



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 10

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
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Michelle Calas
School Business Administrator/
Board Secretary
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

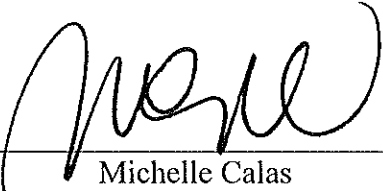
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health **Grade Level:** 10 **Unit Title:** Driver Education

Unit Summary: All students will acquire knowledge about the S.I.P.D.E, and apply these concepts to support driver awareness as per New Jersey state driver regulations. Students will develop the ability to have a sequential plan for highway driving applying all New Jersey driver rules/regulations.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Career Readiness (Standard 9): 9.4- Key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Unit Rationale: It is necessary for students to recognize the characteristics of safe driving, state laws, and vehicle compliance regulations in order to support driver safety.

Learning Targets

Standards:

2.1 Personal and Mental Health

2.3 Safety

Statutes:

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Organ Donation: information relative to organ donation to be given to students in grades 9 through 12 (N.J.S.A. 18A:7F-4.3)

Core Ideas:

2.1 Community Health Services and Support

Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues

2.3 Personal Safety

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.

PE#:	Performance Expectations
2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health social issues (e.g., hunger, clean water, organ/tissue donation)
2.3.12.PS3	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 distractions, seatbelt use, the use of hand-held devices)
2.3.12.PS4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.



Unit Essential Questions:

- Search/Scan.Identify.Predict.Decide.Execute (SIPDE) process leads to compliance with safety law?
- What strategies can be used to avoid distractions while driving?
- What effect can risk taking have on you and other drivers?

Unit Enduring Understandings:

- Risk involved with distracted driving.
- Strategies to avoid risk when driving.
- Safety measures involved with S.I.P.D.E.

Unit Learning Targets:

Students will....

- Be able to develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions while driving.
- Be able to connect drug abuse to the incidence of drug-related injury, illness, and death.
- Be able to analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- Predict the societal impact of substance abuse on the individual, family, and community.



Evidence of Learning

Summative Assessment: Chapter Test/Chapter Quiz/Homework/Projects/State Exam

Equipment Needed: Laptop/CDRom/State Manual

Teacher Resources: <https://www.state.nj.us/mvc/individuals.htm>

Formative Assessments:

- Pre-Assessment
- Observation
- Quizzes
- Group Work
- Presentation
- Test
- Homework
- Self-Assessment
- Rubric



Lesson Plans

Lesson	Time Frame
Lesson 1 Driver Education: S.I.P.D.E	2/43 minute periods
Lesson 2 Driver Education: Safety Belts	5/43 minute periods
Lesson 3 Driver Education: Driver Signs and Signals	3/43 minute periods

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.state.nj.us/mvc/individuals.htm>



Lesson Plan 1 Template

Content Area: Health Lesson Title: S.I.P.D.E. Time Frame: 43 minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Integration of Technology:

Students will use the website www.state.nj.us/mvc to access pre-approved resources about S.I.P.D.E. Pre-approved driver education videos will be presented in class.

Equipment Needed:

Student Laptops
Driver Manual
CD Rom

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the steps of the S.I.P.D.E. process. - Discuss the effects of safe driving and how it applies to the S.I.P.D.E. process. - Analyze the statistics of teen crashes within the first year of driving and it's cause.	Lesson Sequence - Attendance - Do Now- Driver Safety Video - Independent/group - Research S.I.P.D.E Process - Activity- S.I.P.D.E Worksheet - Closure- Class Discussion - HW	- Observation - Quiz - State Exam - Written work
Differentiation: Large-group, small-group, and independent assignments		
Resources Provided: https://www.state.nj.us/mvc/individuals.htm		



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Safety Belts	Time Frame: 43 min
Lesson Components		
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.		
Integration of Technology: Students will use the website www.njgov.com to access pre-approved resources about safety belts. Pre-approved videos appropriate to the subject matter will be used in class.		
Equipment Needed: Student Laptops Driver Manual CD Rom		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: - Identify driver safety and rules, the seat belt law and vehicle condition. - Explain the impact of a poorly conditioned vehicle and how it relates to driver safety.	Lesson Sequence - Attendance - Do Now- Safety Belt Video - Activity- Safety Bulletin Board Poster - Closure- Class discussion - HW	- Group work - Oral questioning - Test - Observation
Differentiation: Large-group, small-group, and independent assignments		
Resources Provided: https://www.state.nj.us/mvc/individuals.htm		



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Signs and Signals	Time Frame: 43 minutes
Lesson Components		
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.		
Integration of Technology: Students will use the website www.njgov.com to access pre-approved resources about safety belts. Pre-approved videos appropriate to the subject matter will be used in class.		
Equipment Needed: • Student Laptops • Driver Manual • CD Rom		

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the various signs and signals on the road. • Explain the purpose of the signs and signals as they apply to driver safety. • Discuss the dangers involved when these signs and signals are not used.	Lesson Sequence 1. Attendance 2. Do Now- Signs and Signals Board 3. Independent/Group Work-Hand Signals and Sign Colors. 4. Closure - Class Discussion and Demonstration 5. H.W.	• Group work • Oral questioning • Test • Observation
Differentiation: Large-group, small-group, and independent assignments		
Resources Provided: • https://www.state.nj.us/mvc/individuals.htm		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area:	Grade Level:	Course Title: <i>Driver Education</i>
Created: <i>January 2020</i>		Board Approved on:



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IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension