# 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

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## **Paulsboro Public Schools**

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# **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)

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

Focus Stan	dard: License, Rules and S	Safety
NJSLS - HPE	Critical Knowledge	
HPE.2.1.12.D.1 Determine the	Concept(s)/Core Idea: License, Rules & Saftey	
causes and outcomes of	Students are able to (performance	Learning Goal(s)/Activity:
intentional and unintentional	expectations):	
injuries in adolescents and young	1. Summarize New Jersey	Consideration of the short-
adults and propose prevention	motor vehicle laws and	and long-term impact of
strategies.	regulations, Safe Stops,	decisions can assist
HPE.2.2.12.D.1 Plan and	and determine their	individuals in determining
implement an advocacy strategy	impact on health and	whether a choice is likely
to stimulate action on a state,	safety (e.g., organ/tissue	to result in healthy or
national, or global health issue,	donation, traffic safety,	unhealthy consequences
including but not limited to,	avoid driving distractors,	
organ/tissue donation.	seatbelt use, the use of	Worksheets
HPE.2.1.12.D.3 Analyze the	hand-held devices).	Group Work
relationship between alcohol and	2. Understand the age	Projects
drug use and the incidence of	requirements for	Video Clips
motor vehicle crashes.	obtaining a student	Quizzes
HPE.2.1.12.D.4 Develop a rationale	permit, provisional license	Tests
to persuade peers to comply with	and basic license.	
traffic safety laws and avoid	3. Learn the basic skills for	
driving distractors.	operating a motor vehicle.	
HPE.2.2.12.B.1 Predict the short-	4. Understand the NJ	
and long-term consequences of	seatbelt law, child	
good and poor decision-making on	restraints and airbags.	
oneself, friends, family, and	5. Describe the process for	
others. HPE.2.1.12.D.5 Summarize New	being an organ donor.	
Jersey motor vehicle laws and		
regulations and determine their		
impact on health and safety (e.g.,		
organ/tissue donation, seatbelt	Formative/Summative Assessments	Primary & Supplementary
use, and the use of hand-held	Formative, Summative Assessments	Resources
devices).	FORMATIVE:	Chromebooks
	Do now's, exit tickets, classwork,	Textbooks
<b>Related Interdisciplinary Standards:</b>	homework, & quizzes	Worksheets
,,,,	SUMMATIVE:	Quizzes
CRP.K-12.CRP5 Consider the	Unit tests	Tests
environmental, social and		Video clips
economic impacts of decisions.		Diagrams
CRP.K-12.CRP11 Use technology to		Visual Props
enhance productivity. CRP.K-		
12.CRP8 Utilize critical thinking to		
make sense of problems and		
persevere in solving them. CRP.K-		
12.CRP1 Act as a responsible and		

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	
- Modified lexibooks of alidio-video materials.	
-Behavior management support.	
- Adjusted class schedules or	
grading. Verhal testing	
- 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	
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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	e and Skills
	Concept(s)/Core Idea:	
HPE.2.1.12.D.1 Determine the	Being a Responsible Driver	
causes and outcomes of	Students are able to (performance	Learning Goal(s)/Activity:
intentional and unintentional	expectations):	
injuries in adolescents and young	1. Investigate the	Consideration of the short-
adults and propose prevention	relationship between	and long-term impact of
strategies.	alcohol, drug use, and	decisions can assist
HPE.2.2.12.D.1 Plan and	motor vehicle crashes	individuals in determining
implement an advocacy strategy	and analyze the short-	whether a choice is likely
to stimulate action on a state,	and long-term	to result in healthy or
national, or global health issue,	consequences of	unhealthy consequences
including but not limited to,	these actions.	
organ/tissue donation.	2. Learn about the point	Worksheets
HPE.2.1.12.C.2 Develop strategies	system, moving	Group Work
that will impact local, state,	violations, and the	Projects
national, and international public	consequences of	Video Clips
health efforts to prevent and	driving under the	Quizzes
control diseases and health	influence and other motor infractions.	Tests
conditions.		
HPE.2.1.12.D.3 Analyze the	3. List the requirements	
relationship between alcohol and	you may be asked to complete the road	
drug use and the incidence of	test and what could	
motor vehicle crashes.		
HPE.2.1.12.D.4 Develop a rationale	cause you to fail the road test.	
to persuade peers to comply with	4. What is the age and	
traffic safety laws and avoid	weight limit for a child	
driving distractors.	restraint system?	
HPE.2.2.12.B.1 Predict the short-	5. Why are seatbelts so	
and long-term consequences of	important and what is	
good and poor decision-making on	their main purpose?	
oneself, friends, family, and others.	6. Explain the correct	
	procedure of entering	
HPE.2.1.12.D.5 Summarize New	and starting a car.	
Jersey motor vehicle laws and	7. Why do you need to	
regulations and determine their impact on health and safety (e.g.,	check the inside and	
organ/tissue donation, seatbelt	outside of your motor	
use, and the use of hand-held	vehicle?	
devices).		

Related Interdisciplinary Standards:	Formative/Summative Assessments	Primary & Supplementary Resources
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions. 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. CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee. CRP.K-12.CRP6 Demonstrate creativity and innovation.	<i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes <i>SUMMATIVE:</i> Unit tests	Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props
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		
<ul> <li>504s</li> <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>		

English Language Learners:	
- Modeling and using	
- Modeling and using	
gestures to aid in	
understanding.	
- Simplify instructions	
- Provide translated	
assignments	
- Provide extra time for	
assignments / assessments	
- Offer extra resources as	
needed	
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## Focus Standard Legal Responsibilites in Driving

NJSLS - HPE	Critical Knowledge	e and Skills
	Concept(s)/Core Idea:	
HPE.2.1.12.D.1 Determine the	Legal Responsibilities Driving	
causes and outcomes of		
intentional and unintentional	Students are able to (performance	Learning Goal(s)/Activity:
injuries in adolescents and young	activity):	
adults and propose prevention	1. Apply a thoughtful	Consideration of the short-
strategies.	decision-making process	and long-term impact of
HPE.2.2.12.D.1 Plan and	to evaluate situations and	decisions can assist
implement an advocacy strategy	influences that could lead	individuals in determining
to stimulate action on a state,	to healthy or unhealthy	whether a choice is likely
national, or global health issue,	consequences (e.g., peers,	to result in healthy or
including but not limited to,	media).	unhealthy consequences
organ/tissue donation.	2. Gain an understanding of	Worksheets
HPE.2.1.12.C.2 Develop strategies	the driving rules,	Group Work
that will impact local, state,	regulations including but	Projects
national, and international public	not limited to cell phones,	Video Clips
health efforts to prevent and	right of way, speed limits	Quizzes
control diseases and health	and headlights. 3. Students learn about the	Tests
conditions.		
HPE.2.1.12.D.3 Analyze the	point system, moving	
relationship between alcohol and	violations, and the consequences of driving	
drug use and the incidence of	under the influence and	
motor vehicle crashes.	other motor infractions.	
HPE.2.1.12.D.4 Develop a rationale		
to persuade peers to comply with		
traffic safety laws and avoid	Formative/Summative Assessments	Primary & Supplementary
driving distractors. HPE.2.2.12.B.1 Predict the short-	Formative Juminative Assessments	Resources
and long-term consequences of	FORMATIVE:	Chromebooks
good and poor decision-making on	Do now's, exit tickets, classwork,	Textbooks
oneself, friends, family, and	homework, & quizzes	Worksheets
others.	SUMMATIVE:	Quizzes
HPE.2.1.12.D.5 Summarize New	Unit tests	Tests
Jersey motor vehicle laws and		Video clips
regulations and determine their		Diagrams
impact on health and safety (e.g.,		Visual Props
organ/tissue donation, seatbelt		
use, and the use of hand-held		
devices).		
Related Interdisciplinary Standards: CRP.K-12.CRP5 Consider the		
environmental, social and economic		
impacts of decisions.		

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.	
CRP.K-12.CRP1 Act as a	
responsible and 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	
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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	
U U	
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		