ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Robbinsville High School HPE Department

10th Grade Driver's Education

Board of Education

Curriculum Writing Committee

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BOARD OF EDUCATION INITIAL ADOPTION DATE: 9/27/2022

Course Philosophy

The Driver Education course is designed to develop safe, courteous, and knowledgeable drivers. The program emphasizes defensive driving, driver safety and responsibility, and awareness of laws and regulations. Our goal is to provide students with the essential information to make responsible decisions while behind the wheel of a motor vehicle. Driving is a skill that most people in our society use daily. As educators, it is important to help students see that driving is a privilege that is given in steps to ensure safety and proper demonstration of the rules and regulations of the road.

Course Description

Students gain an awareness of the driving task and the responsibilities that accompany it. The course raises the level of awareness about driver impairment and the impact of impairment on safe vehicle operation. Students develop an understanding of the meanings of different road signs. Students learn to identify hazardous road conditions and how to react appropriately to avoid and/or minimize problems and accidents. Students receive instruction on the dangers of cell phone usage and text messaging while driving. Students develop an attitude of safe, courteous, and defensive driving.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
● NJ Driver Education Manual	● NJMVC Resources ● Teacher Curated Materials

Unit Title	Unit Understandings and Goals	Pacing	Assessments
Unit #1: Permit and Licensing System	- Discuss the process for obtaining an NJ learners permit, permit, provisional license, and unrestricted license. - Explain the procedure for name and address change through the DMV. - Define the process for registering and obtaining a title for an automobile in the state of NJ. - Discuss current inspection requirements for vehicles in the state of NJ.	2 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit #2: Basic Driving Privileges	- Explain why driving is a privilege in NJ and identify ways a driver may lose their driving privileges. - List conditions for reinstating a revoked license.	1 Block	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit #3: Traffic Rules and Regulations	- Identify traffic lights, signs, and pavement markings and know/understand their meanings. - Understand the rules of the road. - Define and determine a safe following distance.	3 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit #4: Insurance and Registration	Differentiate between different types of insurance such as liability, collision, comprehensive, medical coverage and uninsured motorist coverage.	2 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps

	● Discuss reasons for insurance and registration and penalties for driving uninsured or without registration. ● Define no-fault insurance. ● Discuss the point system and its effect on your insurance cost.		Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit #5: Driving Under the Influence	● Describe NJ's Zero Tolerance Law and its application to teenagers. ● Explain how consuming alcohol and/or using drugs affects a person's ability to drive. ● Identify the role of reaction time as it relates to alcohol and drug use. ● Describe the legal ramifications of a DUI conviction. ● Define the implied consent law. ● Explain the consequences of refusing a breathalyzer test.	3 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit #6: Driving Emergency and Accidents	● Identify common driving emergencies. ● Develop strategies for dealing with common driving emergencies. ● Recognize the importance of staying calm during a driving emergency. ● Identify items to carry in your car which might help in a driving emergency.	2 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit # 7: Steps to Follow if in an Accident	● Identify steps to follow if you are involved in an accident. ● Describe penalties for leaving the scene of an accident. ● Differentiate between being involved in or at fault in an accident.	2 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit # 8: Aggressive Driving / Road Rage	● Discuss common reasons for aggressive driving. ● Differentiate between defensive driving and aggressive driving. ● Discuss penalties for aggressive driving. ● Evaluate family driving habits and develop a plan to improve personal driver courtesy.	2 blocks	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need

Unit #9: NJ Point System	● Identify what infractions will lead to points. ● Understand how many points it takes to lose one's license. ● Identify careers where the driving record is important to their job.	1 block	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need
Unit #10: Obtaining a License	● Utilizing the information from this course to successfully complete the NJ State Written test with a minimum score of 80%. ● Discuss the various options for obtaining 6 hours of behind-the-wheel training. ● Discuss the tests involved in road testing.	1 block	Formative: Worksheets, Responses, Quizzes, Study guide, Timelines, Journals, DMV Manual, Concept Maps, Graphic Organizers, Posters, Role Play, Scenarios, Charts/Graphs/Maps Summative: Projects, Test Common Benchmark Assessments (mid/end of course): Unit Tests Alternative Assessments (projects, etc when appropriate): Adaptions made based on need

Enduring Understandings:	Essential Questions:
● The process of obtaining a permit and license is one that can be very exciting for a teen, but it is a process that comes with hard work and many necessary qualifications.	● How does the permit system work? ● What do I have to do in order to obtain a permit? ● What is a provisional license and what are the restrictions? ● How can driving impact my freedom?

Interdisciplinary Connections

6.3.12.CivicsPD.1: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Students will discuss and analyze current State laws and regulations regarding the Permit and Licensing System. Students will work collaboratively to answer the following questions: Is this process fair? Do you think it should be changed or done differently? If so, how would you go about initiating a change?

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, the use of hand-held devices).	Permit and Licensing System	● Permit Process ● License Process ● Provisional License System ● Inspections and Registration ● Group discussion on equity in licensing procedures and policies	Lecture/Notes Discussions Group work Skits Response to questions Student timeline	Textbook Internet Health DVD Articles DMV Manual Media Advertisements Worksheets

Enduring Understandings:	Essential Questions:
● Driving is a privilege, not a right. Just because you are of age to drive, does not mean that you are qualified and once you are qualified you must maintain a good standing driving record.	● Is driving a right or a privilege? ● What does it mean to have your license revoked?
Interdisciplinary Connections	
6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade**.** Students will reflect upon the historical and technological impact of individual vehicles becoming more prominent in American History.	

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Basic Driving Privileges	● Driving is a privilege, not a right. ● Loss of privileges. ● Ways of Reinstatement	Lecture/Notes Discussions Matching Concept mapping Worksheets Various information handouts Study guide · DMV Manual Diagrams Textbook Internet Health DVD Articles Internet Clip Worksheets	Quizzes/Test Worksheets Diagram Response Questions Concept Mapping

Unit #3: Traffic Rules and Regulations

Enduring Understandings:	Essential Questions:
● When learning to drive there are many rules and regulations that need to be followed in order to maintain safety on the roadways.	● What do certain signs signify? ● What are the consequences of violating basic driving rules and regulations?

Interdisciplinary Connections
Science-Crosscutting patterns: Empirical evidence is needed to identify patterns. (HS-ESS1-5) Analyze traffic patterns in town and review the regulations and reasons for those decisions regarding safety for the citizens.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, the use of hand-held devices).	Traffic Rules and Regulations	Lights, signs, signals, and pavement markings. Rules of the Road	Lecture/Notes Chart Cooperative learning Discussion Jigsaw Worksheets · DMV Manual Textbook Internet Worksheets Various information handouts	Quiz/Test Role Play ·Participation/ Observation Worksheets Response Questions Study Guide

Enduring Understandings:	Essential Questions:
● Registration and Insurance is a vital part of driving and it is illegal to drive without these documents.	● Do I need auto insurance? ● What are the different types of insurance and which ones do I need? ● How do I get my car registered? ● What happens if I drive without insurance or registration?

Interdisciplinary Connections

9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

Students will discuss and analyze current State law and regulations regarding the Insurance and Registration protocols and analyze the costs associated with both items.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Insurance and Registration	● Getting your car insured. ● Getting your car registered. ● Types of insurance. ● Penalties for unregistered and uninsured. ● Point system.	Lecture/Notes DMV Manual Discussions Matching Samples Chart Cooperative learning Jigsaw Internet Health DVD Worksheets Samples	Quiz/Test Observation/ Participation Comic Advertisement Worksheets Response Questions Study Guide

Enduring Understandings:	Essential Questions:
● The ability to safely operate a vehicle is very difficult. The use of drugs/alcohol will vastly decrease one's ability to operate a vehicle safely and if found operating under these conditions the consequences are severe.	● What are the consequences of a DUI? ● What constitutes a DUI/DWI? ● What is implied consent? ● How does drugs/alcohol impair one's ability to drive?

Interdisciplinary Connections
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Students participate in under-the-influence driving simulations and online games. Once completed, they will write about their observations/experiences in narrative format.

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.3.12.PS.3 2.3.12.PS.4	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, and the use of hand-held devices). Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short and long-term consequences of these actions.	DUI Investigate the relationship between	● Zero Tolerance Policy ● Impact of Alcohol/Drugs on body systems. ● Alcohol/Drug impact on reaction time. ● Legal consequences. ● Implied Consent	Lecture/Notes Discussions Role play Cooperative learning Worksheets Impaired Vision Goggles DMV Manual Internet Health DVD Movies TV Clips Worksheets Various information handouts	Quiz/Test Observation/ Participation Worksheets Public Service Announcement Response Questions Study Guide

Enduring Understandings:	Essential Questions:
● Even if you are obeying all of the rules of the road, emergency/accidents can still occur. It is important to be prepared for everything and have the appropriate tools and info to deal with various emergencies/accidents.	● What are some common driving emergencies and how do I deal with them? ● Are there certain things that I can keep in my car in case of an emergency?

Interdisciplinary Connections
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.   Students will read case studies and construct solutions. Then they will compare and contrast with peers.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Driving Emergencies and Accidents	● Common Emergencies. ● Strategies for dealing with emergencies. ● Ways to prevent emergencies.	Lecture/Notes Discussions Role play Cooperative learning Worksheets Guest Speaker DMV Manual Internet Health DVD Movies TV Clips Worksheets Various information handouts	Quiz/Test Observation/ Participation Worksheets Public Service Announcement Response Questions Study Guide

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Enduring Understandings:	Essential Questions:
● No matter how safe you drive, there is always a possibility that you may be in an accident. Whether it is your fault or not there are important steps that one should follow to ensure that everything is dealt with properly.	● What do I do if I am in an accident? ● How do I know if it is my fault? ● Is there a time/place when I can leave without calling the police?

Interdisciplinary Connections
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone Students will read through specific information regarding driving-related emergencies, determine the most important steps and create an acronym to represent the proper actions one should take in the event of an emergency on the road.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Steps to follow if in an accident	● Identify steps ● Penalties for leaving an accident ● Determining fault	Lecture/Notes Discussions Role play Cooperative learning Worksheets Guest Speaker DMV Manual Internet Health DVD Movies TV Clips Worksheets Various information handouts	Quiz/Test Observation/ Participation Worksheets Public Service Announcement Response Questions Study Guide

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Robbinsville Public Schools
Unit #8: Aggressive Driving/ "Road Rage"

Enduring Understandings:	Essential Questions:
● No matter how safe you drive, there will be people on the road who drive aggressively. It is important that you constitute defensive driving techniques and recognize reasons for aggressive driving.	● What is "road rage"? ● How do you prevent "road rage" or becoming an aggressive driver? ● Why is aggressive driving dangerous?

Interdisciplinary Connections
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   Review articles and cases where actual road rage occurred, and have students reflect, and come up with alternate solutions. Students should self-assess their communication skills throughout the unit.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.3.12.PS.1 2.3.12.PS.3	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Aggressive Driving/ "Road Rage"	● Reasons for aggressive driving. ● Defensive vs. aggressive driving. ● Penalties for aggressive driving. ● Driving habits.	Lecture/Notes Discussions Role play Cooperative learning Worksheets Guest Speaker DMV Manual Internet Health DVD Movies TV Clips Worksheets Various information handouts DMV Manuals	Quiz/Test Observation/ Participation Worksheets Public Service Announcement Response Questions Study Guide

Enduring Understandings:	Essential Questions:
● There is a system in place to keep reckless/unsafe/erratic drivers off of the road. It keeps those who continuously break the laws of the road off the road and helps keep the roads safe.	● Can I lose my license if get too many tickets? ● What violations do you get points for? ● How many points does it take to lose my license?

Interdisciplinary Connections

6.1.12.CivicsDP.5.a: Analyze the effectiveness of government policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
Students will discuss and analyze current State law and regulations regarding the point system and relate it to Immigration and Citizenship.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Point Systems Consequences for driving infractions	● Infractions leading to points. ● Loss of driving privileges. ● Regaining license after the loss of privileges.	Lecture/Notes Discussions Role play Cooperative learning Worksheets Guest Speaker DMV Manual Internet Health DVD Movies TV Clips Worksheets Various information handouts DMV Manuals	Quiz/Test Observation/ Participation Worksheets Public Service Announcement Response Questions Study Guide

Robbinsville Public Schools
Unit #10: Obtaining a License

Enduring Understandings:	Essential Questions:
● There are tests that need to be passed in order to assure that you have the skills and knowledge to become a licensed driver. Passing the written test and road test are the two major parts of licensing.	● What do I need to do to get my license? ● Is there a minimum score in the written test that I need in order to pass? ● What are the road tests that I need to pass?

Interdisciplinary Connections
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   Socratic Seminar around the right to obtain a license and citizenship. Students will write a reflection based on their learning and their position at the conclusion of the discussion including specific evidence from their reading.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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, avoiding driving distractors, seatbelt use, and the use of hand-held devices).	Obtaining a License	● Written Test ● Road Test ● Behind the Wheel	Lecture/Notes Discussions Role play Cooperative learning Worksheets Guest Speaker Textbook Internet Health DVD Movies TV Clips Worksheets Various information handouts · DMV Manual	Quiz/Test Observation/ Participation Worksheets Public Service Announcement Response Questions Study Guide

Social Emotional Learning Connections
Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. **Example 1: In discussing road rage, students will discuss different ways to handle conflicts on the road.** **Example 2: In discussing driving problems, students will recognize how stress and anxiety can impact decision-making.**
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. **Example 1: Regulating emotions to abide by traffic rules and regulations looks different from one person to the next.** **Example 2: Controlling impulses on the road relates to controlling impulses in other impacts of one's life.**
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. **Example: Being a patient driver when others make mistakes can ensure everyone's safety in dangerous situations.**
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. **Example 1: Resisting social pressure behind the wheel will decrease the chances of a traffic-related accident** **Example 2: Social pressures are a leading factor in injuries on the road.**
Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. **Example 1: Safety concerns are paramount when it comes to safety on the road and translate to other parts of a young person's life in regard to decision-making.**

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	Unit 6 - Think of possible situations on the road you may be in and propose innovative solutions to ensure everyone's safety
Critical Thinking and Problem Solving	Throughout the curriculum, students will consider the problems they might face (getting lost, mechanical breakdown, etc), and ways to prevent these problems and what they might do in the event of that situation.
Digital Citizenship	Unit 10 - Students will learn the digital ways to obtain the proper documentation to legally drive in New Jersey.
Global and Cultural Awareness	Unit 5 - Debate our society's views on drugs and alcohol and how they impact the driver
Information and Media Literacy	Through this course, students will use the internet to research various elements of being a driver in New Jersey (getting documentation, what to do in the event of an accident, purchasing a new car, etc.)
Technology Literacy	All units - Expand on laws stated in each chapter online using the online manual

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As an educational theorist, Lev Vygotsky advocated, that learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st-century digital society and workplace because they are reliable, and responsible, form stable and healthy relationships and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams, and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st-century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real-world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally, and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st-century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self-directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards

Act as a responsible and contributing community member and employee.: Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.
Attend to financial well-being: Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?
Consider the environmental, social, and economic impacts of decisions: Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate the negative impact on other people, organizations, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and the profitability of the organization.	Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom & the workplace but also reverberates in our communities, our state, our nation, and our world. As a result, workplaces and classrooms have procedures and regulations for the well-being of all.
Demonstrate creativity and innovation: Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks, or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	Students are provided with the opportunity to think creatively to solve problems. There is a consistent opportunity for innovation in both individuals and in a group setting. Peer feedback is encouraged to allow for revisions of proposals and to troubleshoot potential solutions to problems as they arise.
Utilize critical thinking to make sense of problems and persevere in solving them: Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address	The integration of problem-based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through

the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	thoughtful investigation and problem-solving strategies to make meaningful, sustainable change.
Model integrity, ethical leadership, and effective management: Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals, and organizational culture.	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human behavior and its impact on others' actions, attitudes, and/or beliefs.
Plan education and career paths aligned to personal goals: Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspectives regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal-setting exercises. They will create action plans to accomplish said goals.
Use technology to enhance productivity, increase collaboration and communicate effectively: Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communication with their peers.
Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural differences and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.

Diversity, Equity & Inclusion Mandate Guide	
Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. This curriculum meets the New Jersey Department of Education's mandates set forth in the Amistad Law, AAPI Law. Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.	
AAPI **(K-12)**	representation of AAPI families, norms, names, and lifestyles throughout curriculum activities
Diversity & Inclusion Law **(K-12)**	representation of all cultures and backgrounds throughout curriculum activities

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Assessments and Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment
The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.   - Show a high degree of intellectual, creative, and artistic ability and demonstrate this ability in multiple ways.   - Pose questions and exhibit sincere curiosity about principles and how things work.   - The ability to grasp concepts and make real-world and cross-curricular connections.   - Generate theories and hypotheses and pursue methods of inquiry.   - Produce products that express insight, creativity, and excellence.   - Possess exceptional leadership skills.   - Evaluate vocabulary   - Elevate Text Complexity   - Inquiry-based assignments and projects   - Independent student options   - Tiered/Multi-level activities   - Purposeful Learning Center   - Open-ended activities and projects   - Form and build on learning communities   - Providing pupils with experiences outside the 'regular' curriculum   - Altering the pace the student uses to cover the regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level   - A higher quality of work than the norm for the given age group.   - The promotion of a higher level of thinking and making connections.   - The inclusion of additional subject areas and/or activities (cross-curricular).   - Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources :

General Supports
- WIDA Can Do Descriptors
- WIDA Can Do Descriptors - Cheat Sheet
- Ways to Support ELLs with Visuals
- Activate Background Knowledge
- Glossary of ELL friendly strategies and activities

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- WIDA Can Do Descriptors
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Supports by Domain - Listening, Speaking, Reading, Writing
- Speaking Expectations by Level
- Sentence frames by level for Speaking
- Scaffolds - Receptive and Productive Language
- Writing Rubric Using WIDA Levels

Vocabulary Specific Support
- Vocabulary Scaffold Ideas
- Frayer Model Graphic Organizer
- ELL Dictionary - Google Sheet Self Populating
- Virtual World Wall Template

Supports by English Level
- ELs Expectations and Modifications by Level
- Blooms for ELLs by Level
- Leveled Questions for ELLs with Bloom

Technology based supports
- Virtual Supports and Accommodations for ELL with Technology Specific Supports **-** Slides presentation
- Translate Google Doc - Directions
- Read Write - Chrome Extension **-**Text to speech and speech to text
- Mercury Reader - Chrome Extension - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- Text Compactor - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- Rewordify - simplifies key terms. The reworded words are highlighted (see the example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- Simplish.org - uses an 850-word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- WordSift.org - input text - it pulls out academic vocabulary and creates a word cloud

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making the curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to visualize and share your ideas as images quickly. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that actively demonstrate vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flashcards that give a written definition and visual representation of the word. http://pacecar.missingmethod.com/