

# Lower Cape May Regional 10th Grade Health/ Drivers Education Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans. Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages.**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

<b>Lower Cape May Regional School District Driver's Ed Curriculum</b>	
<b>Content Area: 10th grade health</b>	
<b>Course Title: Health and Driver's Education</b>	<b>Grade level: 10</b>
<b>Unit 1: The New Jersey Driver License System</b>	<b>10 weeks</b>
<b>Unit 2: Personal Safety</b>	<b>4 weeks</b>
<b>Unit 3: Community Health</b>	<b>4 weeks</b>
<b>Unit 4: Health Conditions</b>	<b>4 weeks</b>
<b>Date Created: 9/1/2019</b> <b>Revised:11/22/21</b>	<b>Board Approved On: July 2019</b>

<b>Lower Cape May Regional School District Drivers Ed Curriculum Unit 1 Overview</b>
<b>Content Area: 10th grade health</b>
<b>Unit title: The New Jersey Driver License System</b>
<b>Target Course/Grade Level: 10</b>
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● <i>In this unit, students will understand the risks when driving, how to increase safe driving</i></li> </ul>

*techniques by becoming a defensive driver. Students will discover that the driving process is a series of adjustments that are made during each driving session. Each session/trip will present many variations that will need thoughts and judgements to be crisp and clear. Students will learn that safe driving will incorporate all of your senses, and aid you in operating a motor vehicle at a safe level.*

**Interdisciplinary Connections:**

- RL9.10.1 cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where text leaves matters uncertain.
- RL9.10.2 determine theme or central idea text and analyze in detail its development over the course of the text, including how it emerges and is shaped.
- RL9-10.4 determining the meaning of words and phrases as they are used in text.
- RL9-10.1 determine the central idea of the text and and analyze how its developed and refined by specific details.
- NJSLSA.W6. use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8 Gather relevant information from multiple and digital sources.
- S.ID.B6a Fit a function of the data . including the use of technology. use functions fitted to data to solve problems.

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of .....
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
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).
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.

**Unit Enduring Questions:**

- How are the risks associated with

**Unit Enduring Understandings:**

- Students will understand that risk always

<p><b>driving important to understand?</b></p> <ul style="list-style-type: none"> <li>● How does being a defensive driver help reduce the risk of being in a collision?</li> <li>● How does understanding basic vehicle handling ( such as steering, braking, taking on turns, and negotiating weather situations while driving help to avoid collisions?)</li> <li>● How is driving considered a privilege and not a right?</li> <li>● How do other roadway users present a risk to you and your vehicle?</li> </ul>	<p><b>present while driving, but can be altered and managed if defensive driving techniques are used.</b></p> <ul style="list-style-type: none"> <li>● Students will discover the driving process is a series of adjustments that must be decided upon as you travel. Each trip will present many variations that will be needed for their thoughts and judgements to be clear and crisp , and not altered in any way.</li> <li>● Students will learn that safe driving will incorporate all your senses, and aid them in operating a motor vehicle in a safe manner.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● the students will know the NJ driver license system.</li> <li>● the students will know laws governing driver license</li> <li>● students will know the digital drivers license</li> <li>● students will know the graduated drivers license</li> <li>● students will know the 6 pt identification system</li> <li>● students will know basic requirements and reasons for rejection</li> <li>● students will know NJ seat belt law</li> <li>● students will know proper braking and stopping distances</li> <li>● students will know driving signals, driving in reverse, turning.</li> <li>● students will know new jersey cell phone law, distracted driving, following distances, night driving</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● students will be able to pass the chapter quizzes</li> <li>● students will be able to pass NJ written test for permit</li> <li>● students will be able to sign up for their 6 hour behind the wheel training</li> </ul>

**Lower Cape May Regional School District 10<sup>th</sup> Gr Drivers Education Curriculum  
Unit 2 Overview**

**Content Area: 10th grade health**

**Unit Title: Personal Safety**

**Target Course/Grade Level: 10<sup>th</sup> Grade**

**Unit Summary:**

- 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.
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

**Interdisciplinary Connections:**

- 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.

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.3.12.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
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.
2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse,

	domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
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).
2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.
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.
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• What are short-term and long-term impacts of decisions?</li> <li>• How can we determine if a choice is healthy or unhealthy?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• State and federal laws are designed to protect individuals from abuse</li> <li>• State and federal laws might help to break the cycle of abuse</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i> <ul style="list-style-type: none"> <li>• Technology increases the capacity of individuals to communicate in multiple and diverse ways</li> </ul>	<b>Unit Objectives:</b> <i>Students will be able to.....</i> <ul style="list-style-type: none"> <li>• Technology can complicate interpersonal relationships and self-esteem</li> </ul>
<b>Lower Cape May Regional School District 10<sup>th</sup> Gr Drivers Education Curriculum Unit 3 Overview</b>	
<b>Content Area: 10th grade health</b>	
<b>Unit Title: Community Health</b>	
<b>Target Course/Grade Level: 10<sup>th</sup> Grade</b>	
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>• In this unit students will discuss community health and support services.</li> </ul>	

**Interdisciplinary Connections:**

- 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.

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
2.1.12.CHSS.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
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).

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.
2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>How do Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></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><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</li> </ul>
<p><b>Lower Cape May Regional School District 10<sup>th</sup> Gr Drivers Education Curriculum Unit 4 Overview</b></p>	
<p><b>Content Area: 10th grade health</b></p>	
<p><b>Unit Title: Health Conditions, Diseases, and Medicines</b></p>	
<p><b>Target Course/Grade Level: 10<sup>th</sup> Grade</b></p>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>In this unit students will learn about Health Conditions, Diseases, and Medicines.</li> </ul>	
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	



conclusions drawn from the text.

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of .....
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
2.3.12.HCDM.2	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body
2.1.12.PP.8	Assess the skills needed to be an effective parent.
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
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).

**Unit Enduring Questions:**

- How do health conditions affect individuals, family members, and communities?

**Unit Enduring Understandings:**

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"><li>Public health policies are created to influence health promotion and disease prevention and can have global impact.</li></ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"><li>Understand how medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</li></ul>
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**Lower Cape May Regional School District 10<sup>th</sup> Gr Drivers Education Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Link [here](#) for ideas. [More ideas](#) and [here](#).
- If you utilization Kahoot, Socrative, quizlet or other online assessment platforms list those here as well.

**Summative Assessment Utilized throughout Units:**

- QBA's
- Benchmarks listed or linked here

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications
- ADD TO LIST AS YOU SEE NECESSARY

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs

for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

**Project-based Learning Tasks:**

- Reports and presentations.

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Link Research resources here.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
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**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

<b>Low Prep Strategies (add to list as needed)</b>	
<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the

	opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
<b>Curriculum development Resources/Instructional Materials:</b>	
List or Link Ancillary Resources and Curriculum Materials Here: <ul style="list-style-type: none"> <li>• <a href="https://www.state.nj.us/mvc/license/driverprograms.htm">https://www.state.nj.us/mvc/license/driverprograms.htm</a></li> </ul>	
<b>Board of Education Approved Text(s)</b>	
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	