

# RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health & Physical Education

Course: Drivers Education 10

Alignment: 2020 NJSLS

BOE Born Date: September Date, 2022

Authored by

Dr. Lisa Torres, Supervisor of ELA & SS 7-12  
Tiffany Correa, Supervisor of PD & Special Projects  
Michael Garibell  
Kevin Looram

## Introduction

Within this document is information regarding content that is taught in Physical Education / Driver Education during a student's 10<sup>th</sup> grade year in school. The intention of the 10<sup>th</sup> grade Physical Education / Driver Education is to teach students information about their personal fitness, health, safety, and well-being.

## Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

## Vision

Prepare students to become conscience in their personal fitness, health, and safety. Students will develop skills that include Driving Safety, develop a fitness plan, participate in team-oriented activities and be knowledgeable on various individual lifetime activities.

## Scope and Sequence

Unit 1: Drivers Education (9 Weeks)

## Technology

Technology integration is the seamless and effective use of 21<sup>st</sup> Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

## New Jersey Administrative Code Summary and Statutes:

*The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.*

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“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, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

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 genocides 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.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered 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 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Standard 9.4 Life Literacies and Key Skills. This standard outlines 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.

*Climate Change (This will be modified based off of content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

## Unit I: Drivers Ed (9 Weeks)

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Defensive Driving Tactics &amp; Skills, Knowledge of Traffic Laws, Alcohol and Drugs effect on Driving, Sharing the Road, Knowledge of Road Signs and Signals and Understanding of the GDL Process.</li> <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>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How are the risks associated with driving important to understand?</li> <li>What are safe and skillful driving procedures?</li> <li>Why are driver and traffic safety measures important?</li> <li>How can alcohol and drugs effect how you are driving?</li> <li>How does understanding basic vehicle handling (such as steering, braking, taking turns, and negotiating weather situations while driving) help to avoid collisions?</li> <li>What are the three progressions to obtaining a license in the state of New Jersey?</li> </ul>
<b>Enduring Understanding</b>	To drive a motor vehicle safely while respecting the rules of the road and other road users.
<b>Practice</b>	<p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>

<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Pass the NJ State Driving Test.</li> <li>• Understand the rules of the road.</li> <li>• 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).</li> <li>• Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> <li>• Become aware of program goals through a student parent orientation.</li> <li>• Recognize and comply with the rules of the road based on state and local requirements.</li> <li>• Recognize and illustrate vehicle operating space needed for managed-risk operation.</li> <li>• Understand and practice processes and procedures for preparing to drive a vehicle. This includes being aware of and knowing how to utilize current vehicle technology.</li> <li>• Recognize the value of occupant protection as a crash prevention and loss prevention tool for managed-risk driver performance.</li> <li>• Identify and practice a procedure for starting a vehicle.</li> <li>• Identify and practice a procedure for securing a vehicle.</li> <li>• Attend the student/parent debriefing at the conclusion of the course and complement the requirements of GDL.</li> <li>• Explain and apply basic concepts related to vision control needed to operate a vehicle.</li> <li>• Explain and apply basic motion control techniques needed to operate a vehicle while maintaining suspension balance.</li> <li>• Explain and apply the four basic techniques related to steering control needed to operate a vehicle.</li> <li>• Identify and practice use of communication techniques, courtesy, and respect regarding other roadway users.</li> <li>• Identify and practice methods for stopping a vehicle.</li> <li>• Identify and develop vehicle reference points to know where the vehicle is positioned to the roadway.</li> <li>• Recognize, understand, determine meaning and relate roadway conditions, signs, signals, and pavement markings to manage-risk driving decisions.</li> <li>• Understand procedures and processes for basic vehicle maneuvering tasks.</li> <li>• Discover how visual skills and mental perception lead to managed risk driving decisions.</li> <li>• In compliance with rules of the road, select, maintain, and adjust speed to reduce risk of collision.</li> <li>• Review and apply the principles of a space management system (i.e., SEE) to managed-risk vehicle operation making appropriate.</li> <li>• Demonstrate and practice basic vehicle maneuvers for managed-risk operation and identify and respond to divided attention tasks.</li> <li>• Identify procedures and practice techniques for managed-risk lane changes in a variety of lane change situations.</li> <li>• Identify procedures and practice techniques for managed-risk perpendicular, angle, and parallel parking.</li> <li>• Identify procedures and practice techniques for reduced-risk speed management.</li> <li>• Roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.</li> <li>• Space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.</li> <li>• Intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.</li> <li>• Curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.</li> <li>• Planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.</li> <li>• Roadway and traffic flow situations on limited access roadways and roadways without limited access at maximum highway speeds.</li> <li>• Space management situations on limited access roadways and roadways without limited access at maximum highway speeds.</li> <li>• Merging, speed control, lane selection, and exiting situations on limited access roadways at maximum highway speeds.</li> <li>• Gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at maximum highway speeds.</li> <li>• Identify the high-risk effects of alcohol and other drugs, including prescription drugs on personality and driver performance.</li> <li>• Recognize legal responsibility to not use alcohol and other drugs that affect ability to operate a vehicle safely and develop strategies for alternative means of safe transportation.</li> <li>• Understand the need for driver fitness to aid managed-risk driver performance and recognize that external and internal vehicle distractions, fatigue, and aggression may result in injury and physical damage crashes.</li> <li>• Understand the impact of temporary impairments and long-term disabilities and the strategies to compensate and enhance for managed-risk driver performance.</li> </ul>
---------------------------------	--

		<ul style="list-style-type: none"> <li>Identify risk factors affecting other driver's performance and describe low risk responses.</li> <li>Recognize how adverse weather conditions can impact or affect visibility and traction and respond by adjusting speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.</li> <li>Recognize how adverse weather conditions creates visibility and traction problems and the effect on space management skills regarding speed and position adjustments.</li> <li>Recognize how night driving creates a visibility problem and how this affects space management regarding speed and position adjustments.</li> <li>Recognize the characteristics and limitations of other motorized vehicles that may have different weight, speed, and visibility problems and respond with appropriate space management principles.</li> <li>Recognize the characteristics and limitations of non-motorized vehicles and pedestrians that may have different speed and visibility problems and respond with appropriate space management principles.</li> <li>Recognize the characteristics and limitations of tracked vehicles (trains and trolleys) that may have different weight, speed, and visibility problems and respond with appropriate space management principles.</li> <li>Recognize and respond to vehicle malfunctions in a managed-risk manner, understand vehicle braking and technology systems and utilize proper braking techniques.</li> <li>Recognize and understand the operation of current and emerging vehicle technologies and address new automated vehicle safety technologies as they become available in the future.</li> <li>Understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions.</li> <li>Recognize the responsibilities for attending to a crash scene situation.</li> <li>Perform map reading and trip planning exercises using current and emerging technology that led to an in-car family trip activity.</li> <li>Recognize problems and make wise consumer choices in purchasing insurance or an automobile.</li> <li>Understand future operator responsibilities regarding licensing.</li> <li>Understand operator responsibilities regarding traffic stops.</li> <li>Understand techniques for safely towing a boat or trailer or driving a special vehicle.</li> <li>Understand the impact vehicles have on the environment and strategies to reduce the carbon footprint.</li> </ul>	
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.12.PS.3 2.3.12.PS.4  Standard 1: Preparing to Operate a Vehicle 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  Standard 2: Understanding Vehicle Controls 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  Standard 3: Introducing Traffic Entry Skills 3.1, 3.2  Standard 4: Introducing Intersection Skills and Negotiating Curves and Hills	Students will be able to: <ul style="list-style-type: none"> <li>Show understanding of the sequence and requirements of the GDL Process.</li> <li>Understanding how to utilize visual cues while driving.</li> <li>Understanding the components and strategies of becoming a defensive driver.</li> <li>Show understanding of how alcohol and drugs affect the driving and decision-making process.</li> <li>Show how to manage space while interacting with other road users.</li> <li>Discuss how using traffic signs, signals and roadway markings create a safe driving environment.</li> </ul>	<ul style="list-style-type: none"> <li>State Test</li> <li>Quizzes for each topic</li> <li>Review Sheets</li> <li>Reading &amp; written driving assignments</li> <li>Group Risk Management Projects/Presentations</li> <li>Individual Projects (I.e., Buying used car, sign project)</li> </ul>	New Jersey Drivers Ed. Manual  Oradell Police Speaker

<p>4.1, 4.2</p> <p>Standard 5: Space Management and Vehicle Control Skills in Moderate Risk Environments 5.1, 5.2, 5.3, 5.4, 5.5</p> <p>Standard 6: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h. 6.1, 6.2, 6.3, 6.4, 6.5</p> <p>Standard 7: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds 7.1, 7.2, 7.3, 7.4</p> <p>Standard 8: Factors Affecting Driver Performance 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>Standard 9: Managing Adverse Conditions 9.1, 9.2, 9.3</p> <p>Standard 10: Other Roadway Users 10.1, 10.2, 10.3</p> <p>Standard 11: Responding to Emergencies, Vehicle Malfunctions and Crashes and Understanding Vehicle Technology 11.1, 11.2, 11.3, 11.4</p> <p>Standard 12: Making Informed Consumer Choices 12.1, 12.2, 12.3, 12.4, 12.5, 12.6</p>			
<p><b>Key Vocabulary</b></p>	<p>Risk, Implied Consent Law, Liability, GDL (Graduated Driver's License), BAC (Blood Alcohol Content), Intoxication, Distractions, Yielding, Acceleration, Deceleration, Habitual Offender, Right of Way, Hydroplane,</p>		
<p><b>Evidence of Learning</b></p>	<p>New Jersey Motor Vehicle State Driving Exam</p>		



<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"><li>• NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>• NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li><li>• NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li><li>• HS-LS4-2 Model with mathematics.</li><li>• HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.</li></ul>			
<b>Diversity, Equity, &amp; Inclusion</b>	Students will be able to: <ul style="list-style-type: none"><li>• Explain the impact gas resources have on individuals' opportunity to drive in different parts of the country &amp; world.</li><li>• Explain the difference in driving lows throughout different parts of the country and world.</li><li>• Explain the impact of different cultural beliefs and women drivers.</li></ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 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.			
<b>Computer Science and Design Thinking</b>	9.2.12.CAP.4: Evaluate different careers and develop various plans. 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.			
<b>Social Emotional Learning</b>	<ul style="list-style-type: none"><li>• SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.</li><li>• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</li><li>• SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, &amp; contexts.</li><li>• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</li><li>• RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.</li></ul>			
<b>Differentiation</b>				
<b>Resources/Materials</b>	<b>ELL (English Language Learners)</b>	<b>Special Education</b>	<b>At Risk</b>	<b>Enrichment</b>
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessment s/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li><li>• Allow for errors</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li></ul>

	<ul style="list-style-type: none"> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cue or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
--	--	---	---	---