

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

10th Grade

Adoption Date: August 15, 2022

Board Approved Revision Date:

WALDWICK SCHOOL DISTRICT
Health Curriculum- Grade 10

TABLE OF CONTENTS

COURSE DESCRIPTION	3
PACING GUIDE	4
Unit 1: The New Jersey License System	5
Unit 2: Driver Responsibility	7
Unit 3: Safe Driving Rules & Regulations	9
Unit 4: Defensive Driving	11
Unit 5: Driver Privileges & Penalties	14

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

COURSE DESCRIPTION

The Mission of the 9-12 Health and Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

The units include The New Jersey License System, Driver Responsibility, Safe Driving Rules and Regulations, Defensive Driving, and Driver Privileges and Penalties.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Awareness, Exploration, Preparation, and Training. Career readiness, life literacies, and key skills education, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

WALDWICK SCHOOL DISTRICT
Health Curriculum- Grade 10

PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	The New Jersey License System	5 lessons
2	Driver Responsibility	5 lessons
3	Safe Driving Rules & Regulations	10 lessons
4	Defensive Driving	5 lessons
5	Driver Privileges & Penalties	10 lessons

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

Unit 1: The New Jersey License System	Pacing Guide: 5 lessons	Standards 2.3.12.PS.3 2.3.12.PS.4
Essential Questions: <ul style="list-style-type: none"> • What are the requirements and restrictions associated with obtaining the different types of licenses? • What documents can be considered primary and secondary forms of identification and what are the point values associated with each? • What are the three progressions to obtaining a license in the state of New Jersey? • How do each restriction of the GDL program keep both teens and bystanders safe? 	Enduring Understandings: <ul style="list-style-type: none"> • Students will gain an understanding of the age requirements for obtaining student permit, provisional license and basic license. • Students will understand the requirements for the MVC six points of identification. • Students will gain an understanding of the requirements necessary for them for the basic road test and the reasons for rejection. • Students will gain an understanding why the GDL program is beneficial to all members of society. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> • In Class Discussions • Group Work • Exit Tickets • Teacher Observation • Homework Assignments 		Materials <ul style="list-style-type: none"> • Chromebook • NJ Driving Manual
Suggested Activities: A wide variety of activities address learning styles of all students. These activities include but are not limited to: <ul style="list-style-type: none"> • Discussion • Demonstration • Reading • Individual/group projects • Drawings • Posters 		Differentiation for Diverse Learners
		Special Education/504: <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re-teaching and review • Graphic organizers

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

<ul style="list-style-type: none"> Collages Work sheets Role play 	<ul style="list-style-type: none"> Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> Provide copies of presentations and notes Extended time on assignments
<p>Suggested Materials: Suggested Worksheets/ Activities (Linked to Google Drive Above)</p> <ul style="list-style-type: none"> Tri-Fold Assignment Worksheet GDL- New Jersey-YouTube High Risk Years 	<p>Suggested Websites:</p> <ul style="list-style-type: none"> https://www.state.nj.us/mvc/license/roadtest.htm
<p>Interdisciplinary Connections/ Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ RST.9-10.4 ➤ 8.2.8.ITH.1, 8.2.8.ITH.2, 8.2.8.ITH.3 ➤ 9.4.12.CI.1 ➤ CRP1, CRP3, CRP4, CRP5, CRP6, CRP11 	

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

Unit 2: Driver Responsibility	Pacing Guide: 5 lessons	Standards: 2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4
Essential Questions: <ul style="list-style-type: none"> ● Why is there an age and weight limit for a child restraint system and what are the limits? ● Why does NJ have a seat belt law and what does it state? ● Explain the process of entering and starting a car. ● Why do you check the inside and outside of the motor vehicle? ● Explain how you position your mirrors to make your blind spot as small as possible. ● Explain the proper way to hold the steering wheel and why it is the proper hand position. ● How do you turn using the hand-over-hand method? ● What are the three hand signals and explain when they would be used? 	Enduring Understandings: <ul style="list-style-type: none"> ● Students will gain an understanding of New Jersey seatbelt law, child restraints and airbags. ● Students will learn about general car conditions and will know what must work properly when operating a vehicle on New Jersey roadways. ● Students will also learn the basic skills for operating a motor vehicle. ● Students will also learn the basic skills for parking a motor vehicle. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 		Materials <ul style="list-style-type: none"> ● Chromebook ● NJ Driving Manual
Suggested Activities: A wide variety of activities address learning styles of all students. These activities include but are not limited to:		Differentiation for Diverse Learners

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

<ul style="list-style-type: none"> • Discussion • Demonstration • Reading • Individual/group projects • Drawings • Posters • Collages • Work sheets • Role play 	<p>Special Education/504:</p> <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re-teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments
<p>Suggested Materials: Suggested Worksheets/Activities (Linked to Google Drive Above)</p> <ul style="list-style-type: none"> • Get-it-Together Poster • Quizlet • Egg Shell Lesson 	<p>Suggested Websites:</p> <ul style="list-style-type: none"> • https://www.state.nj.us/mvc/license/roadtest.htm
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ RST.9-10.4 ➤ 8.2.8.ITH.1, 8.2.8.ITH.2, 8.2.8.ITH.3 ➤ 9.4.12.CI.1 ➤ CRP1, CRP3, CRP4, CRP5, CRP6, CRP11 	

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

Unit 3: Safe Driving Rules & Regulations	Pacing Guide: 10	Standards 2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4
Essential Questions: <ul style="list-style-type: none"> ● Why are there different speed limits in New Jersey and what are they? ● Who must you yield the right of way to? ● How do you enter and exit a highway? ● What do you do if you miss your exit or turn? ● What is the New Jersey headlight law? ● What lanes do you complete your turns? 	Enduring Understandings: <ul style="list-style-type: none"> ● Students will gain an understanding of safe driving rules and regulations. ● Students will gain an understanding of turning/ stopping regulations and right of way rules. ● Students will learn safe highway driving skills and techniques. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 		Materials <ul style="list-style-type: none"> ● Chromebook ● NJ Driving Manual
Suggested Activities: A wide variety of activities address learning styles of all students. These activities include but are not limited to: <ul style="list-style-type: none"> ● Discussion ● Demonstration ● Reading ● Individual/group projects ● Drawings ● Posters ● Collages ● Work sheets ● Role play 		Differentiation for Diverse Learners Special Education/504: <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re -teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and note taking ● Provide an outline for writing assessments

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

	<p>ELL:</p> <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments
<p>Suggested Materials: Suggested Worksheets/Activities (Linked to Google Drive Above)</p> <ul style="list-style-type: none"> ● Chapter 4 NJ Driver Manual ● Notes ● YouTube Videos 	<p>Suggested Websites:</p> <ul style="list-style-type: none"> ● https://www.state.nj.us/mvc/license/roadtest.htm
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ RST.9-10.4 ➤ 8.2.8.ITH.1, 8.2.8.ITH.2, 8.2.8.ITH.3 ➤ 9.4.12.CI.1 ➤ CRP1, CRP3, CRP4, CRP5, CRP6, CRP11 	

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

Unit 4: Defensive Driving	Pacing Guide: 5 lessons	Standards
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the laws pertaining to New Jersey cell phone usage? ● What is fatigue and how does it affect driving ability? ● What is the definition of inattention as it relates to driving? ● How can distractions hinder your driving ability? ● What strategies can you use to focus your attention on the driving task? ● How can emotions impact your driving? ● How do the defensive driving tactics of the Smith System and SIPDE relate to driving safely? ● What are the three parts of the collision prevention formula? ● What steps would you take in the event that you are involved in a motor vehicle collision? ● What is the correct sequence of action to take in a tire blowout, engine stall, rear end skid, and other emergency situations? ● What changes should I make in my driving habits during bad weather, at night, on highways, or in many other conditions 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will gain an understanding of defensive driving; including the Smith system, SIPDE collision prevention formula. ● Students will gain an understanding how fatigued driving greatly increases risk of accidents ● Responses to emergency situations need to be mentally rehearsed and, if possible, physically practiced. ● Safety features and technological advancements in motor vehicles have specific techniques and considerations that need to be employed and in some cases require specific training and education. 	<p>2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5 2.3.12.PS.3 2.3.12.PS.4</p>

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

and situations?		
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> • In Class Discussions • Group Work • Exit Tickets • Teacher Observation • Homework Assignments 		Materials <ul style="list-style-type: none"> • Chromebook • NJ Driving Manual
Suggested Activities: A wide variety of activities address learning styles of all students. These activities include but are not limited to: <ul style="list-style-type: none"> • Discussion • Demonstration • Reading • Individual/group projects • Drawings • Posters • Collages • Work sheets • Role play 		Differentiation for Diverse Learners
		Special Education/504: <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re -teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for writing assessments
		ELL: <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes
		At-Risk: <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments
Suggested Materials:	Suggested Websites: <ul style="list-style-type: none"> • https://www.state.nj.us/mvc/license/roadtest.htm 	

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

[Suggested Worksheets/ Activities](#)

(Linked to Google Drive Above)

- Presentations including role playing situations
- SIPDE Role Play Exercise
- [NJ Driver Manual Ch. 5](#)
- Distracted Driving Poster Project
- [Powerpoint/ Notes](#)
- You Tube Video

Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills

- RST.9-10.4
- 8.2.8.ITH.1, 8.2.8.ITH.2, 8.2.8.ITH.3
- 9.4.12.CI.1
- CRP1, CRP3, CRP4, CRP5, CRP6, CRP11

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

Unit 5: Driver Privileges & Penalties	Pacing Guide: 10 lessons	Standards
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What documents must you have while operating a vehicle? ● How long are each of the documents valid for? ● What happens if you don't adhere to the rules? ● Why is it necessary to have insurance? ● What is a surcharge? ● What can cause your insurance to increase? ● How often are cars inspected? ● What is the New Jersey state law regarding motor vehicles and pedestrians? ● What are the no-zones? ● What do you need to be aware of when sharing the road with other motor vehicles? ● How does the consumption of alcohol impact your ability to drive a car safely? ● What becomes impaired after 2-4 drinks? ● What are the four factors that will impact your Blood Alcohol Content (BAC)? ● What are the Driving While Intoxicated (DWI) limits for a driver under the age of 21 and over the age of 21? ● How do I make the right decision in the face of peer pressure? ● What are the consequences of a DUI 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will gain an understanding of how to put a vehicle on the road. ● Students will learn how long each document is valid for. ● Students will learn about different types of coverages. ● Students will gain an understanding of the legal and financial responsibilities of driving a car. ● Students will gain an understanding of drinking, drugs and the effects they have on the driving task. ● Students will learn about how much is too much, and the good host. ● Students will gain an understanding of the driver privileges and the penalties. ● Students will learn about the point system, moving violations and the consequences of driving under the influence and other motor vehicle infractions. ● Students will understand that with a BAC of .05, people are twice as likely to have an accident. With a BAC of .10 the risk is 6 times greater. ● Students will understand that decision making will 	<p>2.3.12.PS.3 2.3.12.PS.4</p>

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

conviction? <ul style="list-style-type: none"> ● What is the legal limit of Blood Alcohol Content and how many drinks correspond to it? ● What strategies can I use to avoid dangerous situations? 	be adversely affected by alcohol. <ul style="list-style-type: none"> ● Students will be instructed on: <ul style="list-style-type: none"> • .08 is the legal BAC limit and that, depending on body 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 		Materials <ul style="list-style-type: none"> ● Chromebook ● NJ Driving Manual
Suggested Activities: A wide variety of activities address learning styles of all students. These activities include but are not limited to: <ul style="list-style-type: none"> ● Discussion ● Demonstration ● Reading ● Individual/group projects ● Drawings ● Posters ● Collages ● Work sheets ● Role play 		Differentiation for Diverse Learners
		Special Education/504: <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re -teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and note taking ● Provide an outline for writing assessments
		ELL: <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
		At-Risk:

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 10

	<ul style="list-style-type: none"> Provide copies of presentations and notes Extended time on assignments
<p>Suggested Materials: Suggested Worksheets/Activities (Linked to Google Drive Above)</p> <ul style="list-style-type: none"> Vision Impairment Goggles- Waldwick Police Department Video- Hackensack Medical (Stone Cold 1 & 2) Powerpoint Notes & BAC Chart Hackensack Medical Center- Poster Assignment NJ Driver Manual Ch. 6 NJ Driver Manual Ch. 7 How to buy a car. <p>Substance Abuse Activities</p>	<p>Suggested Websites:</p> <ul style="list-style-type: none"> https://www.state.nj.us/mvc/license/roadtest.htm
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ RST.9-10.4 ➤ 8.2.8.ITH.1, 8.2.8.ITH.2, 8.2.8.ITH.3 ➤ 9.4.12.CI.1 ➤ CRP1, CRP3, CRP4, CRP5, CRP6, CRP11 	