



Kingsway Regional School District

Committed to Excellence

Course Name: Health (Drivers Education) & PE 10	Grade Level(s): 10
Department: Health (Drivers Education) & PE 10	Credits: 1.25; Health 3.75 PE
BOE Approval Date: October 2019	Revision Dates:

Course Description and Outcomes

10th Grade Health will focus on drivers education. The course introduces students to the rules of the road, teaching them how to become safe and mature drivers. This course will give students the knowledge to safely navigate New Jersey roadways as well as teach them how to have a positive and safe attitude toward their driving privilege. Topics that will be covered during this course include: defensive driving skills, the dangers of distracted driving, New Jersey rules/regulations/penalties, the effects of drinking and drugs on driving, sharing the road with others, organ donation, graduated driver's license laws, and the responsibility of a driver. At the end of this course, students will be administered the New Jersey State Permit Exam in conjunction with the New Jersey Motor Vehicle Commission to assess their knowledge.

Physical Education for 10th grade students will consist of various team sports, fitness activities, lifelong sports/activities, and mindfulness. During these activities students will further their development and understanding in the five major fitness components. (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) Team sports & Lifelong activities will include but are not limited to - Badminton, Pickleball, volleyball, Basketball, Tennis, Flag Football, Soccer, and Softball. Fitness activities will include but are not limited to - Use of the wellness center, Weight Lifting, Fitness Lines, and other various equipment to develop all components of fitness. These games/activities will aid in furthering students development in teamwork and sportsmanship.

Proficiencies and Pacing Guide:

Course Title: Health 10 (Drivers Education)

Prerequisite(s): N/A

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 1: The New Jersey Driver's License	2	2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).	<p>Students will understand the graduated driver's license process and be prepared to begin the process of obtaining a NJ Drivers License.</p> <p>Students will understand the differences between the various NJ Licenses and choose the ones that would apply to their needs.</p>	<p>Define the graduated driver's license process. (DOK 1)</p> <p>Separate the differences in restrictions between the different licenses and permits. (DOK 2)</p> <p>Develop a logical argument to the fairness and importance of the driving restrictions of the GDL program. (DOK 3)</p> <p>Identify the benefits for others of becoming an organ donor. (DOK 1)</p>
Unit 2: Safe Driving Rules and Regulations and Driving Responsibility	2	<p>2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>Students will demonstrate an understanding of the New Jersey motor vehicle laws and regulations and determine their impact on personal and public safety.</p> <p>Students will develop a rationale to persuade peers to comply with laws made for those individuals with disability.</p>	<p>Identify the graduated driver's license safety related laws. (DOK 1)</p> <p>Design a new set of laws for the GDL program. (DOK 4)</p> <p>Classify the various laws involved with driving such as parking distances, following distances, stopping distances, turning, and all other laws regarding safe driving habits. (DOK 2)</p> <p>Investigate current driving laws and debate if they are effective or need to be altered identifying why if so. (DOK 3)</p> <p>Identify laws related to those individuals</p>

				<p>who are handicap (DOK 1)</p> <p>Analyze infractions and punishments for breaking handicap laws (DOK 4)</p> <p>Identify ways to help others become more aware of laws, including the Move Over Law. (DOK 1)</p>
Unit 3: Defensive Driving and Emergency Situations	2	2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.	<p>Students will demonstrate their understanding of various emergency situations they may face while on the road.</p> <p>Students will understand how to make appropriate reactions to emergency situations based on road, weather, and other conditions.</p>	<p>Create posters promoting defensive driving. (DOK 4)</p> <p>Apply defensive driving skills to emergency situations. (DOK 4)</p> <p>Compare and contrast ways to promote safe driving habits to their peers through a variety of media forms. (DOK 2)</p> <p>Create presentations on emergency driving situations and teach others how to handle these situations. (DOK 4)</p>
Unit 4: Alcohol and Drugs and Their Impact on the Body and Driving Penalties	2	2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	<p>Students will analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>Students will predict the long and short-term consequences of being convicted of a DUI and explain how this would affect oneself, family, friends, and others.</p>	<p>Identify the impairments alcohol causes to the body and how this affects the ability to drive. (DOK 1)</p> <p>Summarize the various laws involved with drinking and driving as well as the penalties for such violations. (DOK 2)</p> <p>Create posters promoting drinking and driving awareness. (DOK 4)</p> <p>Investigate the effectiveness of driver</p>

				<p>violation penalties. (DOK 3)</p> <p>Analyze the way alcohol impairs the body by use of drunk goggles. (DOK 4)</p>
<p>Unit 5: Sharing the Road with others, Vehicle Information, and Essential Driving Information</p>	2	<p>2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p>	<p>Students will recognize various traffic signs, signals and road markings and explain how when used in compliance with the New Jersey motor vehicle laws and regulations they control the flow of traffic.</p>	<p>Identify pedestrian laws regarding drivers. (DOK 1)</p> <p>Summarize limitations of other road users - such as motorcycles, trucks, and busses. (DOK 2)</p> <p>Analyze current laws pertaining to other road users and discuss how to make them better. (DOK 4)</p> <p>Create new road signs. (DOK 4)</p> <p>Investigate roads around the state and country and plan a road trip. (DOK 3)</p> <p>Create posters promoting safe driving habits. (DOK 4)</p> <p>Summarize important timelines for renewing licenses and vehicle registrations. (DOK 2)</p> <p>Identify all the steps in the process of buying a car. (DOK 1)</p>
<p>Unit 6: Fitness and Wellness</p>	6 weeks	<p>2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.</p>	<p>The students will investigate the impact of inactivity on wellness and recognize the importance of daily physical activity for a healthy life as well as a means for enjoyment, self-expression, and social interaction.</p>	<p>Participate in a variety of activities designed to increase their health-related fitness component levels. (DOK 1)</p> <p>Compare short and long term impact on wellness associated with a sedentary lifestyle. (DOK 2)</p>

				<p>Analyze the role of genetics, age, gender, activity level, and exercise type on body composition. (DOK 4)</p> <p>Design and implement a personal fitness plan applying training principles (DOK 4)</p>
Unit 7: Individual and Team Sports	21 weeks	2.5.12.B.2 Apply a variety of mental strategies to improve performance	The students will understand their role and responsibilities as a participant and the importance of knowledge and preparation so that they will be able to enhance their individual as well as team performance in physical activities.	<p>Identify skills necessary for each sport utilizing proper techniques. (DOK 1)</p> <p>Design and utilize offensive and defensive strategies in game situations. (DOK 4)</p> <p>Show how to work cooperatively with others to succeed as a team in a game situation. (DOK 2)</p> <p>Display sportsmanship and character while competing by the rules of the game. (DOK 2)</p> <p>Identify sport specific terminology including field markings, rules, and scoring methods. (DOK 1)</p> <p>Demonstrate safety precautions while participating in team activities in an indoor setting. (DOK 2)</p>
Unit 8: Cooperative Learning Activities, Movement and Rhythm	3 weeks	2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	The students will interpret the five components of health – related fitness as an indicator of their fitness level and connect age, gender, genetics, and body composition as factors that relate to performance.	<p>Display communication skills (e.g., speaking clearly, identifying problems, sequencing steps or actions to take, listening, etc.). (DOK 2)</p> <p>Analyze how strength and force play a role in speed and power. (DOK 4)</p> <p>Practice and develop positive interpersonal skills in problem solving</p>

				<p>activities (e.g., demonstrating patience, accepting different ideas, resolving differences of opinion, etc.). (DOK 2)</p> <p>Actively participating in physically challenging cooperative activities. (DOK 2)</p> <p>Reflect, assess, and modify offensive and defensive strategies in a positive manner with teammates to aid in overall performance. (DOK 3)</p>
--	--	--	--	---