

Ocean Academy Charter High School  
Full Physical Education Curriculum  
Grade 10



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<b>Ocean Academy Charter High School Physical Education Curriculum</b>	
<b>Content Area:</b> Health Education	
<b>Course Title:</b> Drivers Education	<b>Grade Level:</b> 10
Unit 1- The Licensing Process	5 days
Unit 2- Vehicle Information	5 days
Unit 3- Starting to Drive	5 days
Unit 4- Safe Driving Rules, Law and Regulations	5 days
Unit 5- Alcohol, Drugs and Driving	5 days

<b>Introduction</b>
<p>The 10th grade Driver’s Education course is designed to guide students through the process of obtaining a driver’s permit and the subsequent GDL in New Jersey. The course will focus on familiarizing students with vehicle features, as well as ensuring they understand and comply with the rules of the road. Emphasizing safe driving practices, the course aims to instill an awareness of the responsibility and privilege that come with operating a vehicle. Students will learn the importance of driving responsibly and safely.</p>

<b>Ocean Academy Charter High School Unit 1 Overview</b>	
<b>Content Area:</b> Health Education	
<b>Unit 1 Title:</b> The Licensing Process (GDL)	<b>Duration:</b> 5 Days
<b>Target Course/Grade Level:</b> Grade 10	

**Unit 1 Focus**

**[NJDOE Comprehensive Health and Physical Education](#)**

The aim of Unit 1 is to teach students the process of obtaining a permit and driver's license in New Jersey, along with the laws that govern these procedures under the Graduated Driver's License (GDL) system.

**Disciplinary Concepts for CHPE**

**New Jersey Student Learning Standard(s) (NJSLS) addressed:**

**[Comprehensive Health and Physical Education](#)**

**Personal Growth and Development-**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

**Emotional Health-**

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

**Personal Safety-**

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

**Health Conditions, Diseases and Medicines-**

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or

relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

**Mental Health** (N.J.S.A. 18A:35-4.39) A Ocean Academy Charter High School shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

**Organ Donation** (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Practices for Comprehensive Health and Physical Education**

<b>Relationship</b>	<b>Self -Awareness</b>
<ul style="list-style-type: none"> <li>➤ Acting as responsible and contributing member of society</li> <li>➤ Building and maintaining healthy relationships</li> <li>➤ Communicating clearly and effectively (verbal and nonverbal)</li> <li>➤ Resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attending to personal health, emotional, social and physical well-being</li> <li>➤ Engaging in an active lifestyle</li> <li>➤ Making decisions</li> <li>➤ Managing-self</li> <li>➤ Setting goals</li> <li>➤ Using technology tools responsibly</li> </ul>

**Unit 1 Focus Standards [NJDOE Comprehensive Health and Physical Education](#)**

**Disciplinary Concepts**

- [Standard 2.1 Personal and Mental Health](#)
- [Standard 2.3 Safety](#)

<b>Core Ideas</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>➤ Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</li> </ul>	<p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

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<p>➤ Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</p> <p>2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>
<p>➤ Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.</p>	<p>2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>
<p>➤ Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol,</p>

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	<p>marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>
<p>➤ Mental health conditions affect individuals, family members, and communities.</p>	<p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</p>

**Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSL for Mathematics, Language Arts Literacy, Science**

RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples

- appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Unit 1 [Computer Science and Design Thinking Standards](#)**

**Disciplinary Concepts**

Engineering Design (ED)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors

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	have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.  8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
<b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

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<b>Unit 1 <u>NJSLS-CTE</u></b>	
<b>Anchor Standards Core Ideas</b>	<b>Performance Expectations</b>
<p>Education and Training Career Cluster Teaching and Training</p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
<p><b><u>Unit 1 Career Readiness, Life Literacies, and Key Skills</u> Standards 9.2 and 9.4</b></p>	
<p><b>Disciplinary Concepts</b>            Career Awareness- 9.2            Creativity and Innovation 9.4            Critical Thinking and Problem-solving 9.4</p>	

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Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Cultivating online reputations for employers and academia requires separating private and professional digital identities	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
Unit 1 Evidence of Student Learning	
<b>Performance Tasks/Use of Technology:</b> <ul style="list-style-type: none"> <li>➤ Google Classroom</li> <li>➤ Google Forms</li> <li>➤ Google Docs</li> </ul>	<b>Other Assessments</b> <b>Formative:</b> <ul style="list-style-type: none"> <li>➤ Teacher Observation</li> <li>➤ Teacher Exit Tickets</li> </ul>

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<ul style="list-style-type: none"> <li>➤ Tracking sheets</li> <li>➤ Cell phones</li> <li>➤ Edpuzzle</li> <li>➤ YouTube</li> <li>➤ Chrome Books</li> <li>➤ Video Technology</li> </ul>	<ul style="list-style-type: none"> <li>➤ Verbal question &amp; answer</li> <li>➤ Written question &amp; answer</li> <li>➤ Self-evaluation of performance and progress</li> <li>➤ Reflections/ Journal</li> <li>➤ Class Discussion</li> <li>➤ Do Now</li> <li>➤ Notebook checks</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>➤ Student participation</li> <li>➤ Rubric score</li> <li>➤ Final Exam</li> <li>➤ Final Project of teaching the class</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>➤ Baseline SGO</li> <li>➤ Mid-year SGO</li> <li>➤ End of year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>➤ Partner Evaluation</li> </ul>
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**Unit 1 Knowledge and Skills**

**Essential Questions**

- What are the types of auto licenses and permits in NJ and the procedures for obtaining them?
- What are the reasons and explanations for the GDL process?
- How does the GDL affect teens' decisions when driving?
- What are the three steps in the GDL?
- What are the 6 points of identification?
- What forms need to be handed to your driving instructor when trying to obtain a permit?

**Unit Enduring Understandings**

*Students will know...*

- How to obtain his/her drivers permit
- The process for obtaining his/her GDL
- The MVC testing process
- The purpose of the GDL process
- That there are penalties for forging/using false identification

**Unit Learning Targets (Objectives)**

*Students will be able to...*

- Explain the 3 stages of the GDL
- Pursue the obtainment of his/her drivers permit and GDL
- Analyze reason(s) for failing the written/road tests.
- Reacquire a lost permit or license if it is lost or stolen

**Unit 1 Instructional Plan**

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Suggested Activities	Resources
<ul style="list-style-type: none"> <li>➤ Drivers Ed Manual Chapters</li> <li>➤ Kahoot</li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>➤ <a href="https://www.strava.com/">https://www.strava.com/</a> GPS Running and Biking Application</li> <li>➤ <a href="https://www.state.nj.us/mvc/">https://www.state.nj.us/mvc/</a></li> <li>➤ <a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx</a></li> <li>➤ <a href="https://www.redcrosslearningcenter.org/s/">https://www.redcrosslearningcenter.org/s/</a></li> </ul>

**Differentiation & Inclusive Support Strategies:**

**Multilingual Learners:**

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

**Students with IEPs or 504 Plans:**

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

**Students At Risk of Academic Failure:**

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

**Gifted and Talented Learners:**

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

**Diversity and Inclusion:**

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

## Unit 1 Core Instructional and Supplemental Materials

- Chromebooks
- Videos
- NJ Driver Manual
- Google Slides
- Social networking applications
- Current articles

## Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills

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- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Teacher Notes:**

- Keep updated on changes to MVC policy/procedures that affect both the student and the teacher

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Unit 2 Overview**

**Content Area:** Physical Education

**Unit 2 Title:** Personal Safety and Wellness: Effects of Alcohol/Drugs on Driving

**Duration:** 5 days

**Target Course/Grade Level:** Grade 10

**Unit 2 Focus**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

In Unit 2, students will learn about the vehicle, its operation, and the laws that regulate its use at both the federal and state levels. They will also gain knowledge on where to obtain necessary documents related to driving.

**Unit 2 Disciplinary Concepts CHPE**

**New Jersey Student Learning Standard(s) (NJSLs) addressed:**

## Comprehensive Health and Physical Education

### **Personal Growth and Development-**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

### **Emotional Health-**

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

### **Personal Safety-**

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

### **Health Conditions, Diseases and Medicines-**

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

**Mental Health** (N.J.S.A. 18A:35-4.39) A Ocean Academy Charter High School shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.

The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A.** 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A.** 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion:** C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### **Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

#### **21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career

skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Relationship	Self -Awareness
<ul style="list-style-type: none"> <li>➤ Acting as responsible and contributing member of society</li> <li>➤ Building and maintaining healthy relationships</li> <li>➤ Communicating clearly and effectively (verbal and nonverbal)</li> <li>➤ Resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attending to personal health, emotional, social and physical well-being</li> <li>➤ Engaging in an active lifestyle</li> <li>➤ Making decisions</li> <li>➤ Managing-self</li> <li>➤ Setting goals</li> <li>➤ Using technology tools responsibly</li> </ul>

**Unit 2 Focus Standards [NJSLC CHPE](#)**

**Disciplinary Concepts**

- Standard 2.1 Personal and Mental Health
- Standard 2.3 Safety

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> <li>➤ Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> </ul>
<ul style="list-style-type: none"> <li>➤ Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</li> </ul>	<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</p>

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	<p>2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>
<p>➤ Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.</p>	<p>2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>
<p>➤ Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>
<p>➤ Mental health conditions affect individuals, family members, and communities.</p>	<p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse</p>

disorders).

**Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy, Science**

RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Unit 1 Computer Science and Design Thinking Standards**

**Disciplinary Concepts**  
**Engineering Design (ED)**

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Interactions of Technology and Humans (ITH) Effects of Technology on the Natural World (ETW)	
Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits,

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<p>change over time. These changes may vary from society to society as a result of differences in a society’s economy, politics, and culture.</p>	<p>trade-offs, and risks related to the use of the innovation.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p>
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making.</p> <p>Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</p>	<p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>
<p><b>Unit 1 <a href="#">NJSL-CTE</a></b></p>	
<p><b>Anchor Standards Core Ideas</b></p>	<p><b>Performance Expectations</b></p>
<p><b>Education and Training Career Cluster Teaching and Training</b></p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p>

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	<p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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**Unit 1 Career Readiness, Life Literacies, and Key Skills Standards 9.2 and 9.4**

**Disciplinary Concepts**  
 Career Awareness- 9.2  
 Creativity and Innovation 9.4  
 Critical Thinking and Problem-solving 9.4

<b>Core Ideas</b>	<b>Performance Expectations</b>
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<p>There are strategies to improve one’s professional value and marketability.</p>	<p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>
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<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
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With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

**Unit 2 Evidence of Student Learning**

<p><b>Performance Tasks/Use of Technology:</b></p> <ul style="list-style-type: none"> <li>➤ Google Classroom</li> <li>➤ Google Forms</li> <li>➤ Google Docs</li> <li>➤ Tracking sheets</li> <li>➤ Cell phones</li> <li>➤ Edpuzzle</li> <li>➤ YouTube</li> <li>➤ Chrome Books</li> <li>➤ Video Technology</li> </ul>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher Observation</li> <li>➤ Teacher Exit Tickets</li> <li>➤ Verbal question &amp; answer</li> <li>➤ Written question &amp; answer</li> <li>➤ Self-evaluation of performance and progress</li> <li>➤ Reflections/Journal</li> <li>➤ Class Discussion</li> <li>➤ Do Now</li> <li>➤ Notebook checks</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>➤ Student participation</li> <li>➤ Rubric score</li> <li>➤ Final Exam</li> <li>➤ Final Project of teaching the class</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>➤ Baseline SGO</li> <li>➤ Mid-year SGO</li> <li>➤ End of year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>➤ Partner Evaluation</li> </ul>
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**Unit 2 Knowledge and Skills**

**Essential Questions**

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Full Physical Education Curriculum  
Grade 10

- Where are the MVC locations in NJ?
- What is the purpose of the MVC?
- What type of insurance coverage is mandated in NJ?
- What are the major features of a vehicle?

**Unit Enduring Understandings**

*Students will know...*

- how to obtain license plates, titles, and registration and the laws that govern them
- the process of vehicle inspection and list features that are inspected
- Discuss MVC locations and hours
- Discuss insurance and the laws that govern each
- Understand the features of a vehicle

**Unit Learning Targets (Objectives)**

*Students will be able to..*

- Choose an MVC location based on what task he/she needs to complete
- Locate a local inspection station in order to complete inspection as needed
- Follow-through on necessary repairs if the vehicle fails inspection

**Unit 2 Instructional Plan**

**Suggested Activities**

- Drivers Ed Manual
- Kahoot
- Vision impaired goggle
- Dashboard Project

**Resources**

- <http://www.youtube.com>
- <https://www.strava.com/> GPS Running and Biking Application
- <https://www.state.nj.us/mvc/>
- [https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers\\_Toolbox\\_Secondary\\_PE.aspx](https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx)
- <https://www.redcrosslearningcenter.org/s/>

**Differentiation & Inclusive Support Strategies:**

**Multilingual Learners:**

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames

- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

**Students with IEPs or 504 Plans:**

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

**Students At Risk of Academic Failure:**

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

**Gifted and Talented Learners:**

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product

- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

**Diversity and Inclusion:**

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

**Core Instructional and Supplemental Materials**

- Chromebooks
- Videos
- NJ Driver Manual
- Google Slides
- Social networking applications
- Current articles
- YouTube

**Social and Emotional Learning New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations

- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Ocean Academy Charter High School  
Unit 3 Overview

**Content Area:** Physical Education

**Unit 3 Title:** Starting To Drive

**Duration:** 5 days

**Target Course/Grade Level:** Grade 10

### Unit 3 Focus

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

In Unit 3, the focus will be on learning the procedures for controlling a vehicle during various maneuvers and in different driving environments, with an emphasis on collision prevention.

### Unit 3 Disciplinary Concepts CHPE

New Jersey Student Learning Standard(s) (NJSLs) addressed:

#### Comprehensive Health and Physical Education

##### **Personal Growth and Development-**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

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This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

### **Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

<b>Relationship</b>	<b>Self -Awareness</b>
<ul style="list-style-type: none"> <li>➤ Acting as responsible and contributing member of society</li> <li>➤ Building and maintaining healthy relationships</li> <li>➤ Communicating clearly and effectively (verbal and nonverbal)</li> <li>➤ Resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attending to personal health, emotional, social and physical well-being</li> <li>➤ Engaging in an active lifestyle</li> <li>➤ Making decisions</li> <li>➤ Managing-self</li> <li>➤ Setting goals</li> <li>➤ Using technology tools responsibly</li> </ul>

**Unit 3 Focus Standards [NJSLs CHPE](#)**

**Disciplinary Concepts**

- Standard 2.1 Personal and Mental Health
- Standard 2.3 Safety

<b>Core Ideas</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>➤ Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</li> </ul>	<p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>

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<p>➤ Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</p> <p>2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>
<p>➤ Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.</p>	<p>2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>
<p>➤ Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic</p>

	<p>steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>
<p>➤ Mental health conditions affect individuals, family members, and communities.</p>	<p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</p>

**Unit 3 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSL for Mathematics, Language Arts Literacy, Science**

RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Unit 3 [Computer Science and Design Thinking Standards](#)**

**Disciplinary Concepts**

Engineering Design (ED)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

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<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society’s economy, politics, and culture.</p>	<p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.</p>
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society’s economy, politics, and culture.</p>	<p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p>
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</p>	<p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>

<b>Unit 3 <u>NJSLS-CTE</u></b>	
<b>Anchor Standards Core Ideas</b>	<b>Performance Expectations</b>
<b>Education and Training Career Cluster            Teaching and Training</b>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
<b><u>Unit 3 Career Readiness, Life Literacies, and Key Skills</u> Standards 9.2 and 9.4</b>	
<b>Disciplinary Concepts</b> Career Awareness- 9.2 Creativity and Innovation 9.4 Critical Thinking and Problem-solving 9.4	

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Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 3 Evidence of Student Learning	
<b>Performance Tasks/Use of Technology:</b> <ul style="list-style-type: none"> <li>➤ Google Classroom</li> <li>➤ Google Forms</li> <li>➤ Google Docs</li> <li>➤ Tracking sheets</li> <li>➤ Cell phones</li> <li>➤ Edpuzzle</li> <li>➤ YouTube</li> <li>➤ Chrome Books</li> <li>➤ Video Technology</li> </ul>	<b>Other Assessments</b> <b>Formative:</b> <ul style="list-style-type: none"> <li>➤ Teacher Observation</li> <li>➤ Teacher Exit Tickets</li> <li>➤ Verbal question &amp; answer</li> <li>➤ Written question &amp; answer</li> <li>➤ Self-evaluation of performance and progress</li> <li>➤ Reflections/Journal</li> <li>➤ Class Discussion</li> <li>➤ Do Now</li> <li>➤ Notebook checks</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>➤ Student participation</li> <li>➤ Rubric score</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Final Exam</li> <li>➤ Final Project of teaching the class</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>➤ Baseline SGO</li> <li>➤ Mid-year SGO</li> <li>➤ End of year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>➤ Partner Evaluation</li> </ul>
<b>Unit 3 Knowledge and Skills</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ Where should I place my hands on the steering wheel while driving?</li> <li>➤ How far in advance should I signal before turning?</li> <li>➤ What is the speed limit in a residential/school area?</li> <li>➤ If two cars simultaneously enter an intersection, which car yields the right of way?</li> <li>➤ What do I do if there is an emergency while I drive?</li> </ul>	
<b>Unit Enduring Understandings</b>	<b>Unit Learning Targets (Objectives)</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>➤ Hand placement of 9 and 3 o'clock and 10 and 2 o'clock</li> <li>➤ To signal 100 feet before the turn</li> <li>➤ That residential/school speed limit is 25 mph, unless otherwise posted</li> <li>➤ Drivers yield to the right</li> <li>➤ How to control the speed of his/her vehicle</li> <li>➤ Laws that govern the speed limit</li> <li>➤ How to prevent and manage driving emergencies</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>➤ Start a vehicle</li> <li>➤ Properly place hands on steering wheel</li> <li>➤ Know how to steer, turn, brake, park, pass and signal while driving</li> <li>➤ Successfully navigate intersections during a variety of circumstances</li> </ul>
<b>Unit 3 Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>➤ Drivers Ed Manual</li> <li>➤ Kahoot</li> <li>➤ Vision impaired goggle</li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>➤ <a href="https://www.strava.com/">https://www.strava.com/</a> GPS Running and Biking Application</li> <li>➤ <a href="https://www.state.nj.us/mvc/">https://www.state.nj.us/mvc/</a></li> <li>➤ <a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx</a></li> </ul>

**Differentiation & Inclusive Support Strategies:**

**Multilingual Learners:**

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

**Students with IEPs or 504 Plans:**

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

**Students At Risk of Academic Failure:**

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists

- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

**Gifted and Talented Learners:**

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

**Diversity and Inclusion:**

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

**Core Instructional and Supplemental Materials**

- Chromebooks
- Videos
- NJ Driver Manual
- Google Slides
- Social networking applications
- Current articles
- YouTube

**Social and Emotional Learning New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

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- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

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Unit 4 Overview

**Content Area:** Physical Education

**Unit 4 Title:** Safe Driving Rules, Laws and Regulations

**Duration:** 5 days

**Target Course/Grade Level:** Grade 10

Unit 4 Focus

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

In Unit 4, students will focus on understanding the specific traffic laws and rules that regulate traffic flow. They will also learn defensive driving techniques to prevent collisions. Additionally, the unit will cover the importance of safety restraint devices, emphasizing how their proper use can save lives.

Unit 4 Disciplinary Concepts CHPE

**New Jersey Student Learning Standard(s) (NJSLs) addressed:**

[Comprehensive Health and Physical Education](#)

**Personal Growth and Development-**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

**Emotional Health-**

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

**Personal Safety-**

Personal Safety involves being aware of your surroundings and understanding of how certain

situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

#### **Health Conditions, Diseases and Medicines-**

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

**Mental Health** (N.J.S.A. 18A:35-4.39) A Ocean Academy Charter High School shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

**Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids** (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

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**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

<b>Relationship</b>	<b>Self -Awareness</b>
<ul style="list-style-type: none"> <li>➤ Acting as responsible and contributing member of society</li> <li>➤ Building and maintaining healthy relationships</li> <li>➤ Communicating clearly and effectively (verbal and nonverbal)</li> <li>➤ Resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attending to personal health, emotional, social and physical well-being</li> <li>➤ Engaging in an active lifestyle</li> <li>➤ Making decisions</li> <li>➤ Managing-self</li> <li>➤ Setting goals</li> <li>➤ Using technology tools responsibly</li> </ul>

**Unit 4 Focus Standards [NJSL CHPE](#)**

**Disciplinary Concepts**

- Standard 2.1 Personal and Mental Health
- Standard 2.3 Safety

<b>Core Ideas</b>	<b>Performance Expectations</b>
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<p>➤ Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>
<p>➤ Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</p> <p>2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>
<p>➤ Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.</p>	<p>2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>
<p>➤ Long-term and short-term consequences</p>	<p>2.3.12.ATD.1: Examine the influences of</p>

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<p>of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.</p>	<p>drug use and misuse on an individual's social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>
<p>➤ Mental health conditions affect individuals, family members, and communities.</p>	<p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</p>

**Unit 4 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSL for Mathematics, Language Arts Literacy, Science**

RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical

events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Unit 4 [Computer Science and Design Thinking Standards](#)**

**Disciplinary Concepts**

Engineering Design (ED)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors

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<p>requirements, involves systematic comparisons between requirements, specifications, and constraints.</p>	<p>that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).</p>
<p>Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</p>	<p>8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</p>
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</p>	<p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.</p>
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</p>	<p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p>
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the</p>	<p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product</p>

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<p>environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</p>	<p>and present the competing viewpoints.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>
<p><b>Unit 4 <a href="#">NJSLS-CTE</a></b></p>	
<p><b>Anchor Standards Core Ideas</b></p>	<p><b>Performance Expectations</b></p>
<p><b>Education and Training Career Cluster Teaching and Training</b></p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p>

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	<p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
<p><b><u>Unit 4 Career Readiness, Life Literacies, and Key Skills</u> Standards 9.2 and 9.4</b></p>	
<p><b>Disciplinary Concepts</b>            Career Awareness- 9.2            Creativity and Innovation 9.4            Critical Thinking and Problem-solving 9.4</p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations</b></p>
<p>There are strategies to improve one’s professional value and marketability.</p>	<p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>
<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
<p>With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>

	(e.g., 1.3E.12profCR3.a).
<b>Unit 4 Evidence of Student Learning</b>	
<p><b>Performance Tasks/Use of Technology:</b></p> <ul style="list-style-type: none"> <li>➤ Google Classroom</li> <li>➤ Google Forms</li> <li>➤ Google Docs</li> <li>➤ Tracking sheets</li> <li>➤ Cell phones</li> <li>➤ Edpuzzle</li> <li>➤ YouTube</li> <li>➤ Chrome Books</li> <li>➤ Video Technology</li> </ul>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher Observation</li> <li>➤ Teacher Exit Tickets</li> <li>➤ Verbal question &amp; answer</li> <li>➤ Written question &amp; answer</li> <li>➤ Self-evaluation of performance and progress</li> <li>➤ Reflections/ Journal</li> <li>➤ Class Discussion</li> <li>➤ Do Now</li> <li>➤ Notebook checks</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>➤ Student participation</li> <li>➤ Rubric score</li> <li>➤ Final Exam</li> <li>➤ Final Project of teaching the class</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>➤ Baseline SGO</li> <li>➤ Mid-year SGO</li> <li>➤ End of year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>➤ Partner Evaluation</li> </ul>
<b>Unit 4 Knowledge and Skills</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ What are 2 defensive driving methods?</li> <li>➤ What does the 3 second rule refer to?</li> <li>➤ What is an octagon-shaped sign?</li> <li>➤ Do all occupants need to wear a safety belt?</li> </ul>	
<b>Unit Enduring Understandings</b>	<b>Unit Learning Targets (Objectives)</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>➤ How to describe the 2 defensive driving methods that are taught</li> <li>➤ The safe following distance while driving at varying speeds and in certain driving conditions</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>➤ Use the SPIDE method and and John Smith System as defensive driving methods</li> <li>➤ Prevent collisions</li> </ul>

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<ul style="list-style-type: none"> <li>➤ How to used safety restraints on all vehicle occupants</li> <li>➤ Procedures for turning, stopping, steering, yielding, parking, communicating</li> <li>➤ The laws that govern driving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and understand signs, signals and road markings</li> <li>➤ Properly restrain the occupants of his/her vehicle</li> </ul>
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**Unit 4 Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>➤ Drivers Ed Manual</li> <li>➤ Kahoot</li> <li>➤ Vision impaired goggle</li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>➤ <a href="https://www.strava.com/">https://www.strava.com/</a> GPS Running and Biking Application</li> <li>➤ <a href="https://www.state.nj.us/mvc/">https://www.state.nj.us/mvc/</a></li> <li>➤ <a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_P E.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_P E.aspx</a></li> <li>➤ <a href="https://www.redcrosslearningcenter.org/s/">https://www.redcrosslearningcenter.org/s/</a></li> </ul>

**Differentiation & Inclusive Support Strategies:**

**Multilingual Learners:**

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

**Students with IEPs or 504 Plans:**

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools

- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

**Students At Risk of Academic Failure:**

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

**Gifted and Talented Learners:**

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

**Diversity and Inclusion:**

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available

- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

### **Core Instructional and Supplemental Materials**

- Chromebooks
- Videos
- NJ Driver Manual
- Google Slides
- Social networking applications
- Current articles
- YouTube

### **Social and Emotional Learning New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

#### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others

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- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Ocean Academy Charter High School  
Unit 5 Overview**

**Content Area:** Physical Education

**Unit 5 Title:** Alcohol, Drugs and Driving

**Duration:** 5 days

**Target Course/Grade Level:** Grade 10

**Unit 5 Focus**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

In Unit 5, students will focus on making responsible decisions regarding alcohol, drugs, and driving. They will explore how these choices impact the body and the importance of maintaining a healthy lifestyle while being aware of the consequences of risky behaviors.

**Unit 5 Disciplinary Concepts CHPE**

**New Jersey Student Learning Standard(s) (NJSLs) addressed:**

[Comprehensive Health and Physical Education](#)

### **Personal Growth and Development-**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

### **Emotional Health-**

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

### **Personal Safety-**

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

### **Health Conditions, Diseases and Medicines-**

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

**Mental Health** (N.J.S.A. 18A:35-4.39) A Ocean Academy Charter High School shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental

health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

#### Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

#### Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

#### Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A.** 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the

curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

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**Relationship**

**Self -Awareness**

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<ul style="list-style-type: none"> <li>➤ Acting as responsible and contributing member of society</li> <li>➤ Building and maintaining healthy relationships</li> <li>➤ Communicating clearly and effectively (verbal and nonverbal)</li> <li>➤ Resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attending to personal health, emotional, social and physical well-being</li> <li>➤ Engaging in an active lifestyle</li> <li>➤ Making decisions</li> <li>➤ Managing-self</li> <li>➤ Setting goals</li> <li>➤ Using technology tools responsibly</li> </ul>
<p><b>Unit 5 Focus Standards <a href="#">NJSLC CHPE</a></b></p>	
<p><b>Disciplinary Concepts</b></p> <ul style="list-style-type: none"> <li>➤ Standard 2.1 Personal and Mental Health</li> <li>➤ Standard 2.3 Safety</li> </ul>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations</b></p>
<ul style="list-style-type: none"> <li>➤ Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</li> </ul>	<p>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</p>
<ul style="list-style-type: none"> <li>➤ Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</li> </ul>	<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</p> <p>2.3.12.PS.4: Investigate the relationship between alcohol, drug use,</p>

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	<p>and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>
<p>➤ Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.</p>	<p>2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>
<p>➤ Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>
<p>➤ Mental health conditions affect individuals, family members, and communities.</p>	<p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</p>

- Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

**Unit 5 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSL for Mathematics, Language Arts Literacy, Science**

RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<b>Unit 5 <u>Computer Science and Design Thinking Standards</u></b>	
<b>Disciplinary Concepts</b> Engineering Design (ED) Interactions of Technology and Humans (ITH) Effects of Technology on the Natural World (ETW)	
<b>Core Ideas</b>	<b>Performance Expectations</b>
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society’s economy, politics, and culture.</p>	<p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p>
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</p>	<p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>
<p><b>Unit 5 <a href="#">NJSLs-CTE</a></b></p>	
<p style="text-align: center;"><b>Anchor Standards Core Ideas</b></p>	<p style="text-align: center;"><b>Performance Expectations</b></p>
<p style="text-align: center;"><b>Education and Training Career Cluster Teaching and Training</b></p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p>

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	<p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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**Unit 5 Career Readiness, Life Literacies, and Key Skills    Standards 9.2 and 9.4**

**Disciplinary Concepts**  
 Career Awareness- 9.2  
 Creativity and Innovation 9.4  
 Critical Thinking and Problem-solving 9.4

<b>Core Ideas</b>	<b>Performance Expectations</b>
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning	9.2.12.CAP.6: Identify transferable

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<p>based on research, self-knowledge, and informed choices.</p>	<p>skills in career choices and design alternative career plans based on those skills.</p>
<p>With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

**Unit 5 Evidence of Student Learning**

<p><b>Performance Tasks/Use of Technology:</b></p> <ul style="list-style-type: none"> <li>➤ Google Classroom</li> <li>➤ Google Forms</li> <li>➤ Google Docs</li> <li>➤ Tracking sheets</li> <li>➤ Cell phones</li> <li>➤ Edpuzzle</li> <li>➤ YouTube</li> <li>➤ Chrome Books</li> <li>➤ Video Technology</li> </ul>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher Observation</li> <li>➤ Teacher Exit Tickets</li> <li>➤ Verbal question &amp; answer</li> <li>➤ Written question &amp; answer</li> <li>➤ Self-evaluation of performance and progress</li> <li>➤ Reflections/ Journal</li> <li>➤ Class Discussion</li> <li>➤ Do Now</li> <li>➤ Notebook checks</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>➤ Student participation</li> <li>➤ Rubric score</li> <li>➤ Final Exam</li> <li>➤ Final Project of teaching the class</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>➤ Baseline SGO</li> <li>➤ Mid-year SGO</li> <li>➤ End of year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>➤ Partner Evaluation</li> </ul>
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<b>Unit 5 Knowledge and Skills</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ What is a habitual offender?</li> <li>➤ What is the legal BAC limit in NJ?</li> <li>➤ What are the factors that affect BAC?</li> <li>➤ What is the only way to sober up?</li> <li>➤ What are the dangers of opiate use?</li> </ul>	
<b>Unit Enduring Understandings</b>	<b>Unit Learning Targets (Objectives)</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>➤ The penalties for DUI</li> <li>➤ The definition of a habitual offender</li> <li>➤ That body weight, amount of alcohol and the time it is consumed in affect BAC</li> <li>➤ How to describe the effects of alcohol and drugs on driving ability</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>➤ Make informed and safe decisions regarding substance use and driving</li> <li>➤ Be a law-abiding driver</li> <li>➤ Create fact-based messages regarding the dangers of opiate use</li> </ul>
<b>Unit 5 Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>➤ Drivers Ed Manual</li> <li>➤ Kahoot</li> <li>➤ Vision impaired goggle</li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>➤ <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>➤ <a href="https://www.strava.com/">https://www.strava.com/</a> GPS Running and Biking Application</li> <li>➤ <a href="https://www.state.nj.us/mvc/">https://www.state.nj.us/mvc/</a></li> <li>➤ <a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Secondary_PE.aspx</a></li> <li>➤ Red Cross Learning Center</li> <li>➤ Human Kinetics- Lesson Planning for Skills-Based Health Education</li> </ul>
<b>Differentiation &amp; Inclusive Support Strategies:</b>	
<p><b>Multilingual Learners:</b></p> <ul style="list-style-type: none"> <li>- Provide guided reading and writing in small groups</li> <li>- Use visuals, labeled classroom materials, and cognates</li> <li>- Pre-teach academic vocabulary using sentence and speaking frames</li> </ul>	

- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

**Students with IEPs or 504 Plans:**

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

**Students At Risk of Academic Failure:**

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

**Gifted and Talented Learners:**

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product

- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

**Diversity and Inclusion:**

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

**Core Instructional and Supplemental Materials**

- Chromebooks
- Videos
- NJ Driver Manual
- Google Slides
- Social networking applications
- Current articles
- YouTube

**Social and Emotional Learning New Jersey SEL**

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations

- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed