



Salem County Vocational and Technical School District

Physical Education 10

Updated August 2022

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District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Vocational and Technical School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

Physical Education 10 classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Student fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments, students will develop a baseline to set personal fitness goals and will participate in fitness activities designed to improve all areas of fitness. Students will be introduced to life-long activities designed to increase their likelihood of exercising in the future as well as a variety of team sports, individual and dual sports, wellness lessons, as well as cooperative activities. Students will understand the benefits that regular exercise can provide for a person's mental, physical and social health. All students will have multiple opportunities to build on the skills and topics previously addressed in Physical Education 9.

Students in 10th grade health will be learning about driver education. This includes the steps required to obtain a permit, probationary license, and a basic license and how to obtain the proper documents required to drive in New Jersey. They will learn the importance of safe driving and making good choices as well as the rules and regulations of the road. Students will have the opportunity to take the NJ State Exam at the end of the course if all requirements are met.

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Physical Education Pacing Guide

Unit Title	Unit Number	Pacing	Unit Overview
Wellness-Healthy Relationships	1	4 Days	In this unit, students will discuss the what it means to establish and maintain healthy relationships. As students grow older, they need to identify what a healthy relationship looks like and whom to trust in times in need. Students will be asked to identify the signs of an unhealthy relations and taught how to leave an unhealthy relationship. Sex and human trafficking will also be discussed. Students will identify ways to keep themselves and others safe against human trafficking and what resources are available for victims of trafficking.
Fitness	2	15 Days	Unit 2 revolves around fitness. Building on basic knowledge learned in PE 9, students will learn to adjust movement patterns to tempo and form. This will be applied to learning how to safely weight train. Student will also big on their knowledge of exercises that can be done at home, including how to use free weights, cables and machines. More specifically, students will learn to apply target heart rate to cardiovascular workouts. Students will use this knowledge in more advanced circuit training and high intensity interval training.
Cooperative Activities	3	15 Days	In this unit, students learn to work with one another in a game setting. They do this by learning how to communicate with teammates during a skill and game setting. Students will learn specific communication strategies to build on previous knowledge. Students will apply the skills learned for each game and adapt to rule changes.
Individual and Dual Sports	4	15 Days	Unit 4 is centered around individual and dual sports. In this unit, students learn to work with a partner in a game setting. They also learn to set and to accomplish a self-guided goal. Students will learn to communicate with a partner during a skill and game setting and apply the skills learned for each game. Students will apply skills learned in previous years to new activities introduced in PE 10.
Team Sports	5	21 Days	In Unit 5, students learn how to work with teammates in a controlled game setting. Team sports is focused on working with peers to accomplish a common goal in a game setting. Student s will apply previously taught skills to more advanced team sports. Students learn to apply skills to activities and to adapt to various team building activities and games.

Health Pacing Guide

Unit Title	Unit Number	Pacing	Unit Overview
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New Jersey Driver Manual Chapters 1 and 2	1	3 Days	Understanding the steps, laws, and the process to get a permit, probationary license and a basic license. Applying the IPDE to driving situations and explaining how this process is important to all driving scenes.
New Jersey Driver Manual Chapters 3 and 4	2	5 Days	Understanding the importance of wearing a seatbelt properly and at all times in all areas of a vehicle. Analyzing how airbags and seatbelts work together. Addressing climate change and how allowing a car to run is damaging to one's health and the environment. Understanding the grim effects of choosing to drive distracted.
New Jersey Driver Manual Chapters 5, 6 and 7	3	7 Days	Understanding how emotions affect driving and that there is a difference between aggressive driving and road rage. These chapters focus mainly on the skills of driving and how to safely apply them. They also discuss the dangers of driving under the influence of drugs and alcohol and the severe repercussions that follow those choices. Driving is a privilege not a right and students will understand that a license can be taken at any time due to choices.
New Jersey Driver Manual Chapters 8, 9 and 10	4	5 Days	In the last few chapters students learn what to do when operating a vehicle on the road with other drivers, especially drivers in vehicles other than passenger cars and trucks. One will understand how to drive safely around motorcycles and will explain the limitations regarding large trucks and buses. After obtaining a license comes vehicle ownership. Students will understand what owning a vehicle entails and how to make sure their documents are current and up to date. They will identify the importance of having insurance on their vehicle. Lastly, they will explore and identify the different types of signs and their meanings.

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Physical Education 10

Unit 1 Wellness

Curriculum Area: CHPE

Pacing: 4 days

Unit 1 Content Overview

In this unit, students will discuss the what it means to establish and maintain healthy relationships. As students grow older, they need to identify what a healthy relationship looks like and whom to trust in times in need. Students will be asked to identify the signs of an unhealthy relations and taught how to leave an unhealthy relationship. Sex and human trafficking will also be discussed. Students will identify ways to keep themselves and others safe against human trafficking and what resources are available for victims of trafficking.

Unit 1 Essential Questions

- What are the characteristics of a healthy relationship? Of an unhealthy relationship?
- What are the signs that a relationship is unhealthy?
- What are the strategies to leave an unhealthy relationship?
- How can you prevent being a victim of sex trafficking?
- What resources are available to support victims of trafficking?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 2.1.12.PGD.1
- 2.1.12.EH.1
- 2.1.12.EH.2
- 2.1.12.EH.3
- 2.1.12.EH.4
- 2.1.12.SSH.4
- 2.1.12.SSH.5
- 2.1.12.SSH.9
- 2.3.12.PS.1
- 2.3.12.PS.6
- 2.3.12.PS.8

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Unit 1 Standards to be Taught and Assessed

- 2.1.12.SSH.9
- 2.1.12.SSH.10
- 2.3.12.PS.2
- 2.3.12.PS.5
- 2.3.12.PS.6
- 2.3.12.PS.7
- 2.3.12.PS.10

Unit 1 Student Learning Objectives We Are Learning To/That (WALT) Student Learning Objectives We Are Learning To/That (WALT)

- Identify the dynamics of a healthy relationship.
- Name the characteristics of healthy and unhealthy relationships.
- Identify strategies for leaving unhealthy relationships.
- Identify the risk of human and sex trafficking.
- Identify ways to prevent trafficking for oneself and others.
- Identify supports for trafficking victims.

Unit 1 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Healthy Relationships- vocabulary and review questions • Healthy relationships review questions • Sex Trafficking- Review questions • Discussion on the increased risk of unhealthy relationships and LGBTQ+ teens +
Formative Assessments	<ul style="list-style-type: none"> • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Healthy Relationships Test • Sex Trafficking reflection
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Modified test. Oral assessments and/or retakes.

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Text book- Prentice Hall Health 	<ul style="list-style-type: none"> • Chromebook 	<ul style="list-style-type: none"> • KidsHealth • Shape America 	<ul style="list-style-type: none"> • Guided practice • Provide copy of teacher notes

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Unit 1 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
	<ul style="list-style-type: none"> Smartboard 	<ul style="list-style-type: none"> NJASPERD “Trafficked” CBS: "48 Hours" Live to Tell: Trafficked - CBS News 	<ul style="list-style-type: none"> Teacher study guides

Unit 1 Interdisciplinary Connections

Social Studies

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.9-10.1. Initiate and 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.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSLs

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

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9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Unit 2 Fitness

Curriculum Area: CHPE

Pacing: 15 days

Unit 2 Content Overview

Unit 2 revolves around fitness. Building on basic knowledge learned in PE 9, students will learn to adjust movement patterns to tempo and form. This will be applied to learning how to safely weight train. Student will also big on their knowledge of exercises that can be done at home, including how to use free weights, cables and machines. More specifically, students will learn to apply target heart rate to cardiovascular workouts. Students will use this knowledge in more advanced circuit training and high intensity interval training.

Unit 2 Essential Questions

- What are the different patterns of movement?
- What are the different types of muscle contraction?
- How do you safely weight train?
- What exercises can be done at home?
- What the difference between free weights, cables and machines?
- How does heart rate impact cardiovascular workouts?
- What is the difference between circuit training and HIIT?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

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Unit 2 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.1
- 2.2.12.LF.2
- 2.2.12.LF.3
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Movements have basic patterns.
- Identify muscle group and muscle contractions.
- Demonstrate weight training safety.
- Demonstrate exercise that can be done outside of a gym setting.
- Demonstrate use of free weights, cables and weight machines.
- Apply target heart rate to cardio vascular workouts.
- Demonstrate circuit training and HIIT exercise activities.

Unit 2 Evidence of Learning

Instructional Activities

- Vocabulary on types of muscle contraction. (Concentric, Eccentric, Isometric)
- Create long and short-term goals.
- Form checklist on squats and sit-ups.
- Learn how to check your own pulse during activity.
- Chart pulse during activity (individual and whole group)
- Analyze exercise vital data to determine impact of heart rate on activity
- Weight room vocabulary.
- Weight training safety exercise
- Create a guide to resistance training
- Fitness written response to questions.
- Goal progression and self-assessment
- Workout creation
- Fitness test goal setting
- Discuss the impact of air quality on exercising outdoors \$

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Unit 2 Evidence of Learning

	<ul style="list-style-type: none"> Explore career options relating to fitness <> Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> Quizzes Class Discussions Groupwork
Summative Assessments	<ul style="list-style-type: none"> Fitness testing- Mile run, Pull-ups, Sit ups, Push Ups, Pacer, Trunk Lift, Sit and reach. Weight room etiquette test
Alternative/Intervention Assessments	<ul style="list-style-type: none"> Written medical assignment on the benefits of resistance training.

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Warm ups consisting of interval training for 10 minutes. Student lead stretching of major muscle groups. Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> Weight machines Exercise equipment 	<ul style="list-style-type: none"> KidsHealth Shape America NJASPERD HIIT videos Circuit training videos Resistance training videos Weight room safety videos 	<ul style="list-style-type: none"> Visual aids Modified movements Modified rules during activity

Unit 2 Interdisciplinary Connections

Science

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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SL.9-10.1. Initiate and 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.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSLs

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 3 Cooperative Activities

Curriculum Area: CHPE

Pacing: 15 days

Unit 3 Content Overview

In this unit, students learn to work with one another in a game setting. They do this by learning how to communicate with teammates during a skill and game setting. Students will learn specific communication strategies to build on previous knowledge. Students will apply the skills learned for each game and adapt to rule changes.

Unit 3 Essential Questions

- Why is collaboration important in cooperative activities?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?

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- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

Unit 3 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5
- 2.2.12.LF.7

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 3 Evidence of Learning

Instructional Activities

- Activity rules review.
- Vocabulary definitions and review:
 - Cooperative
 - Communication
 - Strategies
 - Cues
 - Personal space
- Brainstorming on strategies for communication with teammates.

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Unit 3 Evidence of Learning

	<ul style="list-style-type: none"> ● Explore careers where cooperative activities skills can be applied <> ● Review questions on rules ● Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Game play ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Reflection on how teamwork is important for successful strategies ● Written response on how teamwork can be applied to life and work settings <>
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Written medical assignment on the importance of teamwork and cooperating with others

Unit 3 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Warm ups consisting of interval training for 10 minutes. ● Student lead stretching of major muscle groups. ● Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> ● Game equipment 	<ul style="list-style-type: none"> ● KidsHealth ● Shape America ● NJAHPERD 	<ul style="list-style-type: none"> ● Visual aids ● Modified movements ● Modified rules during activity

Unit 3 Interdisciplinary Connections

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.9-10.1. Initiate and 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.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSLs

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 4 Individual and Dual Sports

Curriculum Area: CHPE

Pacing: 15 days

Unit 4 Content Overview

Unit 4 is centered around individual and dual sports. In this unit, students learn to work with a partner in a game setting. They also learn to set and to accomplish a self-guided goal.

Students will learn to communicate with a partner during a skill and game setting and apply the skills learned for each game. Students will apply skills learned in previous years to new activities introduced in PE 10.

Unit 4 Essential Questions

- Why is collaboration important in individual and dual sports?
- How do you create a plan to set and accomplish goals?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

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Unit 4 Pre-Assessment

- Teacher-created pre-assessment

Unit 4 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 4 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Create goals and establish a plan to achieve each goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 4 Evidence of Learning

Instructional Activities

- Vocabulary on individual and dual sports.
 - Strike
 - Spare
 - Cues
 - Scoring
 - Spacing
- Vocabulary review.
- Review questions
- Read Ultimate Football rules
- Ultimate Football games
- Other individual and dual sport games
- Read articles about minorities, including those belonging to LGBTQ+ community who excelled at individual or dual sports and present to the class @ * +
- Discuss how acceptance is important in dual and individual sports ()

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Unit 4 Evidence of Learning

	<ul style="list-style-type: none"> ● Read about climate change and discuss impact of weather on individual and dual outdoor sports like golf and tennis ● Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Game play ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Ultimate Football rules test. ● Self reflection on the importance of life-long sports and activities.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Written medical assignment on the importance of lifelong sports and activities.

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Warm ups consisting of interval training for 10 minutes. ● Student lead stretching of major muscle groups. ● Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> ● Sport equipment ● Chromebooks ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● Shape America ● NJAHPERD ● Biography.com ● Climate change resources NJDOE 	<ul style="list-style-type: none"> ● Visual aids ● Modified movements ● Modified rules during activity

Unit 4 Interdisciplinary Connections

Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

ELA

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Integration of Technology through NJLSL

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSL.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSL.R6, 7.1.AL.IPRET.6).

Unit 5 Team Sports

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Unit 5 Content Overview

In Unit 5, students learn how to work with teammates in a controlled game setting. Team sports is focused on working with peers to accomplish a common goal in a game setting. Students will apply previously taught skills to more advanced team sports. Students learn to apply skills to activities and to adapt to various team building activities and games.

Unit 5 Essential Questions

- Why is collaboration important in a game setting?
- How do you create a plan to set and accomplish goals?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 5 Pre-Assessment

- Teacher-created pre-assessment

Unit 5 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 5 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Create goals and establish a plan to achieve each goal.

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- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 5 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Vocabulary for each team sport (i.e., Goal, Pass, Shoot, Block, Defense, Strategy, Serve) • Volleyball rules and safety review. • Handball Rules and safety review. • Basketball rules and safety review. • Hockey rules and safety review. • Read articles about minorities, including those belonging to LGBTQ+ community who excelled at team sports and present to the class @ * + • Discuss how acceptance is important in team sports () • Read about climate change and discuss impact of weather on team outdoor sports (i.e., World Cup/ Olympics location selection) • Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> • Demonstration • Game play • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Test on sports rules • Research occupations that have transferrable skills as team sports and present to the class <>
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Written medical assignment on positions, rules, and careers of volleyball and basketball. <>

Unit 5 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Warm ups consisting of interval training for 10 minutes. • Student lead stretching of major muscle groups. 	<ul style="list-style-type: none"> • Sport equipment • Chromebooks • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD • Biography.com 	<ul style="list-style-type: none"> • Visual aids • Modified movements • Modified rules during activity

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Unit 5 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 		<ul style="list-style-type: none"> Climate change resources NJDOE 	

Unit 5 Interdisciplinary Connections

Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

ELA

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Integration of Technology through NJSL

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSL

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Health 10

Unit 1 New Jersey Driver Manual Chapters 1 and 2

Curriculum Area: Health

Pacing: 3 days

Unit 1 Content Overview

Understanding the steps, laws, and the process to get a permit, probationary license and a basic license. Applying the IPDE to driving situations and explaining how this process is important to all driving scenes.

Unit 1 Essential Questions

- What is the IPDE process and how does it apply to driving?
- What are the steps to go from a permit to a probationary license including restrictions and road test requirements?
- What are the Pros and Cons of being an Organ Donor?
- What are the steps and skills of the road test?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 2.1.12.CHSS.7

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Unit 1 Standards to be Taught and Assessed

- 2.3.12.PS.1
- 2.3.12.PS.3

Unit 1 Student Learning Objectives We Are Learning To/That (WALT) Student Learning Objectives We Are Learning To/That (WALT)

- Identify the IPDE process and how it applies to driving.
- Identify the steps to go from a permit to a probationary license including restrictions and road test requirements.
- Examine Pros and Cons of being an Organ Donor.
- List the steps and skills of the road test.

Unit 1 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Chapter 1 Discussion and group brainstorming. ● Define vocabulary terms : ● Special Learners Permit <ul style="list-style-type: none"> ○ Examination Permit ○ Probationary License ○ Basic License ○ GDL ○ IPDE Process ○ Restrictions ○ Organ Donation ● Chapter 2 Discussion and group brainstorming. ● Create a list of skills that drivers are tested on during their road test. ● Discuss driver stereotypes and why they're false () ● Discuss what driving is important in a selected career <>
Formative Assessments	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Chapter 1 and 2 test ● Written assignment on the responsibility of driving
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Modified test. ● Oral assessments and/or retakes.

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Unit 1 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • New Jersey Driver Manual • Drive Right Text Book 	<ul style="list-style-type: none"> • Chromebook • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • NJ MVC Website • https://www.state.nj.us/mvc/ 	<ul style="list-style-type: none"> • Guided practice • Provide copy of teacher notes • Teacher study guides

Unit 1 Interdisciplinary Connections

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.9-10.1. Initiate and 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.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSLs

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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Unit 2 New Jersey Driver Manual Chapters 3 and 4

Curriculum Area: Health

Pacing: 5 days

Unit 2 Content Overview

Understanding the importance of wearing a seatbelt properly and at all times in all areas of a vehicle. Analyzing how airbags and seatbelts work together. Addressing climate change and how allowing a car to run is damaging to one's health and the environment. Understanding the grim effects of choosing to drive distracted.

Unit 2 Essential Questions

- Why is wearing a seatbelt important?
- What other safety considerations should drivers note in a vehicle?
- What skills and maneuvers will be needed to be a safe driver?
- Why is it dangerous to leave a car running for health, financial and environmental reasons?
- What are the dangers of distracted driving?
- What are the various distractions that can occur while driving?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Standards to be Taught and Assessed

- 2.1.12.CHSS.7
- 2.1.12.CHSS.8
- 2.3.12.PS.1
- 2.3.12.PS.3
- 2.3.12.PS.4

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Identify the importance of wearing a seatbelt, using a car seat and airbag properly.
- Identify the many different driving skills and maneuvers that will be needed to be a safe driver.
- Understand why it is dangerous to leave a car running for health, financial and environmental reasons.
- Identify the dangers of distracted driving.
- Compare and contrast cognitive, manual, visual, and auditory distractions.

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Unit 2 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Chapter 3 Discussion and group brainstorming. ● Discuss the drawbacks of idling cars from a health, financial and environmental perspective. ● Define vocabulary terms : <ul style="list-style-type: none"> ○ Seatbelts ○ Airbags ○ Speedometer ○ Anti-Lock Brake (ABS) ○ Idling ○ Carbon Monoxide \$ ○ Blind Spots ○ Hand Signals ○ Three Point Turn ○ Angle Parking ○ Perpendicular Parking ○ Parallel Parking ● Chapter 4 Discussion and group brainstorming. ● Define vocabulary terms: <ul style="list-style-type: none"> ○ Yield ○ Controlled Intersection ○ Uncontrolled Intersection ○ Acceleration Lane ○ Deceleration Lane ○ Weave Lane ○ Distractions (Visual, Manual, Cognitive, Auditory) ● Street sign matching activity - students are to draw and color the appropriate street sign as listed on a worksheet. ● Parking distances worksheet. ● Discuss how differently abled people are able to drive () ● Chapter 3 review questions ● Chapter 4 review questions ● Parking distances review questions ● Street Sign and Vocabulary quiz
Formative Assessments	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork

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Unit 2 Evidence of Learning

Summative Assessments	<ul style="list-style-type: none"> Create a distracted driving PSA or poster
Alternative/Intervention Assessments	<ul style="list-style-type: none"> Modified test Oral assessments and/or retakes.

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> New Jersey Driver Manual Drive Right Text Book 	<ul style="list-style-type: none"> Chromebook Smartboard 	<ul style="list-style-type: none"> KidsHealth NJ MVC Website https://www.state.nj.us/mvc/ PSA on Distracted Driving https://www.youtube.com/watch?v=R0LCmStlw9E 	<ul style="list-style-type: none"> Guided practice Provide copy of teacher notes Teacher study guides

Unit 2 Interdisciplinary Connections

Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

SL.9-10.1. Initiate and 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.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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Integration of Technology through NJSLs

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 3 New Jersey Driver Manual Chapters 5, 6 and 7

Curriculum Area: Health

Pacing: 7 days

Unit 3 Content Overview

Understanding how emotions affect driving and that there is a difference between aggressive driving and road rage. These chapters focus mainly on the skills of driving and how to safely apply them. They also discuss the dangers of driving under the influence of drugs and alcohol and the severe repercussions that follow those choices. Driving is a privilege not a right and students will understand that a license can be taken at any time due to choices.

Unit 3 Essential Questions

- What is the importance of making good choices as it applies to driving?
- What is the difference between aggressive driving and road rage?
- What are the dangers of driving under the influence of alcohol or drugs?
- What are the consequences of driving under the influence of alcohol or drugs?
- What is the Implied Consent Law?
- Why is driving a privilege?
- For what reasons can the ability to drive be revoked?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

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Unit 3 Standards to be Taught and Assessed

- 2.1.12.EH.3
- 2.3.12.PS.1
- 2.3.12.PS.3
- 2.3.12.PS.4
- 2.1.12.CHSS.7

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Identify the importance of making good choices as it applies to driving.
- Identify the difference between aggressive driving and road rage.
- Identify the dangers of driving under the influence of alcohol or drugs.
- Examine the consequences of driving under the influence of alcohol or drugs.
- Describe the Implied Consent Law?
- Understand that driving is a privilege not a right and can be taken for a variety of reasons.

Unit 3 Evidence of Learning

Instructional Activities

- Chapter 5 Discussion and group brainstorming.
- Define Vocabulary Terms:
 - Standard Collision Prevention Formula
 - Emotions
 - Aggressive Driving
 - Road Rage
 - Highway Hypnosis
 - Three Second Rule
 - Hydroplaning
- Chapter 6 Discussion and group brainstorming.
- Define Vocabulary Terms:
 - Metabolize
 - Driving Under the Influence (DUI)
 - Blood Alcohol Content (BAC)
- Chapter 7 Discussion and group brainstorming.
- Define Vocabulary Terms:
 - Surcharge
 - Serving Sizes
 - Vigilance

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Unit 3 Evidence of Learning

	<ul style="list-style-type: none"> o Privileged o Implied Consent o Habitual Offender o Violations ● Chapter 5 review questions ● Chapter 6 review questions ● Chapter 7 review questions ● Half-way point review quiz to see where students are still struggling.
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Chapter 5 Test ● Chapter 6-7 Test ● Presentation on the effects of driving under the influence
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Modified test. ● Oral assessments and/or retakes

Unit 3 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● New Jersey Driver Manual ● Drive Right Text Book 	<ul style="list-style-type: none"> ● Chromebook ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● NJ MVC Website ● https://www.state.nj.us/mvc/ 	<ul style="list-style-type: none"> ● Visual aids ● Modified movements ● Modified rules during activity

Unit 3 Interdisciplinary Connections

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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SL.9-10.1. Initiate and 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.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSLs

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 4 New Jersey Driver Manual Chapters 8, 9 and 10

Curriculum Area: Health

Pacing: 5 days

Unit 4 Content Overview

In the last few chapters students learn what to do when operating a vehicle on the road with other drivers, especially drivers in vehicles other than passenger cars and trucks. One will understand how to drive safely around motorcycles and will explain the limitations regarding large trucks and buses. After obtaining a license comes vehicle ownership. Students will understand what owning a vehicle entails and how to make sure their documents are current and up to date. They will identify the importance of having insurance on their vehicle. Lastly, they will explore and identify the different types of signs and their meanings.

Unit 4 Essential Questions

- What is the importance of driving safely around motorcycles, trucks and buses?
- What are the limitations regarding large trucks and buses?
- What are the requirements and steps to title, register, insure, and get a vehicle inspected?
- What occurs during an inspection?

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- Why are emissions a critical part of the process?
- How do vehicle emissions directly impact the environment?
- How can I cut down on my carbon footprint?
- What is the significance of the shape and color of road signs?
- What is the rule of maneuvering a 4-way stop?
- What are the financial responsibilities of owning and maintaining a vehicle?

Unit 4 Pre-Assessment

- Teacher-created pre-assessment

Unit 4 Standards to be Taught and Assessed

- 2.1.12.CHSS.7
- 2.1.12.CHSS.8
- 2.3.12.PS.1
- 2.3.12.PS.3

Unit 4 Student Learning Objectives We Are Learning To/That (WALT) Student Learning Objectives We Are Learning To/That (WALT)

- Identify the importance of driving safely around motorcycles, trucks and buses.
- Identify limitations regarding large trucks and buses.
- Identify the requirements and steps to title, register, insure, and get a vehicle inspected.
- Explain what occurs during an inspection and why emissions are a critical part of the process.
- Describe how vehicle emissions directly impact the environment and discuss ways to cut down on the carbon footprint.
- Review and master the many different types of signs and explore what they mean, why they are the shape and color they are, and where one would see them on the road.
- Understanding four-way stop intersections can be difficult to maneuver and list the steps to get through one safely.
- Understanding the financial responsibilities of owning and maintaining a vehicle.

Unit 4 Evidence of Learning

Instructional Activities

- Chapter 8 Discussion and group brainstorming.
- Chapter 9 Discussion and group brainstorming.
- Define Vocabulary Terms:
 - o Title
 - o Registration

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Unit 4 Evidence of Learning

	<ul style="list-style-type: none"> o Inspection o Climate change \$ o Emissions \$ o Full Coverage Insurance o Liability Insurance o Maneuverability o Adverse Weather o No-Zones/Blind Spots ● Explore a career at the DMV <> ● Chapter 10 Discussion and group brainstorming. ● Define Vocabulary Terms: <ul style="list-style-type: none"> o Warning Sign o Regulatory Sign o Guide Sign ● NJ State Test review packet ● Chapter 8 review questions ● Chapter 9-10 review questions
Formative Assessments	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Chapter 8-10 Test ● Written assignment-Discuss the impact of car emissions on climate change. What has changed over the last decade to improve emissions? What has changed to make it worse? \$
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Modified test. ● Oral assessments and/or retakes.

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● New Jersey Driver Manual ● Drive Right Text Book 	<ul style="list-style-type: none"> ● Chromebook ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● NJ MVC Website ● https://www.state.nj.us/mvc/ ● Sample practice tests: 	<ul style="list-style-type: none"> ● Guided practice ● Provide copy of teacher notes ● Teacher study guides

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Unit 4 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
		<ul style="list-style-type: none"> • https://www.dontredriving.com/nj-permit-practice-test/ 	<ul style="list-style-type: none"> • Provide a typed copy of the review packet to study from

Unit 4 Interdisciplinary Connections

Mathematics

S-ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

MP. 8 Look for and express regularity in repeated reasoning.

ELA

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.9-10.1. Initiate and 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.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Integration of Technology through NJSL

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

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9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Additional Information to be Considered for All Units

Benchmark Assessments	
Benchmark 1	To be given during the first two weeks of the course.
Benchmark 2	To be given midway through the course.
Benchmark 3	To be given during the last two weeks of the course

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring <p>* Implementation based on Student's 504</p>	<ul style="list-style-type: none"> • Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Reword instructions if needed • Provide examples on board • Provide scaffolding • Assist with transitions • Identify go-to students for organizational support • Check and sign planner • Weekly organization time • Allow extra time as needed • Oral instructions repeated and written on board

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Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> ● Guided Notes ● Graphic Organizers <p>* Implementation based on Student's IEP</p>		

English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> ● Vocabulary instruction ● Pre-Reading strategies ● Graphic organizers ● Reading strategies ● Tutoring ● Pair students up with peers ● Provide visual representation 	<ul style="list-style-type: none"> ● Activities/assignments/projects/assessments ● Provide an option for alternative instructional activities ● Higher-level content ● Adjust pacing of content ● Small group enrichment ● Individual enrichment ● Higher-level text

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