

## Driver Education and Physical Education 10 Map

Driver Education

Grade 10 – Revised 2/11/09

Essential Question	Content	Skills	Assessments	NJ Core Content Standards
<p>What are the essential components of a driver education course?</p>	<p>Driver licenses and tests                      Basic Driving and Safety                      Driving Rules and Regulations                      Defensive Driving                      Your driving privileges and penalties                      Driving under the influence                      Condition of the driver                      Traffic control devices and maps                      Driving emergencies                      Sharing the road                      Vehicle information</p>	<p>Getting to know your vehicle                      Rules of the road                      Basic traffic laws                      Identify elements of the highway transportation system                      Read and operate vehicle gauges and controls                      Basic driving skills                      Demonstrate knowledge of state laws                      Identify major components of a motor vehicle                      The importance of and proper use of safety systems                      Assessing and managing risk                      Weather conditions                      Explain time and space management                      Recognize effects of natural forces                      Knowing yourself (behavior factors)                      Social pressures and suicide awareness                      Identify chemical factors that influence drivers                      Assess transportation needs                      Recognize and understand signs, signals, and markings                      Develop effective direction making skills                      Evaluate strategies/options for emergencies                      Formulate strategies for hazardous driving conditions                      Response to accidents or car failure                      Explain vehicles systems and routine maintenance</p>	<p>Written class work                       Participation in class                       Notebook                       Projects                       Oral and written responses                       Teacher made tests and quizzes                       NJ State Examination test</p>	<p>2.1                      2.2                      2.3</p>
<p>Resources</p>	<p>NJ Motor Vehicle Commission Driver Manual                      Glencoe Responsible Driving, Glencoe McGraw-Hill                      Internet</p>			
<p>Interdisciplinary Connections</p>	<p>English– reading, writing (essays, summaries), oral presentations,                      Math- calculating insurance, stopping distances, blood alcohol content                      Social Studies – map reading, current events,                      Art- drawing signs, posters,                      Science – how the body processes alcohol/drugs</p>			

Physical Education Marking Periods 1 & 4  
 Grades 9 – 12 Revised – 2/11/09

Marking Period 1 & 4	Content and Essential Questions	Skills	Assessments	NJ Core Content Standards
Students will experience several of the activities listed throughout the 1st and 4th marking periods, as per grade level.	What are the rules and skills needed to participate in:  <u>9<sup>th</sup> Grade</u> Physical fitness Track and field Soccer Softball Football Large group games <u>10<sup>th</sup> grade</u> Physical fitness Team Hand Ball Project adventure Speedball Pickle ball Large group games <u>11<sup>th</sup> grade</u> Physical fitness Floor Hockey Lacrosse Tennis Football <u>12<sup>th</sup> grade</u> Physical fitness Recreation Games Tennis - golf Archery - horseshoes - croquet Large group games -washer toss -bocce ball -badminton	Demonstrate proficiency of movement skills and patterns that apply to list of activities.  Demonstrate and understand the rules and strategies of an activity and apply them correctly.  Participate independently in health-enhancing physical fitness activities.  Evaluate and adjust activity levels to meet personal fitness goals.  Exhibit a level of proficiency in basic skills required for the activity.  Demonstrate appropriate etiquette, care of equipment, and safe behavior in the activity.  Design and follow a personal weight training program.  Demonstrate the proper techniques use in weight training  Participate actively in individual and team sport activities.	Observation  Verbal testing  Written Testing  Skill testing.  Participation  Tournament games  Fitness Testing  Log Sheets	2.1 2.2 2.5 2.6
<b>Resources</b>	<b>Equipment needed for each activity            Track, weight room, fields, aerobic room, tennis courts,</b>			
<b>Interdisciplinary connections</b>	<b>Math – score keeping, heart rate calculations, fitness testing, timing, charting fitness progress            English – reading, writing, journal writing,            Science – muscle identification, power vs. strength,            Social Studies- history of sports,</b>			

Physical Education Marking Periods 2 & 3  
 Grades 9 – 12, Revised 2/11/09

Marking Period 2 &3	Content and Essential Questions	Skills	Assessments	NJ Core Content Standards
Students will experience several of the Indoor activities listed throughout the 2 <sup>nd</sup> and 3 <sup>rd</sup> marking periods.	What are the rules and skills needed to play:  Basketball Ping pong Volleyball Floor hockey Weight training Large group games Physical fitness <b>Bowling</b> <b>Aerobics, pilates, step</b> <b>Badminton</b> <b>Square Dance</b> <b>Shuffle Board</b>	Demonstrate a mastery of movement skills and patterns that apply to basketball, volleyball, ping pong and floor hockey.  Demonstrate and understand the rules and strategies of the activity and apply them correctly.  Participate independently in health-enhancing physical fitness activities.  Evaluate and adjust activity levels to meet personal fitness goals.  Exhibit a level of proficiency in basic skills required for the activity.  Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity.  Design and follow a personal weight training program.	Observation  Verbal testing  Written Testing  Skill testing.  Participation  Tournaments	2.1 2.2 2.5 2.6
<b>Resources</b>	<b>Equipment needed for each activity</b> <b>weight room, gym, aerobic room,</b>			
<b>Interdisciplinary connections</b>	<b>Math – score keeping, heart rate calculations, fitness testing, timing, charting fitness progress</b> <b>English – reading, writing, journal writing,</b> <b>Science – muscle identification, power vs. strength, heart rate</b> <b>Social Studies- history of sports,</b>			

**Project Adventure  
Grade 10- Revised 2/11/09**

Essential Questions	Content	Skills	Assessments	NJ Core Content Standards
<ol style="list-style-type: none"> <li>1. What tools could I use to assess my current fitness level?</li> <li>2. What behaviors should I change to improve my overall health?</li> <li>3. How can I develop a fitness plane?</li> <li>4. What situations or conditions enhance your creativity?</li> <li>5. How well do you work with other students?</li> <li>6. How do you assess risk?</li> <li>7. How do you recognize effective leadership?</li> <li>8. What can I do to improve my ability to be an effective leader?</li> <li>9. How do you assess risk?</li> </ol>	<p>Components of health related fitness:</p> <p><i>Flexibility</i> <i>Muscular strength &amp; endurance</i> <i>Cardiovascular fitness</i> <i>Body composition</i></p> <p>BMI FIT formula Target heart rate Planning and goal setting Communication skills Games and initiatives Skilled moment Physical activity Leadership Problem solving High elements Low elements Skilled movement</p>	<ul style="list-style-type: none"> <li>• Maintain a health –enhancing level of physical fitness.</li> <li>• Demonstrate an understanding of the components of health-related fitness.</li> <li>• Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>• Develop skills to engage in physical activity during out-of-school time.</li> <li>• Demonstrate an understanding of rules for an activity, and apply them appropriately.</li> <li>• Demonstrate maximum participation.</li> <li>• Demonstrate the ability to work toward group goals.</li> <li>• Assessing and managing risk.</li> <li>• Exhibit positive interpersonal relationships with class members.</li> <li>• Participate in problem solving activities.</li> <li>• Demonstrate the ability to work toward a personal or group goal.</li> <li>• Set goals based on personal choice.</li> </ul>	<p>Self-assessment</p> <p>Peer-assessment</p> <p>Rubric</p> <p>Observation</p> <p>Participation</p> <p>Journal Entries</p> <p>Written quiz/tests</p> <p>Exit sheets</p> <p>Debriefing</p>	<p>2.1</p> <p>2.2</p> <p>2.5</p> <p>2.6</p>
<b>Resources</b>	<p><b>Equipment needed for each activity</b> Gym, fields, climbing course</p>			
<b>Interdisciplinary connections</b>	<p>Math – problem solving and planning English –journal writing,</p>			

