

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

HEALTH & PHYSICAL EDUCATION DEPARTMENT

HEALTH 10

Grade Level: 10

Credits: 1.25

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2018

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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HEALTH 10 - SAFE AND RESPONSIBLE DRIVING

COURSE PHILOSOPHY

The Health & Physical Education program is committed to teaching skills for lifelong health, wellness, and fitness. Teachers provide the keys to physical, mental, social, and emotional strength and decision-making. Students learn more than just skills and facts. They practice teamwork, cooperation, and sportsmanship while developing personal wellness, healthy behaviors, interpersonal relationships, and goal-setting habits; the program allows students to pursue endeavors not yet considered. For these reasons, Health & Physical Education is vital. Upon graduation, students are equipped with a balance of psychomotor, cognitive, and affective domains to enhance the likelihood of a healthy lifestyle.

COURSE DESCRIPTION

Health 10, "Safe and Responsible Driving," is designed to develop safe, courteous, and knowledgeable drivers. The course raises the level of awareness about driver impairment and the impact of impairment on safe vehicle operation. The program emphasizes defensive driving, driver safety and responsibility, and awareness of laws and regulations. The goal is to provide students with the essential information that they will need in order to make responsible decisions while behind the wheel of a motor vehicle.

COURSE SUMMARY

COURSE GOALS

CG1: Students will recognize and manage inherent risks to prepare for responsible driving.

CG2: Students will evaluate the impact alcohol and other drugs have on all aspects of one's life.

CG3: Students will adhere to the laws, rules, and regulations governing the New Jersey Driver's License System.

COURSE ENDURING UNDERSTANDINGS

CEU1: Responsible driving means minimizing risky behaviors and dangerous distractions, as irresponsible driving carries consequences for oneself and others.

CEU2: There are immediate and long-term consequences of risky behavior associated with substance abuse.

CEU3: Obtaining a New Jersey driver's license requires knowledge of laws, regulations, effective driving skills, and maneuvers.

COURSE ESSENTIAL QUESTIONS

CEQ1: How can I best minimize risky behaviors and dangerous distractions while driving?

CEQ2a: Why do people choose to take dangerous substances?

CEQ2b: What are the short term and long term impacts of substance use and motor vehicle accidents?

CEQ3: How does knowledge of New Jersey's driver's license system lead to a safe and productive society?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
<u>Unit 1: Risk Management/Social Readiness</u>	Students will assess the impact of healthy and unhealthy decision making on themselves, friends, family, and others.	7-14 sessions
<u>Unit 2: Abused Substances and Unhealthy Behavior</u>	Students will compare and contrast the incidence and impact of commonly abused substances on individuals and communities.	4-7 sessions
<u>Unit 3: Rules, Laws, Regulations Governing New Jersey Driver's License System</u>	Students will recognize and summarize New Jersey Driver's License System's impact on health and safety.	14-21 sessions

HEALTH 10 - SAFE AND RESPONSIBLE DRIVING**DURATION:****UNIT 1: RISK MANAGEMENT/ SOCIAL READINESS****7-14 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will assess the impact of healthy and unhealthy decision making on themselves, friends, family, and others.

ENDURING UNDERSTANDINGS

CEU1: Responsible driving means minimizing risky behaviors and dangerous distractions, as irresponsible driving carries consequences for oneself and others.

ESSENTIAL QUESTIONS

CEQ1: How can I best minimize risky behaviors and dangerous distractions while driving?

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> • identify and assess the impact of healthy and unhealthy decisions; • investigate how decisions impact themselves, friends, family, and others:
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance the student does not exhibit understanding of the performance listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
2.1.12.D.1, 4 2.2.12.A.3 2.2.12.B.1 2.2.12.C.2 2.2.12.D.1 WHST. 9-10.4 DOK 4	<p>Option 1: Students will create a “Choose Your Own Adventure” style story which shows all the possible decisions the adolescent could make and the consequences, both positive and negative, of those decisions. Final products could be in the form of a children’s book, digital narrative, video, essay, etc.</p> <p>Option 2: Students will investigate current research on topical healthy and unhealthy decisions as it relates to responsible driving, driving distractions, risky behavior/consequences while driving and organ donation. Final products could be in the form of a children’s book, digital narrative, video, essay, etc.</p>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
code of ethics consequences decision-making driving distractions driving safety global health organ donors peer pressure tissue donation traffic laws	Analyze decision making strategies in young adults to prevent injury (DOK 3)	2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
	Draw conclusions on why it is important to comply with safety laws (DOK 3)	2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.
	Draw conclusions on how adherence to core ethical values impact society (DOK 3)	2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
	Investigate strategies to stimulate action on organ/tissue donation (DOK 3)	2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
	Summarize the meaning of vocabulary and other key terms (DOK 2)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
communication digital communication healthy vs. unhealthy lifestyle relationships self-preservation social wellness target audiences technology wellness	Investigate the impact of technology in supporting a healthy lifestyle (DOK 3)	2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
	Hypothesize how one's decisions impact all parts of society (DOK 3)	2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
	Apply concepts previously learned in writing in a clear and coherent manner (DOK 3)	WHST.9-10.4 Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will compare and contrast the incidence and impact of commonly abused substances on individuals and communities.

ENDURING UNDERSTANDINGS

CEU2: There are immediate and long-term consequences of risky behavior associated with substance abuse.

ESSENTIAL QUESTIONS

CEQ2a: Why do people choose to take dangerous substances?
CEQ2b: What are the short term and long term impact of substance use and motor vehicle accidents?

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> analyze the impact of drugs on the body and psyche; summarize why people choose to take and/or abuse dangerous substances; identify the direct impact (short term/long term) of drug use and motor vehicle accidents:
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance the student does not exhibit understanding of the performance listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
2.1.12.D.3 2.2.12.B.1 2.3.12.B.1 RST.9-10.4 DOK 3, 4	<p>Option 1: Students will create a project in which they show all the possible decisions, consequences, and impact of commonly abused substances on individuals and communities, as well as debate the various legal and financial consequences of those unhealthy decisions. Final products could be in the form of a poster, pamphlet, digital narrative, video, essay, etc.</p> <p>Option 2: Students will investigate current research on commonly abused substances and the impact they have on the individuals and the community. Final products could be in the form of a poster, pamphlet, children’s book, digital narrative, video, essay, etc.</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
alcohol B.A.C. binge drinking D.U.I. drug classification implied consent short term/ long term effects of drugs/alcohol standard drink equivalent statistics on drug/alcohol collisions	Compare and contrast the impact of various drugs on a person’s mental and physical states (DOK 2) Draw conclusions about possible consequences of driving under the influence (DOK 3)	2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
alcohol anabolic steroids decision-making skills inhalants long-term consequences marijuana opiates short-term consequences stimulants vs depressants substance abuse tobacco (including, but not limited to, cigarettes, chewing tobacco, e-cigarettes, vaping, etc.)	Hypothesize how one’s decisions impact all parts of society (DOK 3)	2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
	Analyze the impact of commonly abused substances on individuals and communities (DOK 3)	2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
	Summarize the meaning of vocabulary and other key terms (DOK 2)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will recognize and summarize New Jersey Driver's License System's impact on health and safety.

ENDURING UNDERSTANDINGS

CEU3: Obtaining a New Jersey driver's license requires knowledge of laws, regulations, effective driving skills, and maneuvers.

ESSENTIAL QUESTIONS

CEQ3: How does knowledge of New Jersey's driver's license system lead to a safe and productive society?

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none"> summarize and recognize the New Jersey Driver's License System's impact on health and safety; identify components, laws, rules and regulations of the New Jersey Driver's License System.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance the student does not exhibit understanding of the performance listed in score 3.

SUMMATIVE ASSESSMENT

ALIGNMENT	DESCRIPTION
2.1.12.D.4, 5 DOK 3	New Jersey Motor Vehicle Commission State Exam

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
consequences distracted driving driving safety G.D.L. laws hand-held devices highway transportation system NJ motor vehicle laws NJ motor vehicle regulations parts/ operations of vehicles proper seatbelt use safety features/ technology in vehicles texting and driving consequences	Apply concepts of the NJ motor vehicle laws, regulations and driver's license system (DOK 4) Connect the cause and effects of traffic law infractions (DOK 4)	2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (seatbelt use, and the use of hand-held devices).
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
distracted driving peer pressure safety laws traffic safety laws	Draw conclusions on why it is important to comply with safety laws (DOK 3)	2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distraction.