

## Rumson-Fair Haven Regional High School

**Course:** *Health 10*

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### **Section I: Course Description**

*Health 10* is a marking period course required for all sophomores. Students will receive thirty hours of driver education theory and safety instruction in preparation for the NJ State Motor Vehicle written examination. This course is intended to prepare students to responsibly operate a motor vehicle in today's society. Students must, however, meet all the state regulations and standards to qualify for a learner's permit.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
  - “Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
2. **2016 English Language Arts Companions for Grades 09-10 (History, Social Studies, Science and Technical Subjects):**
  - The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that, “...Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts...”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
  - “This standard outlines 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.”  
**Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. **\*Amistad Law: N.J.S.A. 18A 52:16A-88:**
  - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. **\*Holocaust Law: N.J.S.A. 18A 35-28:**
  - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”

7. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. **\*Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
  - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

**Section III: Curriculum Modifications**

The *Health 10* Curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Physical Education and Health Courses](#) chart.

**Section IV: Preparation for Standardized Testing**

Instruction in *Health 10* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

**Section V: Curriculum Pacing Guide**

<b>Curriculum Pacing Guide</b>	
<b>Course Title:</b> <i>Health 10</i>	<b>Grade Level:</b> 10
<b>Unit I:</b> Licensing and the Rules of the Road	Weeks 1-3
<b>Unit II:</b> Safe Driving Rules and Regulations	Weeks 4-5
<b>Unit III:</b> Defensive Driving	Weeks 6-7
<b>Unit IV:</b> Essential Safe Driving Information	Weeks 8-10

**Section VI: Primary Texts and Year Long Instructional Resources:**

The following texts and instructional resources are employed in *Health 10*:

- *New Jersey Driving Manual*

- *License to Drive in New Jersey*, Alliance for Safe Driving, 2001.
- <http://www.state.nj.us/mvc>
- Google Classroom

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Health 10* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Health 10* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Health 10* instructional team to inform future learning and to measure student growth.

### **Section VIII: Unit Templates**

The following unit templates have been established for the *Health 10* curriculum by the *Health 10* instructional team:

<b>Unit I: Licensing and the Rules of the Road</b>		
<b>Unit Summary</b>		
Unit I provides a general overview of the process of licensing in the State of New Jersey and rules for how to operate a motor vehicle. The purpose of Unit I is to provide students with procedures of licensing and rules of the road in order to attain a basic New Jersey driver’s license.		
<b>Standards/Core Ideas/Performance Expectations</b>		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Health 10</i> : <ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education</i> <ul style="list-style-type: none"> <li>○ 2.1 Personal and Mental Health <ul style="list-style-type: none"> <li>■ 2.1.12.EH.3, CHSS.7</li> </ul> </li> <li>○ 2.3 Safety <ul style="list-style-type: none"> <li>■ 2.3.12.PS.1-2, 4, 2.3.12.ATD.1</li> </ul> </li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: English Language Arts</i> <ul style="list-style-type: none"> <li>○ NJLSA.R1, NJLSA.R2, NJLSA.R4, NJLSA.R, RI.9-10.4</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.IC.3, 8.2.12.ED.5</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.TL.1-3, 6</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>● How will I demonstrate an understanding of the rules of the road?</li> <li>● How do I obtain a NJ license?</li> </ul>	<ul style="list-style-type: none"> <li>● Driving a motor vehicle comes with inherent risks but since the risks are so high, knowledge, attention and care is essential at all times.</li> <li>● The rules and laws of seatbelt use and the Child Restraint Law are critical to safety while operating a motor vehicle.</li> <li>● Before entering and starting a parked car, checking the vehicle and one’s surroundings can help avoid emergencies that may arise.</li> <li>● Listing the steps in attaining a basic New Jersey driver’s license will ensure that the steps can be followed.</li> <li>● It is essential to identify documents required in order to obtain a New Jersey driver’s license.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance Activities</li> <li>● Class Discussions</li> <li>● Quizzes</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● “Rules of the Road” Benchmark Test</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● MVC Manual</li> <li>● Videos</li> <li>● Projector</li> <li>● Laptop</li> <li>● Standardized Testing Material</li> </ul>

## Unit II: Safe Driving Rules and Regulations

### Unit Summary

Unit II will equip students with an understanding of the responsibility of safe driving while abiding by the rules and regulations of New Jersey roads in an effort to keep themselves and others safe at all times.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Health 10*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.EH.3, CHSS.7
  - 2.3 Safety
    - 2.3.12.PS.1-2, 4, 2.3.12.ATD.1
- *2020 New Jersey Student Learning Standards: English Language Arts*
  - NJLSA.R1, NJLSA.R4, NJLSA.R7, NJLSA.R10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.12.ED.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.TL.1-3, 6

#### Unit Essential Questions

- What are the rules that dictate basic driving principles?
- How will the skills I learn in class help me perform effective and safe driving?

#### Unit Enduring Understandings

- Identifying speed limits for roads, streets and highways will ensure the safety of all drivers, passengers, passerbys and pedestrians.
- Defining the concepts of the road (Passing, yielding, keeping right, pedestrians, turning, stopping, and parking) will enable more successful application when behind the steering wheel of a vehicle.

### Evidence of Learning

#### Formative & Alternative Assessments:

- Classwork
- Homework
- Performance Activities
- Class Discussions
- Quizzes
- Individual student check-ins with teacher

#### Benchmark & Summative Assessments:

- Test

#### Resources Needed:

- MVC Manual
- Videos
- Projector
- Laptop
- Standardized Testing Material

## Unit III: Defensive Driving

### Unit Summary

In this unit, students will learn the information and skills necessary to be a law abiding defensive driver and they will gain an understanding of the concepts related to defensive driving and know how to react to driving problems. This includes the negative effects of drinking and driving.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Health 10*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.EH.3, CHSS.7
  - 2.3 Safety
    - 2.3.12.PS.1-2, 4, 2.3.12.ATD.1
- *2020 New Jersey Student Learning Standards: English Language Arts*
  - NJLSA.R1, NJLSA.R4, NJLSA.R7, NJLSA.R10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.12.ED.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.TL.1-3, 6

#### Unit Essential Questions

#### Unit Enduring Understandings

<ul style="list-style-type: none"> <li>• What does defensive driving mean?</li> <li>• How does a driver prepare for the unexpected?</li> <li>• What are the dangers of texting while driving?</li> <li>• How do alcohol and marijuana affect driving skills?</li> <li>• What is the NJ point system?</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive driving is a method of driving and awareness on the road that can be used to prevent a collision.</li> <li>• By knowing the tools at one's disposal in the vehicle, avoiding all distractions and by ensuring reaction time is always quick, drivers can try to prepare for the unexpected.</li> <li>• Using hand-held devices while driving is not only illegal but extremely dangerous.</li> <li>• Understanding the effects of alcohol and drugs on driving is essential to make smart and healthy decisions.</li> <li>• Identifying surcharges and point violations can help drivers understand the seriousness of following the rules of the road.</li> </ul>
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#### Evidence of Learning

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance Activities</li> <li>• Class Discussions</li> <li>• Quizzes</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Test</li> <li>• State Permit Test Review Project</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• MVC Manual</li> <li>• Fideos</li> <li>• Projector</li> <li>• Laptop</li> <li>• Standardized Testing Material</li> </ul>
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### Unit IV: Essential Safe Driving Information

#### Unit Summary

Unit IV is the conclusion to *Health 10*. It provides students with information on the paperwork involved in owning a car, how to share the road with others, and the meaning of road signs and markers. The purpose of the unit is to foster an understanding of the responsibilities of car ownership.

#### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Health 10*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.EH.3, CHSS.7
  - 2.3 Safety
    - 2.3.12.PS.1-2, 4, 2.3.12.ATD.1
- *2020 New Jersey Student Learning Standards: English Language Arts*
  - NJLSA.R1, NJLSA.R4, NJLSA.R7, NJLSA.R10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.12.ED.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.TL.1-3, 6

#### Unit Essential Questions

- How do we share the road safely with others?
- What is organ donation and how does it apply to me?
- How do I properly title, register and inspect my car?
- How do I identify road markings and signage?

#### Unit Enduring Understandings

- By following the rules and regulations of the New Jersey Department of Motor Vehicles and by practicing defensive driving, the roads will be safe for all.
- Organ Donation can be noted on one's drivers license and is a very personal decision to be made ahead of time regarding one's remains in the event of a tragedy on the road.
- Knowing how to title, register and inspect a vehicle is essential for any car owner and organization and diligence are qualities essential not only for legal documentation but for attentive and defensive driving.
- Identify traffic signs, signals and road markings by familiarizing yourself with the signs common where you live and the places you visit/travel frequently.

#### Evidence of Learning

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance Activities</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Test</li> <li>• State Permit Test</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• MVC Manual</li> <li>• videos</li> <li>• projector</li> <li>• laptop</li> </ul>
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<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Quizzes</li> <li>• Individual student check-ins with teacher</li> </ul>		<ul style="list-style-type: none"> <li>• Standardized Testing Material</li> </ul>
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**Section XII: Unit Reflection**

The *Health 10* instructional team must confer upon the completion of each instructional unit in the *Health 10* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed Unit Reflection Forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Health 10* curriculum.

<b>Unit Reflection Form: <i>Health 10</i></b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and 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.			

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

### **What types of writing situations should RFH students engage in?**

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)

