

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## **Grade 10 Comprehensive Health Education Drivers Education**

Adopted  
September 19th, 2023

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Unit 1

**Unit Title: Driver Education**

**Grade level: Grade 10**

**Timeframe: 8 weeks**

### Rationale

Drivers Education will guide the students through driving theory, laws, regulations, and the responsibility of the drivers. The students will work to complete the Comprehensive Drivers Education Examination that is administered by the Department of Motor Vehicle through our school.

### Focus Questions

What does it mean to be a defensive driver?

Why do people choose to drive under the influence despite knowing the dangers and consequences?

How do my actions affect other roadway users?

How do I adjust my driving to deal with various outside factors?

### Standards

#### Standards (Taught and Assessed):

2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).

2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

## Social-Emotional Learning Competencies

- [Self-Awareness](#)
- [Self-Management](#)

### Instructional Plan

#### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
DMV Pretest Unit Summative Assessment	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

#### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				

<p>Driver's Safety, Laws, and Skills</p>	<p>Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.</p> <p>Develop a rationale to persuade peers to comply with traffic safety laws and avoid drivers distractions</p> <p>Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>Determine the benefits of organ donation and how many people it can positively impact.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities:</b></p> <p>Prepare an informational pamphlet on organ donation and distribute it to peers.</p> <p>Have students interview 2 adults about an actual or potential road rage scenario and identify positive choices to a safe outcome.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Driver's Safety-Alcohol</p>	<p>Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p>	<p>In-class assignments</p> <p>Think, pair, share</p>	<p>Contact an insurance company and find out how license suspensions and tickets affect the cost of insurance.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on</p>

	<p>Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p>	<p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Using the internet research the actual cost of a DUI from the ticket through to surcharges.</p> <p>Prepare a poster displaying costs to be displayed in school.</p> <p>Create a list of Myths about alcohol and driving. After reviewing information on the website, <a href="http://drivedred.glencoe.com">drivedred.glencoe.com</a> Create a list of facts to dispute these myths.</p> <p>Read a story about a teen's tragedy with drinking and driving. Write a reaction in a journal.</p> <p>Have a police officer guest speak and share the negative effects of driving violations and unpaid fines on both drivers themselves and the community</p>	<p>task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Community Safety and Driving</p>	<p>Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local,</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p>	<p>Create a poster that includes 3 tips for new drivers from the website <a href="http://drivedred.glencoe.com">drivedred.glencoe.com</a></p> <p>Assign each group a step on the GDL to complete and have them list the steps for completion. (Obtain examination permit; go from provisional license to</p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual</p>

	<p>state, national, and worldwide community.</p> <p>Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p>	<p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>basic, etc.)</p> <p>Review sheet for Drivers ed. Manuel Chapter I &amp; 2</p> <p>Have students set up simulated motor vehicle stations and go through the procedure of obtaining a title, registration, license plates, inspection, and insurance.</p> <p>Research the risks of drivers not being properly insured, along with the threat it poses to others.</p>	<p>learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>DMV Drivers Education Examination</i></p> <p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i></p> <p><i>Exit Tickets</i></p> <p><i>Peer Assessments</i></p> <p><i>Self-Assessment/Reflection</i></p> <p><i>Portfolios</i></p> <p><i>Tests and quizzes</i></p> <p><i>DMV Practice Test</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math</p> <p>Language Arts</p> <p>Science</p> <p>Art</p> <p>Music</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p>



## Unit 2

**Unit Title: Community Health Services- First Aid**

**Grade level: 10**

**Timeframe: 1 week**

### Rationale

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life. Decisions made by students, the use of technology in appropriate ways and building relationships will play a role in the unit. The unit will focus on emergency services and first aid especially in regards to driving safety and hazards.

### Focus Questions

Will I be able to handle various emergency situations that may occur throughout my life?

How do you determine what actions to take in an emergency?

What are the sequential procedures in performing cardio- pulmonary resuscitation (CPR) and automated external defibrillation (AED)?

### Standards

**Standards (Taught and Assessed):**

2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g. Suicide prevention breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g.,hunger, clean water, organ/tissue donation).

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills



### Social-Emotional Learning Competencies

#### Instructional Plan

#### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Quiz on the goals of first aid and the responsibilities of the first responder  Unit Summative Assessment	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At risk:</b> Individualized as needed  <b>IEP/504:</b> Modifications/ Accommodations as stated in IEP

#### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

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<p>First Aid</p>	<p>Describe the purpose of First Aid.</p> <p>Identify and explain the appropriate actions given various situations requiring First Aid.</p> <p>List the steps in the Chain of Survival.</p> <p>Recognize signs and symptoms of cardiac arrest. Know procedures for giving CPR and using an AED device.</p> <p>Understand the importance of organ donation.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities:</b></p> <p>Class Simulation</p> <p>Basic First Aid</p> <p>Scene of Accident</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
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<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i>  <i>Exit Tickets</i>  <i>Peer Assessments</i>  <i>Self-Assessment/Reflection</i>  <i>Portfolios</i>  <i>Tests and quizzes</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math  Language Arts  Science  Art  Music</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

***N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience***

***Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.***