i>FORMATIVE:</i></b> Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><b><i>SUMMATIVE:</i></b> Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

contributing citizen and employee.  
CRP.K-12.CRP6 Demonstrate  
creativity and innovation.

**MODIFICATIONS:**

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

*IEPs*

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

*504s*

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

## Focus Standard Being a Responsible Driver

NJSLS - HPE	Critical Knowledge and Skills	
<p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.</p> <p>HPE.2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>HPE.2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>HPE.2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>HPE.2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p>	<b>Concept(s)/Core Idea:</b> Being a Responsible Driver	
	<b>Students are able to (performance expectations):</b>	<b>Learning Goal(s)/Activity:</b>
	<ol style="list-style-type: none"> <li>1. Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> <li>2. Learn about the point system, moving violations, and the consequences of driving under the influence and other motor infractions.</li> <li>3. List the requirements you may be asked to complete the road test and what could cause you to fail the road test.</li> <li>4. What is the age and weight limit for a child restraint system?</li> <li>5. Why are seatbelts so important and what is their main purpose?</li> <li>6. Explain the correct procedure of entering and starting a car.</li> <li>7. Why do you need to check the inside and outside of your motor vehicle?</li> </ol>	<p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>



Related Interdisciplinary Standards:	Formative/Summative Assessments	Primary & Supplementary Resources
<p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP.K-12.CRP11 Use technology to enhance productivity.</p> <p>CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP.K-12.CRP6 Demonstrate creativity and innovation.</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Offer extra work</li> <li>- Provide more challenging assignments</li> </ul> <p>Students with Disabilities:</p> <p><i>IEPs</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul>	<p><b>FORMATIVE:</b> Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><b>SUMMATIVE:</b> Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
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- *Offer extra resources as needed*

## Focus Standard Legal Responsibilities in Driving

<p><b>NJSLS - HPE</b></p> <p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.</p> <p>HPE.2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>HPE.2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>HPE.2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>HPE.2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p><b>Related Interdisciplinary Standards:</b> CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<b>Critical Knowledge and Skills</b>	
	<b>Concept(s)/Core Idea:</b> Legal Responsibilities Driving	
	<b>Students are able to (performance activity):</b>	<b>Learning Goal(s)/Activity:</b>
	<ol style="list-style-type: none"> <li>1. Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>2. Gain an understanding of the driving rules, regulations including but not limited to cell phones, right of way, speed limits and headlights.</li> <li>3. Students learn about the point system, moving violations, and the consequences of driving under the influence and other motor infractions.</li> </ol>	<p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	<b>Formative/Summative Assessments</b>	<b>Primary &amp; Supplementary Resources</b>
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CRP.K-12.CRP11 Use technology to enhance productivity.  
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.  
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<ul style="list-style-type: none"><li>- <i>Simplify instructions</i></li><li>- <i>Provide translated assignments</i></li><li>- <i>Provide extra time for assignments / assessments</i></li><li>- <i>Offer extra resources as needed</i></li></ul>		
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