

# BENWAY SCHOOL

*Driver's Education*

*Grade: 10*

*Credits: 5*



**Benway School****Unit 1****Content Area:** Driver Education**Unit Title:** The New Jersey Driver License System**Grade Level:** 10**Unit Overview:** Throughout this unit, students will come to understand what laws govern NJ licenses and what type of documents they will need in order to obtain a NJ license. They will also learn what steps are needed to obtain an NJ license.**Recommended Pacing:** 1 week

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	2.1.12.B.1
Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries	2.1.12.B.2
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	2.2.12.B.1
Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers	2.2.12.B.2
Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1

Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
6 Points of ID, primary document, secondary document, early bird road, young adult road, adult road, permit, restrictions, provisional license, Graduated Driver’s License (GDL), exemptions, non-driver ID, Commercial Driver’s License (CDL)	
<b>Evidence of Learning</b>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> </ul>	

<ul style="list-style-type: none"> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> <li>● Edmodo</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● State of New Jersey Driver Education Manual</li> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a></li> <li>● <a href="http://www.nj.gov/mvc">www.nj.gov/mvc</a></li> <li>● <a href="http://www.njdrivereducation.com">www.njdrivereducation.com</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u><b>Gifted and Talented</b></u> <i>(content, process, product, and learning environment)</i>	<u><b>English Language Learners</b></u>
<b>Extension Activities:</b> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<b>Modifications:</b> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<u><b>Students with Disabilities</b></u>	<u><b>Students at Risk of School Failure</b></u>

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)*

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
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**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

<ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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<b>Benway School</b>	
<b>Unit 2</b>	
<b>Content Area:</b> Driver Education	
<b>Unit Title:</b> New Jersey Driver Testing	
<b>Grade Level:</b> 9	
<b>Unit Overview:</b> Throughout this unit, students will come to understand what is required to pass the NJ Road Test to obtain a basic driver’s license and reason for rejection.	
<b>Recommended Pacing:</b> 1 week	
Student Learning Objectives	NJSLs
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
New Jersey Student Learning Standards	Progress Indicator
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	2.2.12.B.1
Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	2.3.12.B.1
Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.12.B.2
Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.	2.3.12.B.5
New Jersey Student Learning Standards Technology	Indicator

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Vision test, road test, knowledge test, inspection sticker, liability insurance, decals, handbrake, driving in reverse, following vehicles, parallel parking, 3 point turn (K-Turn), rejection	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> </ul>	

<ul style="list-style-type: none"> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> <li>● Edmodo</li> </ul>	
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<p><b><u>Gifted and Talented</u></b>  <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> </ul>	<p><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>



<ul style="list-style-type: none"> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>

<p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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Benway School	
Unit 3	
<b>Content Area:</b> Driver Education	
<b>Unit Title:</b> Driver Responsibility	
<b>Grade Level:</b> 10	
<b>Unit Overview:</b> Throughout this unit, students will come to understand the New Jersey seat belt and car seat laws, the use of airbags for driver safety, safe steering, speed control and braking distances, proper use of driver signals, and proper parking, turning, and reversing practices.	
<b>Recommended Pacing:</b> 1 week	
Student Learning Objectives	NJSLs
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5

Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).	2.4.12.A.5
Evaluate information that supports abstinence from sexual activity using reliable research data.	2.4.12.B.2
Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	2.4.12.B.3
Analyze factors that affect the decision to become a parent.	2.4.12.C.7
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8

Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Seat belt, driver's responsibility, car seat, momentum, airbags, conventional brakes, anti-lock brakes (ABS), tires, tread, hand position, stopping distance, reaction time, turn signal, hand signals, uphill parking, downhill parking	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<b>Learning Activities:</b>	
<ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<b>Instructional Materials:</b>	
<ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> <li>● Edmodo</li> </ul>	
<b>Teacher Resources:</b>	
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- [www.driveredto.com/game\\_drivered.aspx](http://www.driveredto.com/game_drivered.aspx)
- [www.learn4good.com/games/simulation/driverseducation.htm](http://www.learn4good.com/games/simulation/driverseducation.htm)
- [www.quizlet.com](http://www.quizlet.com)

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p align="center"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p align="center"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> </ul>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> </ul>

- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Extra textbooks for home
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- Extended time on classroom tests and quizzes
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- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

**Benway School****Unit 4****Content Area:** Driver Education**Unit Title:** Safe Driving Rules and Regulations**Grade Level:** 10**Unit Overview:** Throughout this unit, students will come to understand safe driving and passing practices, the right of way, yielding and safe entry and exit in highway driving. They will also learn how to safely maneuver turns and interchanges.**Recommended Pacing:** 1-2 weeks

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3

Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Flow of traffic, safe corridors, fine, solid line, broken line, right of way, pedestrians, controlled intersection, uncontrolled intersection, traffic circle, acceleration lane, deceleration lane, disabled vehicle, hazards, amber light, red light, traffic officer, railroad crossing, headlights, visibility, bright beams, low beams, double parking, handheld electronic device	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<b>Learning Activities:</b>	
<ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> </ul>	



<ul style="list-style-type: none"> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> <li>● Edmodo</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● State of New Jersey Driver Education Manual</li> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a></li> <li>● <a href="http://www.nj.gov/mvc">www.nj.gov/mvc</a></li> <li>● <a href="http://www.njdrivereducation.com">www.njdrivereducation.com</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b>  <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>

### Students with Disabilities

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)*

#### **Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments,
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

### Students at Risk of School Failure

#### **Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
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- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

#### **Modifications for Assessments:**

- Extended time on classroom tests and quizzes

<p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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Benway School	
Unit 5	
<b>Content Area:</b> Driver Education	
<b>Unit Title:</b> Defensive Driving	
<b>Grade Level:</b> 10	
<b>Unit Overview:</b> Throughout this unit, students will come to understand how to prevent a collision, driver hazards (distraction and tiredness) and communication. They will also learn how to identify road and environmental conditions that impact drivers, how to react to driver problems and emergencies, and how to describe avoiding collisions and reacting to collision situations.	
<b>Recommended Pacing:</b> 1 week	
Student Learning Objectives	NJSLs
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
New Jersey Student Learning Standards	Progress Indicator
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
New Jersey Student Learning Standards Technology	Indicator

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Aggressive motorist, Maggie's law, highway hypnosis, tailgating, 3 second rule, stopping distance, perception distance, reaction distance, braking distance, inclement weather, hydroplaning, skid, tire blowout	
<b>Evidence of Learning</b>	
<b>Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> </ul>	

<ul style="list-style-type: none"> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> <li>● Edmodo</li> </ul>	
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<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u><b>Gifted and Talented</b></u> <i>(content, process, product, and learning environment)</i>	<u><b>English Language Learners</b></u>
<b>Extension Activities:</b> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> </ul>	<b>Modifications:</b> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>

<ul style="list-style-type: none"> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofed assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>

<p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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Benway School	
Unit 6	
<b>Content Area:</b> Driver Education	
<b>Unit Title:</b> Drinking, Drugs and Health	
<b>Grade Level:</b> 10	
<b>Unit Overview:</b> Throughout this unit, students will come to understand how to identify effects of alcohol on their blood alcohol level. They will be able to define blood alcohol concentration and identify concentration levels. They will also understand the effects of other drugs on the body and how they impact driving performance and overall safety.	
<b>Recommended Pacing:</b> 1-2 weeks	
Student Learning Objectives	NJSLs
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5

Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8



Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Alcohol, accident, driving under the influence (DUI), driving while intoxicated (DWI), reaction time, coordination, balance, sober, blood alcohol concentration (BAC), body weight, implied consent law, ounces, proof, cold pills, tranquilizers, prescription medications, illegal drugs, beer, whiskey, wine	
<b>Evidence of Learning</b>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> <li>● Edmodo</li> </ul>	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● State of New Jersey Driver Education Manual</li> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJHPERD.org">www.NJHPERD.org</a></li> <li>● <a href="http://www.nj.gov/mvc">www.nj.gov/mvc</a></li> <li>● <a href="http://www.njdrivereducation.com">www.njdrivereducation.com</a></li> </ul>	

- [www.quizlet.com](http://www.quizlet.com)

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
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<b>Unit Title:</b> Driver Privileges and Penalties	
<b>Grade Level:</b> 10	
<b>Unit Overview:</b> Throughout this unit, students will come to understand motor vehicle violations and penalties, the point system and violations. They will also understand and discuss how cell phone use and distracted driving affects road safety.	
<b>Recommended Pacing:</b> 1-2 weeks	
<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7

Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Habitual offender, points, violation, suspension	
<b>Evidence of Learning</b>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> <li>● Small group/ large group discussion</li> <li>● Investigation of key concepts &amp; principles</li> <li>● Teacher and Students read-aloud</li> <li>● Sustained silent reading</li> <li>● Presenting and Writing Current Events</li> <li>● Class Debates</li> </ul>	
<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Notebooks</li> <li>● Computers</li> <li>● Large presentation boards</li> <li>● Smartboard</li> </ul>	

<ul style="list-style-type: none"> <li>● Overhead projector</li> <li>● Scissors</li> <li>● Tape</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● State of New Jersey Driver Education Manual</li> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJASPERD.org">www.NJASPERD.org</a></li> <li>● <a href="http://www.nj.gov/mvc">www.nj.gov/mvc</a></li> <li>● <a href="http://www.njdrivereducation.com">www.njdrivereducation.com</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> </ul>

- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofed assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

- Preferential seating to be mutually determined by the student and teacher
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- Extra textbooks for home
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**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none"> <li>Establish procedures for accommodations/modifications for assessments</li> </ul>	
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<b>Benway School</b>	
<b>Unit 8</b>	
<b>Content Area:</b> Driver Education	
<b>Unit Title:</b> Sharing the Road with Others	
<b>Grade Level:</b> 10	
<b>Unit Overview:</b> Throughout this unit, students will come to understand the various types of vehicles and pedestrians that share the roadway. They will learn how to identify special situations in sharing the road with others. Students will understand the no zone principle.	
<b>Recommended Pacing:</b> 1 week	
Student Learning Objectives	NJSLs
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
New Jersey Student Learning Standards	Progress Indicator
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
New Jersey Student Learning Standards Technology	Indicator
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2



Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Fatality, miles per hour (MPH), maneuverability, bicycles, skateboards, inline skaters	
<b>Evidence of Learning</b>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Notebook assignments</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Current Events</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instructional Groups and Activities</li> </ul>	

- Small group/ large group discussion
- Investigation of key concepts & principles
- Teacher and Students read-aloud
- Sustained silent reading
- Presenting and Writing Current Events
- Class Debates

**Instructional Materials:**

- G-Suite
- Notebooks
- Computers
- Large presentation boards
- Smartboard
- Overhead projector
- Scissors
- Tape

**Teacher Resources:**

- State of New Jersey Driver Education Manual
- [www.NASPE.org](http://www.NASPE.org)
- [www.NJAHPERD.org](http://www.NJAHPERD.org)
- [www.nj.gov/mvc](http://www.nj.gov/mvc)
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**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities

**English Language Learners**

**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

**Students with Disabilities**

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)*

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments,
- Repetition and practice
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- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
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- Teachers will check/sign student agenda daily
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**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

**Students at Risk of School Failure**

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
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<b>Benway School</b>	
<b>Unit 9</b>	
<b>Content Area:</b> Driver Education	
<b>Unit Title:</b> Driver Safety and MVC Locations	
<b>Grade Level:</b> 10	
<b>Unit Overview:</b> Throughout this unit, students will come to understand different traffic signals, road signs and markings. They will also find out where the closest NJ Department of Motor Vehicles is located as well as their other locations.	
<b>Recommended Pacing:</b> less than 1 week	
Student Learning Objectives	NJSLs
Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	2.1.12.D.3
Develop a rationale to persuade peers to comply with traffic safety laws and avoid distractions.	2.1.12.D.4
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (ex. Organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Plan and implement an advocacy strategy to stimulate action on a state, national or global issue including but not limited to, organ/tissue donation.	2.2.12.D.1
New Jersey Student Learning Standards	Progress Indicator
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4

Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
<b>New Jersey Student Learning Standards Technology</b>	<b>Indicator</b>
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b>	<b>Indicator</b>
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<b>Key Vocabulary Words</b>	
Registration, license plate, liability insurance, flashing red, flashing yellow, unlit signal, construction sign, warning sign, stop sign, octagonal, yield sign, triangular, school zone sign, pentagon, slash	
<b>Evidence of Learning</b>	

**Suggested Assessments:**

- Presentations
- Class discussions and debates
- Make connections to the outside world and own life
- Homework
- Tests/quizzes
- Notebook assignments
- Daily oral language
- Notebook Check
- Chapter Reviews
- Current Events

**Learning Activities:**

- Differentiated Instructional Groups and Activities
- Small group/ large group discussion
- Investigation of key concepts & principles
- Teacher and Students read-aloud
- Sustained silent reading
- Presenting and Writing Current Events
- Class Debates

**Instructional Materials:**

- G-Suite
- Notebooks
- Computers
- Large presentation boards
- Smartboard
- Overhead projector

**Teacher Resources:**

- State of New Jersey Driver Education Manual
- [www.NASPE.org](http://www.NASPE.org)
- [www.NJAHPERD.org](http://www.NJAHPERD.org)
- [www.nj.gov/mvc](http://www.nj.gov/mvc)
- [www.njdrivereducation.com](http://www.njdrivereducation.com)
- [www.quizlet.com](http://www.quizlet.com)

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.

**English Language Learners****Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed

<p>Debate topics of interest/cultural importance.</p> <ul style="list-style-type: none"> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b>  <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p>

<ul style="list-style-type: none"> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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