

**Washington Township Public Schools**  
**COURSE OF STUDY – CURRICULUM GUIDE**

**Course:** Driver Education

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**Under the Direction of:** Donna Costa

**Description:** The purpose of this course is to assist the student in the safe operation of a motor vehicle and tin the dev attitudes. The student will be expected to demonstrate defensive driving attitudes, develop an understand equipment, recognize maintenance needs for vehicles, be cognizant of New Jersey State driving laws an the dangers of alcohol and/or drug usage in combination with the motor vehicle.

**Joseph A. Vandenberg:** *Assistant Superintendent for Curriculum & Instruction*  
**Barbara E. Marciano:** *Director of Elementary Education*  
**Jack McGee:** *Director of Secondary Education*

**Written:** August, 2013  
**Revised:** \_\_\_\_\_  
**BOE Approval:** AUGUST, 2013

# DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Driver Education

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**I. CLASSWORK REQUIREMENTS**

A.

**II. ATTITUDE & BEHAVIOR**

A.

**III. COURSE OBJECTIVES/OVERVIEW**

A. COURSE CONTENT

B. SKILLS

C. APPRECIATION OF CONCEPTS

**IV. ATTENDANCE**

Attendance: Refer to Board of Education Policy

**V. GRADING PROCEDURES**

A.

# **MAJOR UNITS OF STUDY**

**Course Title:** Driver Education

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- I. Introduction and Pre-Test**
- II. NJ Driver License System**
- III. Driver Safety and Rules of the Road**
- IV. Safe Driving Rules and Regulations**
- V. Defensive Driving**
- VI. Drinking, Drugs, and Driving**
- VII. Driver Privileges and Penalties**
- VIII. Sharing the Road**
- IX. Vehicle Information and Safety**
- X. Tissue and Organ Donation**
- XI. Review and State Examination**

# UNIT OVERVIEW

**Course Title:** Driver Education

**Unit #:** UNIT 1 OVERVIEW

**Unit Title:** Introduction and Pre-Test

**Unit Description and Objectives:**

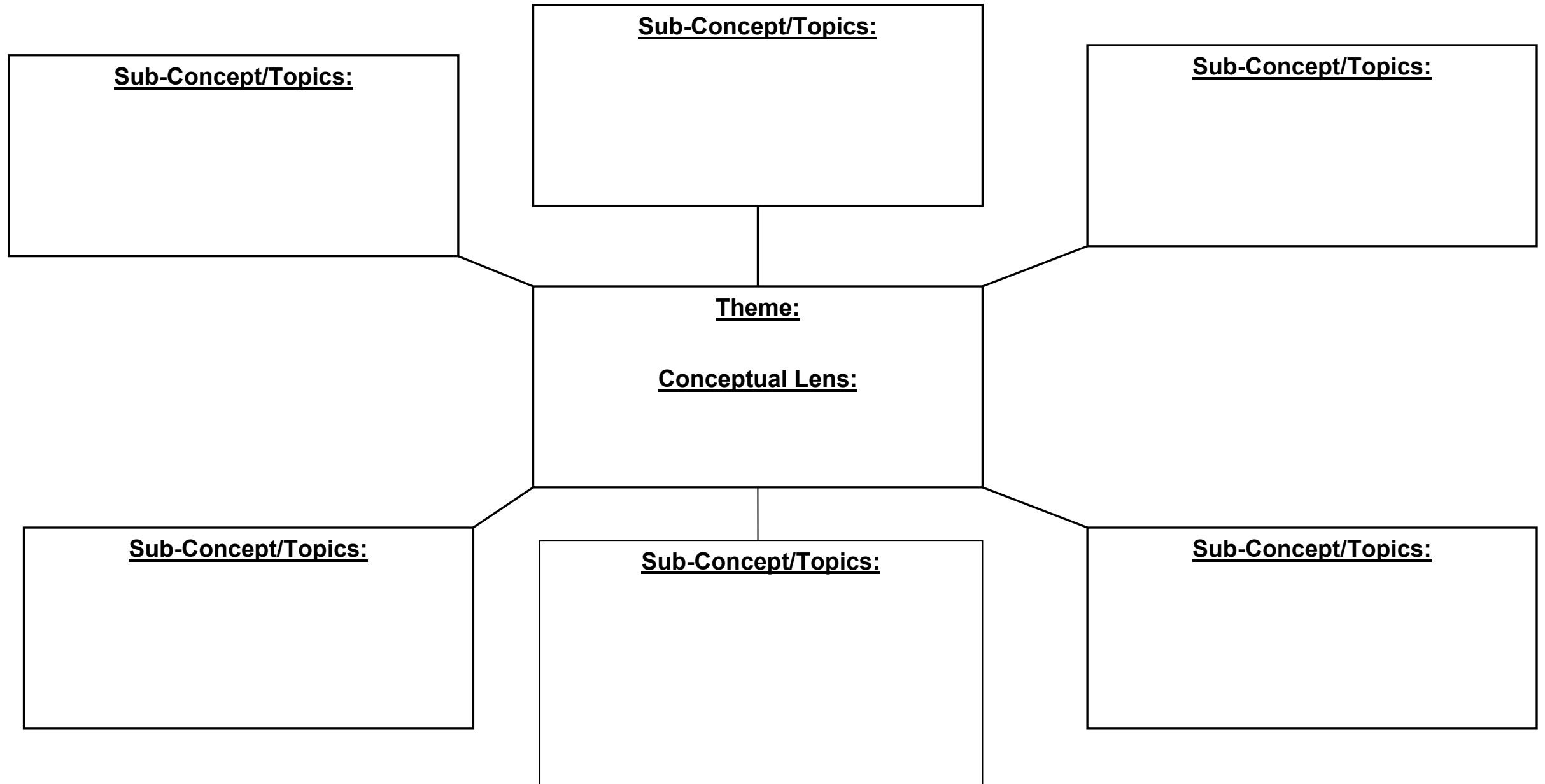
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**Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> Students will understand that:	<b>Guiding Questions</b>
1.	1. They are expected to come to class prepared and participate in class activities.	1.1 Do the students know what to expect for this course?
2.	2.	2.1
	3. They need to pass the written, vision, and road test in order to get their license.	3.1 Do the students understand the steps to take in order to get their permit?

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Driver Education/10  
**Unit Number/Title:** I – Introduction and Pre-Test  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 5

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			
<u>2.1 Gr. 2 E.1</u>			
<u>2.1 Gr. 2 E.2</u>			
<u>2.2 Gr. 12 E.4</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJSLS w/ CPI</u> <u>Reference</u>	<u>Evaluation/ Assessment:</u>
OVERVIEW OF COURSE  CLASSROOM PROCEDURES  BEHIND THE WHEEL DRIVING PROCEDURES AND REQUIREMENTS  GROUP WORK AND PRETEST		Realize the importance of classroom and behind the wheel driver education in the high school curriculum  To familiarize the students with the daily classroom procedure and what is expected of them.  To familiarize the students with Behind The Wheel driving procedures and requirements.  Explain the steps necessary to obtain a NJ driver license  Familiarize students with course content in preparation for the state permit test.	TEACHER EXPLANATION OF COURSE OUTLINE AND CLASSROOM RULES  TEACHER EXPLANATION OF HOW TO GET A PERMIT AT 16 OR 17 YEARS OLD  TEACHER EXPLANATION OF THE GRADUATED LICENSE PROGRAM  EXPLAIN THE “PROBATIONARY PERIOD” TO THE STUDENTS  GO OVER MAIN POINTS FROM NJDM  VIDEO: “YOUNG DRIVERS, THE HIGH RISK YEARS”  WRITE DOWN MAIN POINTS FROM VIDEO  NJDM PRETEST	DRIVER EDUCATION COURSE OF STUDY OUTLINE  TEXTBOOK: “LICENSE TO DRIVE IN NJ”  WORKBOOK: “LICENSE TO DRIVE IN NJ”  NJ DRIVER MANUAL  HANDOUTS  WORKSHEETS  VIDEO  TV  VCR/DVD PLAYER  COMPUTER FOR POWERPOINT  OVERHEAD PROJECTOR  TRANSPARENCIES			STUDENT WORKSHEETS  QUIZZES  TESTS    <u>Summative Assessment(s)</u>

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Type, tab, and document will roll			<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student</p>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

			<p>engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>	



# UNIT OVERVIEW

**Course Title:** Driver Education

**Unit #:** 2

**Unit Title:** NJ Driver License System

**Unit Description and Objectives:**

Click here and type Description

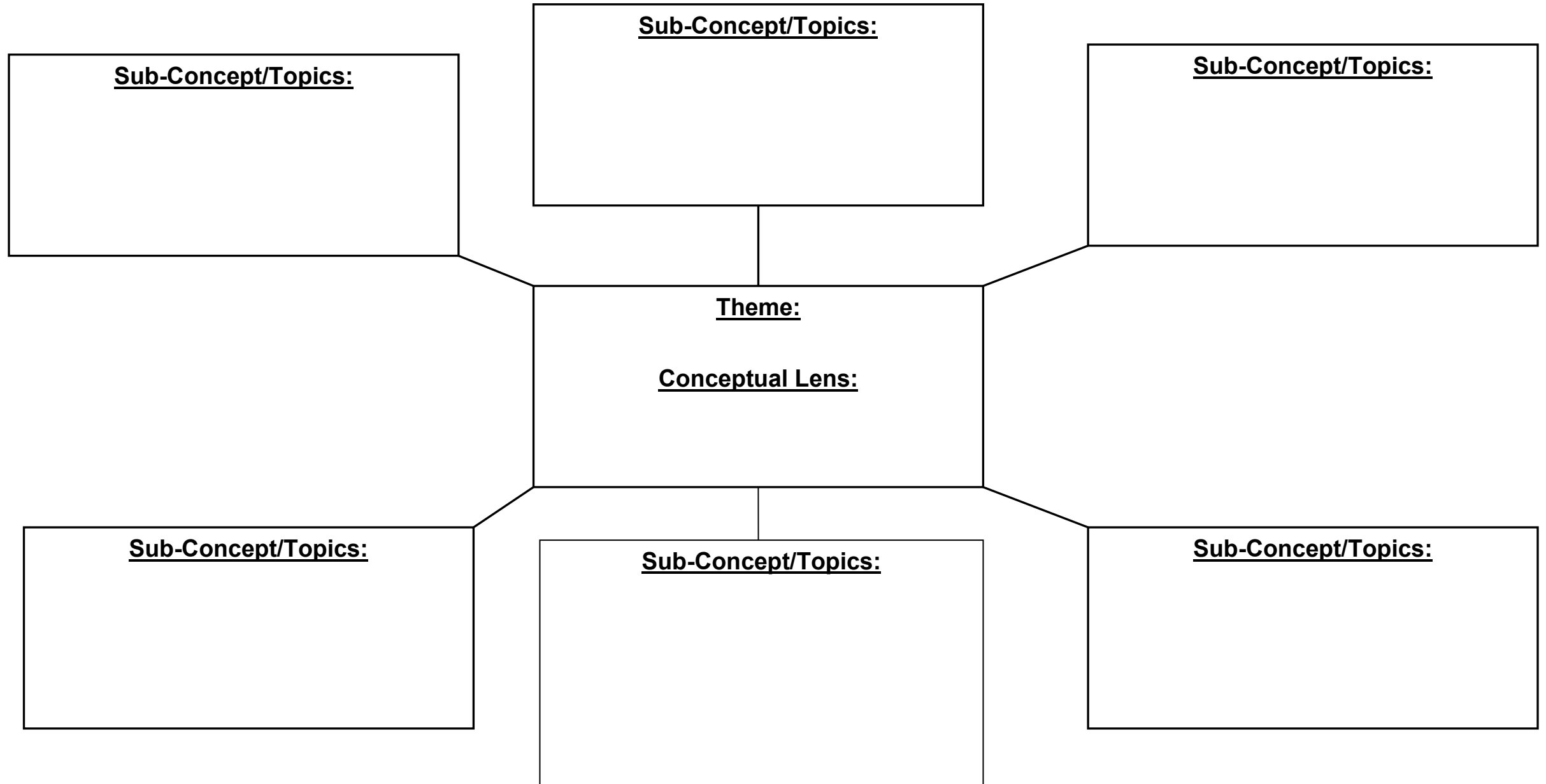
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**Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> Students will understand that:	<b>Guiding Questions</b>
1.	1. There are restrictions involved with the Graduated Driver License, and they are to know these restrictions.	1.1 Do they know the restrictions that are set for first year drivers? 1.2 Are they aware of the consequences of violating these restrictions? 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		



# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Driver Education/10  
**Unit Number/Title:** 2 - -- NJ Driver License System  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** \_\_\_\_\_

<u>New Jersey Student Learning Standards referenced With Cumulative Progress</u>			
<u>Indicators</u>			
<u>2.1 Gr. 2 E.1</u>			
<u>2.1 Gr. 2 E.2</u>			
<u>2.2 Gr. 12 E.4</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
NEW DRIVERS PROBATIONARY PERIOD  GRADUATED LICENSE  NJDM: DRIVER LICENSE AND TEST 1. "YOUR NEW JERSEY DRIVERS LICENSE" A. IF YOUR HOME ADDRESS IS IN NEW JERSEY, YOU MUST HAVE A NEW JERSEY LICENSE. REPORT A NEW ADDRESS WITHIN ONE WEEK WHEN YOU MOVE. B. FOR A LEGAL NAME CHANGE (MARRIAGE, ADOPTION) REPORT THE CHANGE WITHIN TWO WEEKS. C. IF YOU HAVE AN OUT OF STATE LICENSE AND MOVE INTO NEW 2. ROAD TEST REQUIREMENTS		Realize the importance of classroom and behind the wheel driver education in the high school curriculum  To familiarize the students with the daily classroom procedure and what is expected of them.  To familiarize the students with Behind The Wheel driving procedures and requirements.  Explain the steps necessary to obtain a NJ driver license	TEACHER EXPLANATION OF THE GRADUATED LICENSE PROGRAM  EXPLAIN THE "PROBATIONARY PERIOD" TO THE STUDENTS  GO OVER MAIN POINTS FROM NJDM  DISCUSS CHAPTER 1 AND 2 IN NJDM AND HIGHLIGHT IMPORTANT MATERIAL	DRIVER EDUCATION COURSE OF STUDY OUTLINE  TEXTBOOK: "LICENSE TO DRIVE IN NJ"  WORKBOOK: "LICENSE TO DRIVE IN NJ"  NJ DRIVER MANUAL  HANDOUTS  WORKSHEETS  VIDEO  TV  VCR/DVD PLAYER  COMPUTER FOR POWERPOINT  OVERHEAD PROJECTOR  TRANSPARENCIES			<p><b><u>Formative Assessments:</u></b> (Specify evaluation methods and criteria with frequency. Include Benchmark Assessments)</p> <p><b><u>Summative Assessment(s)</u></b></p>

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Type, tab, and document will roll			<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student</p>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

			<p>engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>	

# UNIT OVERVIEW

**Course Title:** Driver Education

**Unit #:** 3

**Unit Title:** Driver Safety and Rules of the Road

**Unit Description and Objectives:**

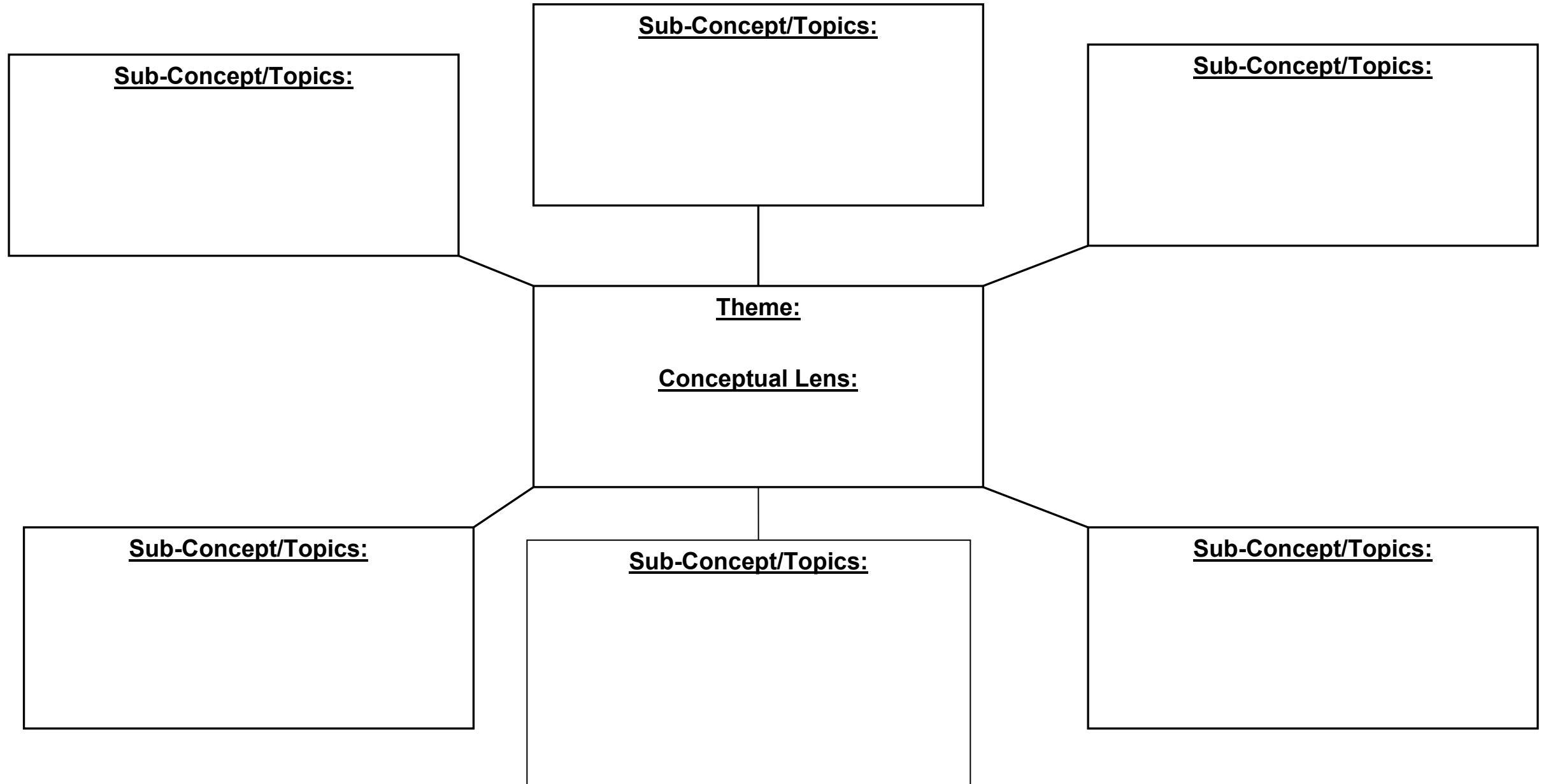
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1.	1.	1.1 1.2 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

# UNIT GRAPHIC ORGANIZER





# CURRICULUM UNIT PLAN

Course Title/Grade: Driver Education/10  
 Unit Number/Title: 3 – Driver Safety and Rules of the Road  
 Conceptual Lens: \_\_\_\_\_  
 Appropriate Time Allocation (# of Days): \_\_\_\_\_

<b>New Jersey Student Learning Standards referenced With Cumulative Progress</b>			
<b>Indicators</b>			
2.1 Gr. 2 E.1	2.2 Gr.12 A.4	2.5 Gr.2 D.3	
2.1 Gr. 2 E.2	2.2 Gr.12 E.6		
2.1 Gr.12 E.2	2.2 Gr.12 E.7		

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
NJDM: SEATBELT LAWS CAR SEATS CHILD RESTRAINT LAW AIRBAGS  5. SEATBELT LAWS: A. REQUIRES ALL FRONT-SEAT OCCUPANTS OF PASSENGER VEHICLES TO WEAR A SEAT BELT SYSTEM  B. THE DRIVER IS RESPONSIBLE FOR PASSENGERS UNDER 18 YEARS. FRONT-SEAT PASSENGERS 18 YEARS AND OVER ARE RESPONSIBLE FOR THEMSELVES  C. SECONDARY PENALTY  6. CHILD RESTRAINT LAW: A. CHILDREN UNDER 18 MONTHS OF AGE MUST BE PROPERLY BUCKLED INTO A FEDERALLY APPROVED CHILD CAR SEAT IF THEY RIDE ANYWHERE IN THE VEHICLE  B. <b>ALL CHILDREN UNDER 5 AND OVER 18 MONTHS MUST ALSO BE IN A CHILD</b>		VIDEO: SEATBELTS WORKSHEET: FACTS AND MYTHS ABOUT SEATBELTS           *PROJECT: STUDENTS WILL OBSERVE 1 DRIVER PER DAY FOR TWO WEEKS AND TURN IN A REPORT AT THE END OF THE TWO WEEKS	<b>(Must Include &amp; Specify Interdisciplinary Connections <i>in Italics</i>)</b>	DRIVER EDUCATION COURSE OF STUDY OUTLINE  TEXTBOOK: "LICENSE TO DRIVE IN NJ"  WORKBOOK: "LICENSE TO DRIVE IN NJ"  NJ DRIVER MANUAL  HANDOUTS  WORKSHEETS  VIDEO  TV  VCR/DVD PLAYER  COMPUTER FOR POWERPOINT  OVERHEAD PROJECTOR  TRANSPARENCIES			<b>Formative Assessments:</b> (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i> )             <u>Summative Assessment(s)</u>

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CAR SEAT IF THEY RIDE IN THE FRONT SEAT, OR BELTED IF RIDING IN A REAR SEAT.							

# Unit Modifications for Special Population Students:

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# UNIT OVERVIEW

Course Title: \_\_\_\_\_

Unit #: UNIT 4 OVERVIEW

Unit Title: \_\_\_\_\_

**Unit Description and Objectives:**

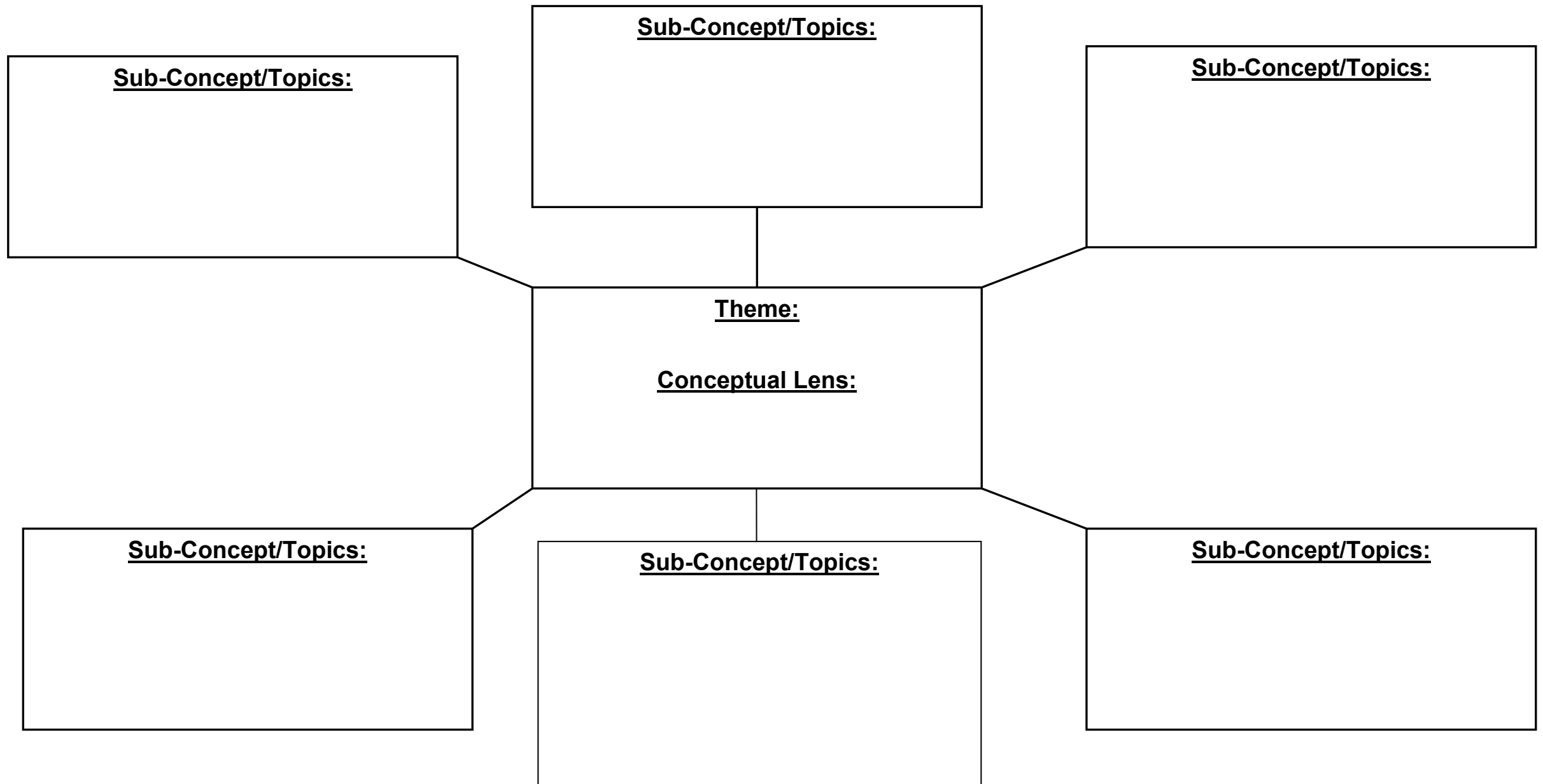
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# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: \_\_\_\_\_  
 Unit Number/Title: \_\_\_\_\_  
 Conceptual Lens: \_\_\_\_\_  
 Appropriate Time Allocation (# of Days): \_\_\_\_\_

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Click here to begin typing. Word will wrap the text automatically. Tab across to begin a new line. <b>(2003 Users)</b> Use the numbering or bullet button on the Formatting toolbar to add automatic numbers or bullets. <b>(2007 Users)</b> Use the Home Ribbon or Bbullet Button to add automatic numbers or bullets. 10 pages of Curriculum Unit Plans have been created. Delete those Unit Plan pages that you do not need (highlight all the text on the page and press Delete). Delete these instructions after you have read them.			<b>(Must Include &amp; Specify Interdisciplinary Connections in Italics)</b>	DRIVER EDUCATION COURSE OF STUDY OUTLINE  TEXTBOOK: "LICENSE TO DRIVE IN NJ  WORKBOOK: "LICENSE TO DRIVE IN NJ"  NJ DRIVER MANUAL  HANDOUTS  WORKSHEETS  VIDEO  TV  VCR/DVD PLAYER  COMPUTER FOR POWERPOINT  OVERHEAD PROJECTOR  TRANSPARENCIES			<b><u>Formative Assessments:</u></b> (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i> )  <b><u>Summative Assessment(s)</u></b>

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# UNIT OVERVIEW

Course Title: \_\_\_\_\_

Unit #: UNIT 5 OVERVIEW

Unit Title: \_\_\_\_\_

**Unit Description and Objectives:**

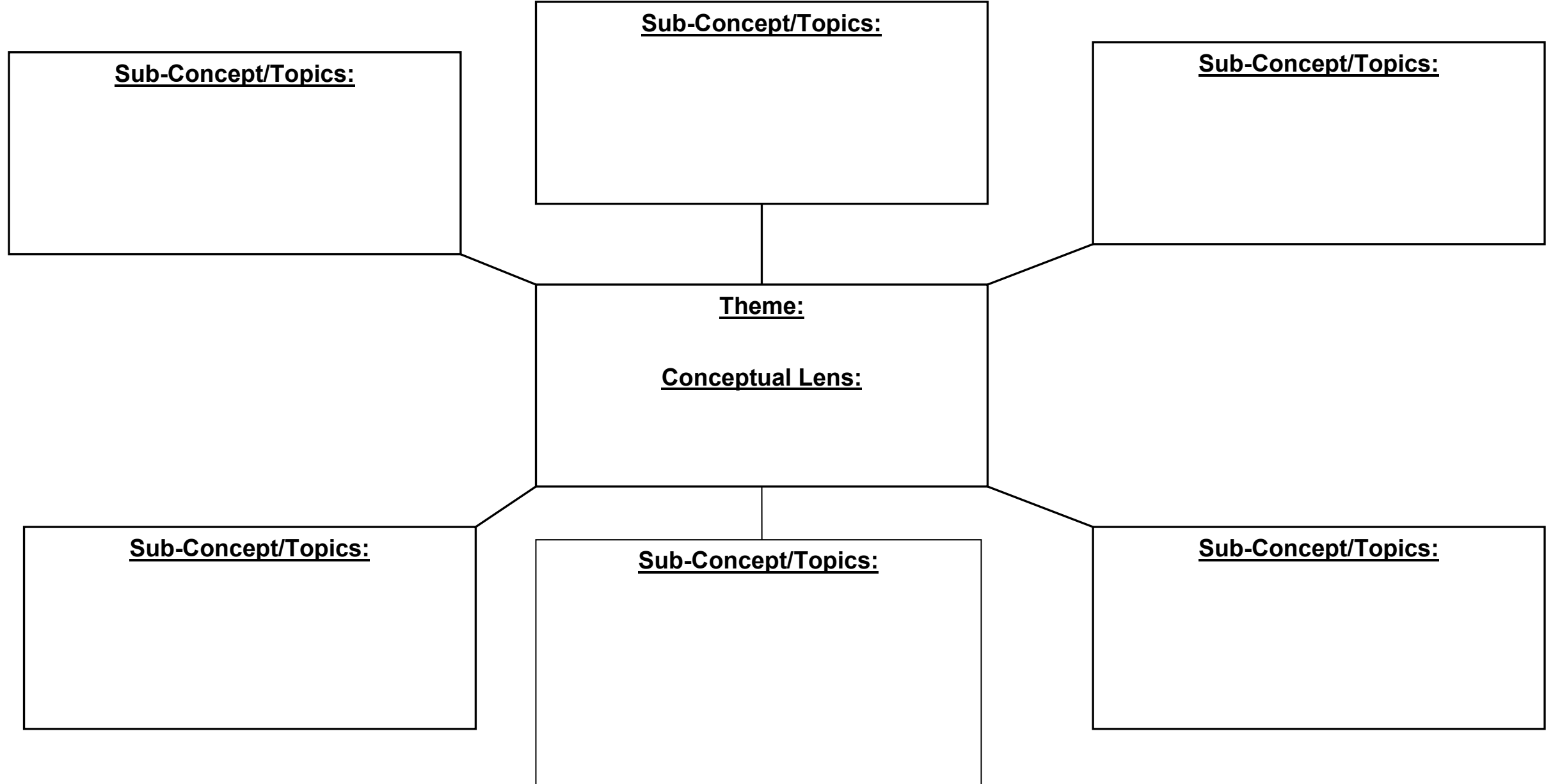
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# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: \_\_\_\_\_  
 Unit Number/Title: \_\_\_\_\_  
 Conceptual Lens: \_\_\_\_\_  
 Appropriate Time Allocation (# of Days): \_\_\_\_\_

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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# UNIT OVERVIEW

Course Title: \_\_\_\_\_

Unit #: UNIT 6 OVERVIEW

Unit Title: \_\_\_\_\_

**Unit Description and Objectives:**

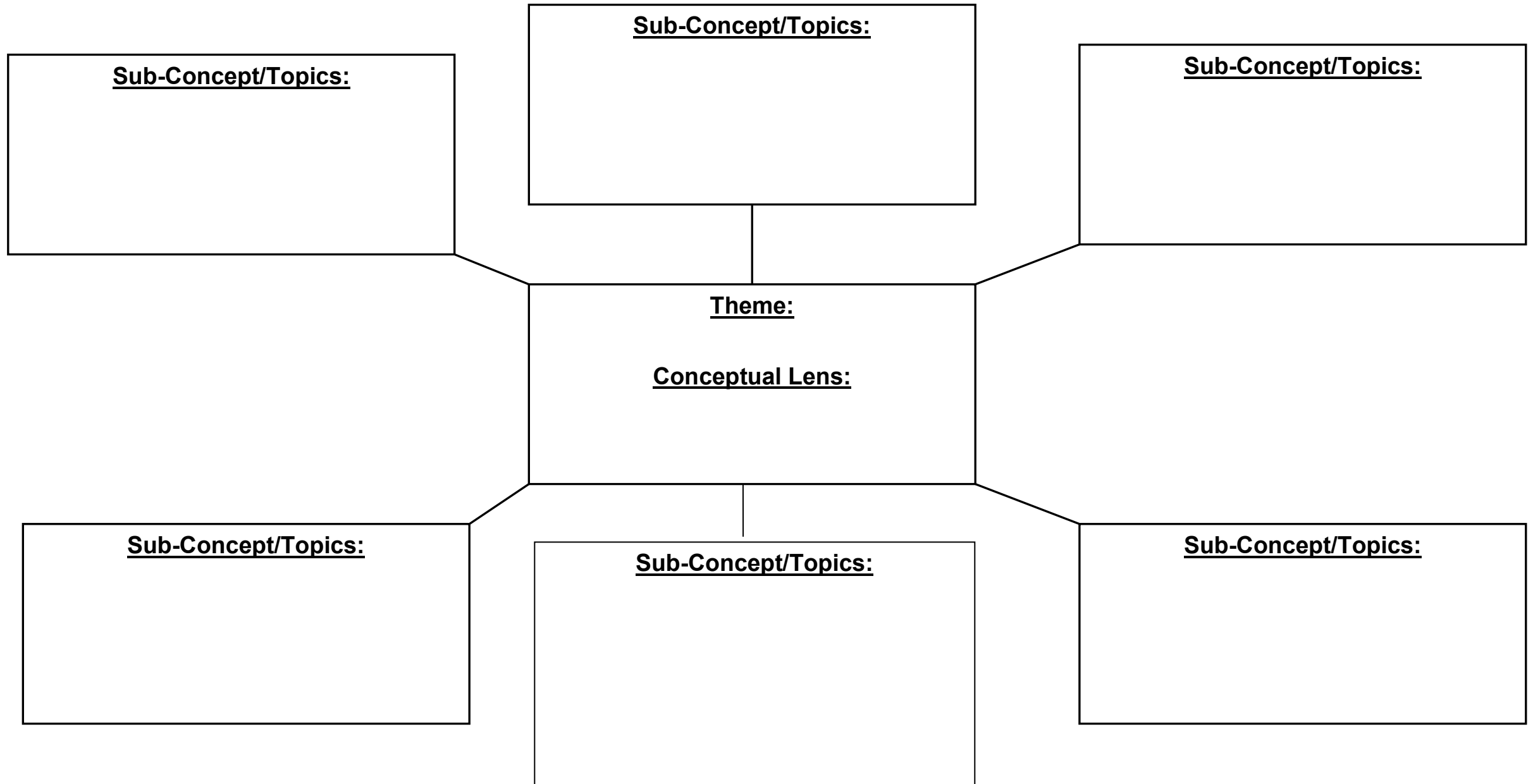
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2.	2.	2.1 2.2 2.3 Etc.
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# UNIT GRAPHIC ORGANIZER





# CURRICULUM UNIT PLAN

Course Title/Grade: \_\_\_\_\_  
 Unit Number/Title: \_\_\_\_\_  
 Conceptual Lens: \_\_\_\_\_  
 Appropriate Time Allocation (# of Days): \_\_\_\_\_

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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# UNIT OVERVIEW

Course Title: \_\_\_\_\_

Unit #: UNIT 7 OVERVIEW

Unit Title: \_\_\_\_\_

**Unit Description and Objectives:**

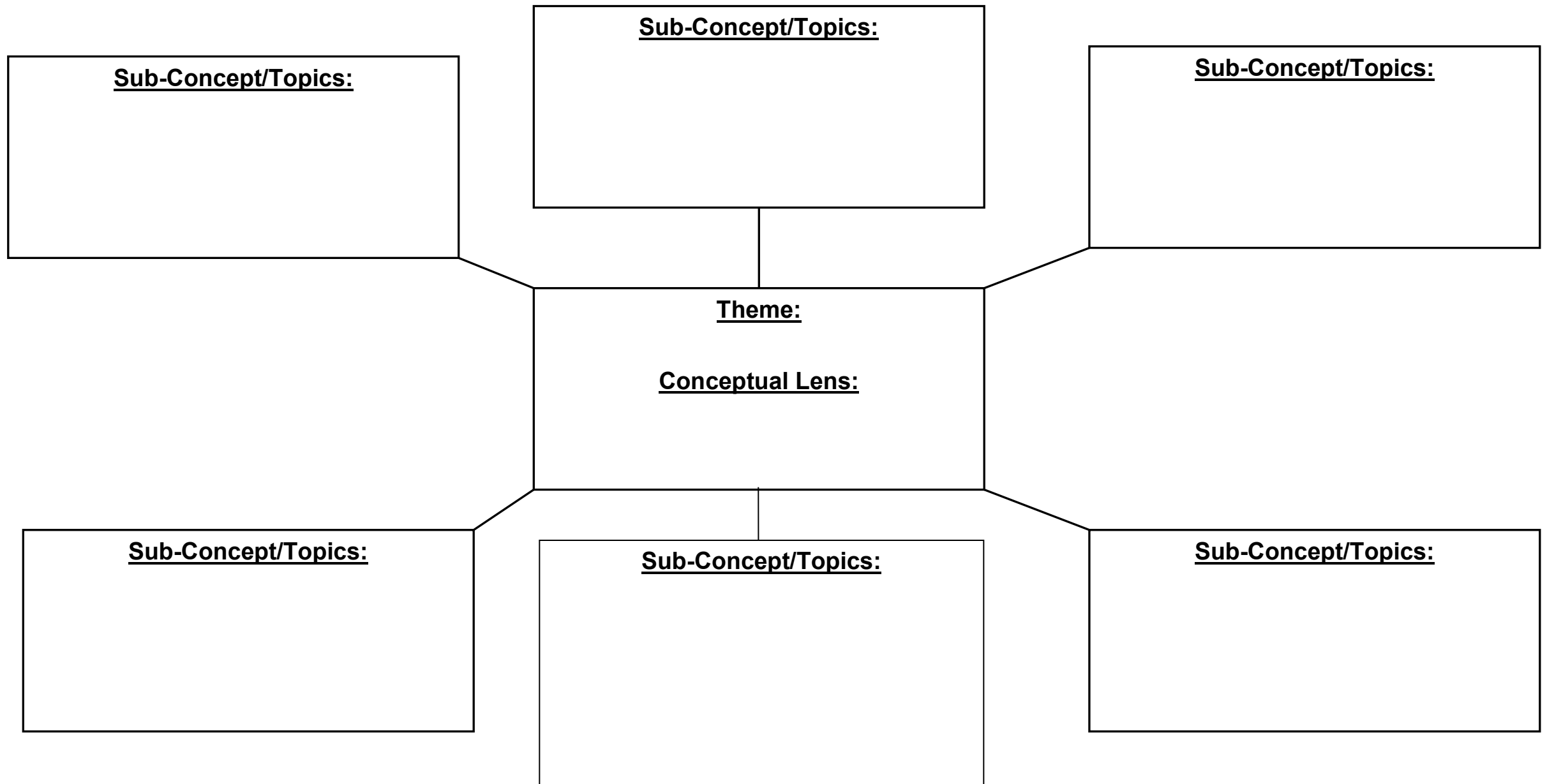
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# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

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**Unit Number/Title:** \_\_\_\_\_  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** \_\_\_\_\_

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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# UNIT OVERVIEW

Course Title: \_\_\_\_\_

Unit #: UNIT 8 OVERVIEW

Unit Title: \_\_\_\_\_

**Unit Description and Objectives:**

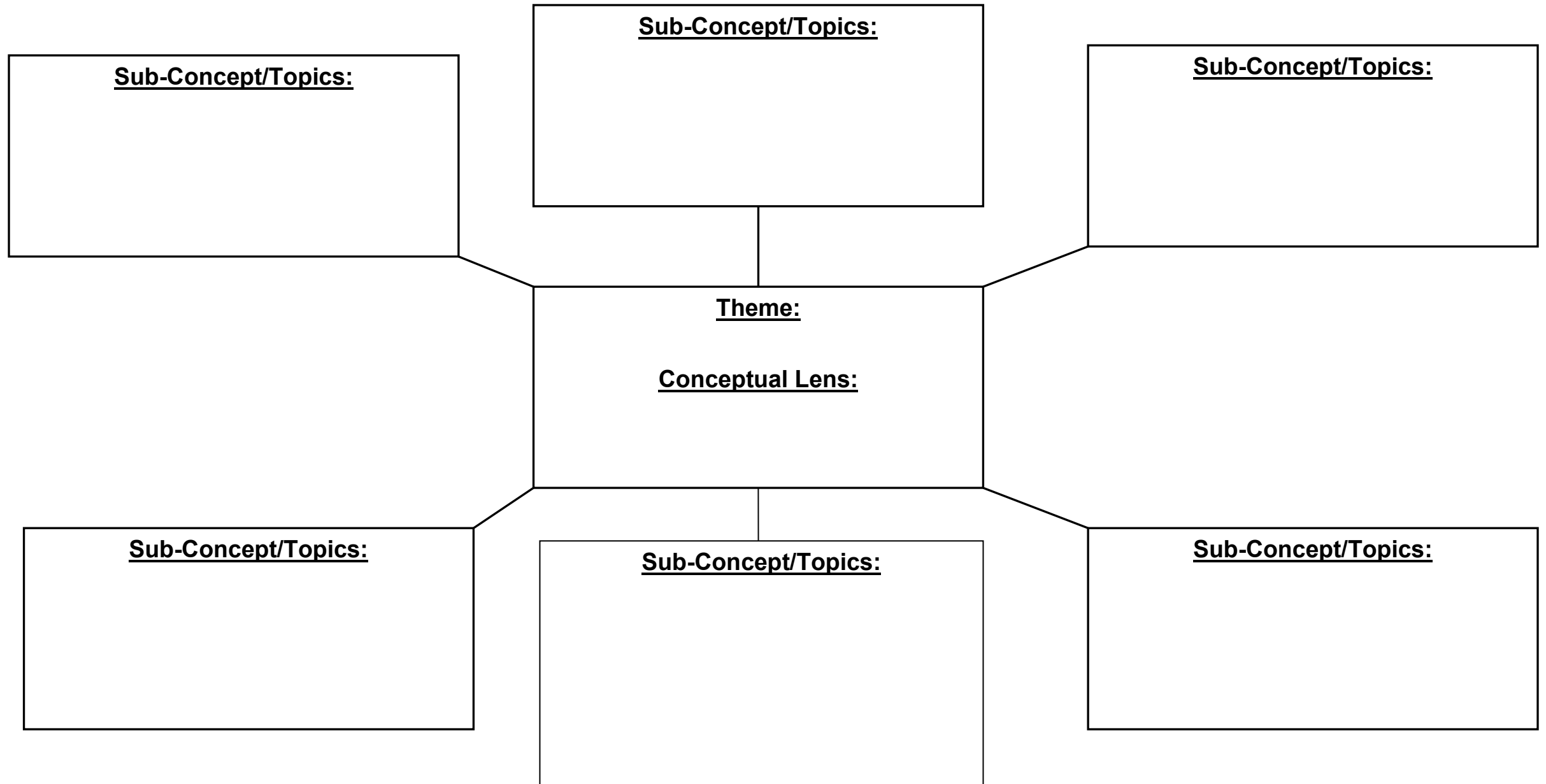
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# CURRICULUM UNIT PLAN

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**Unit Number/Title:** \_\_\_\_\_  
**Conceptual Lens:** \_\_\_\_\_  
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Unit #: UNIT 9 OVERVIEW

Unit Title: \_\_\_\_\_

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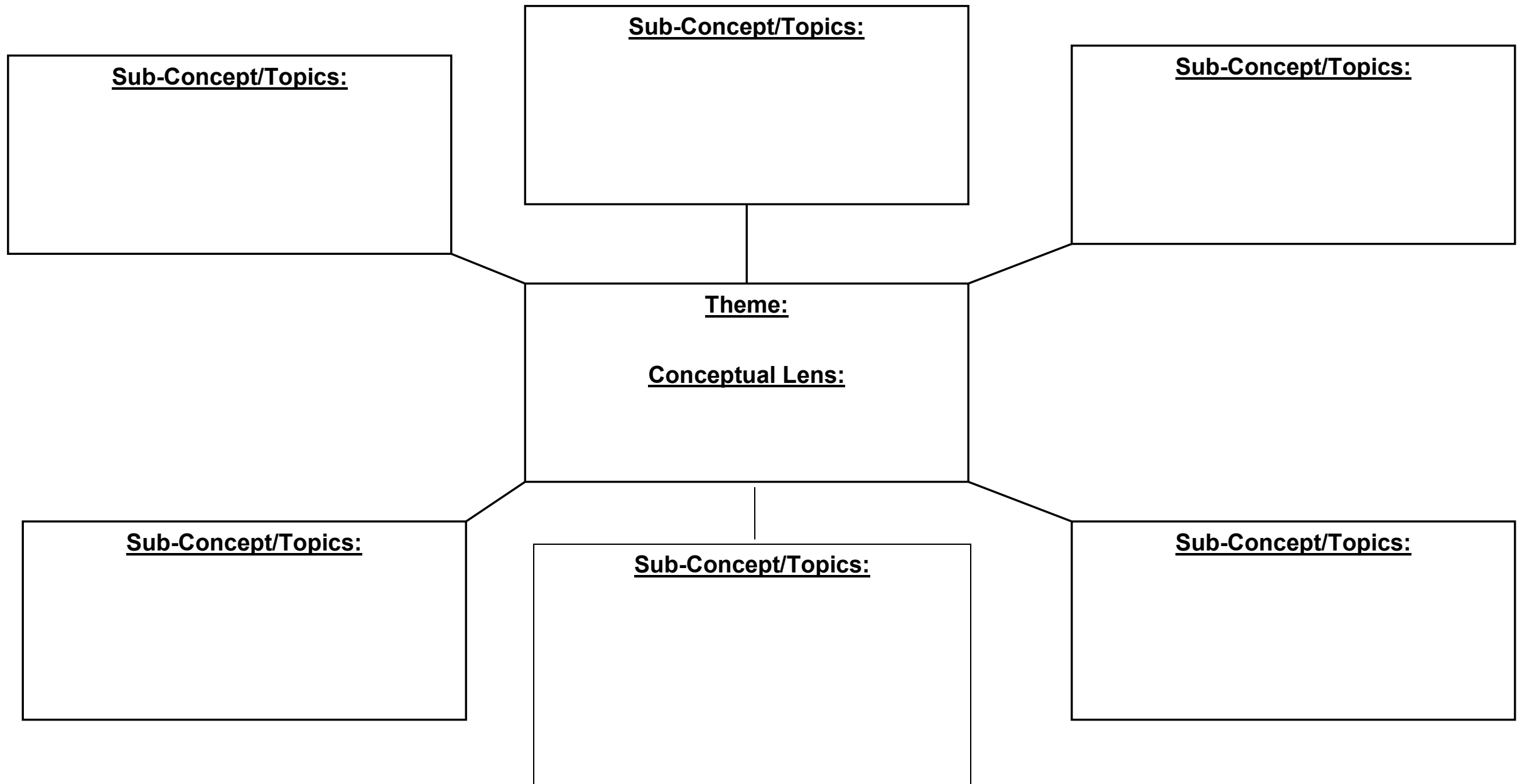
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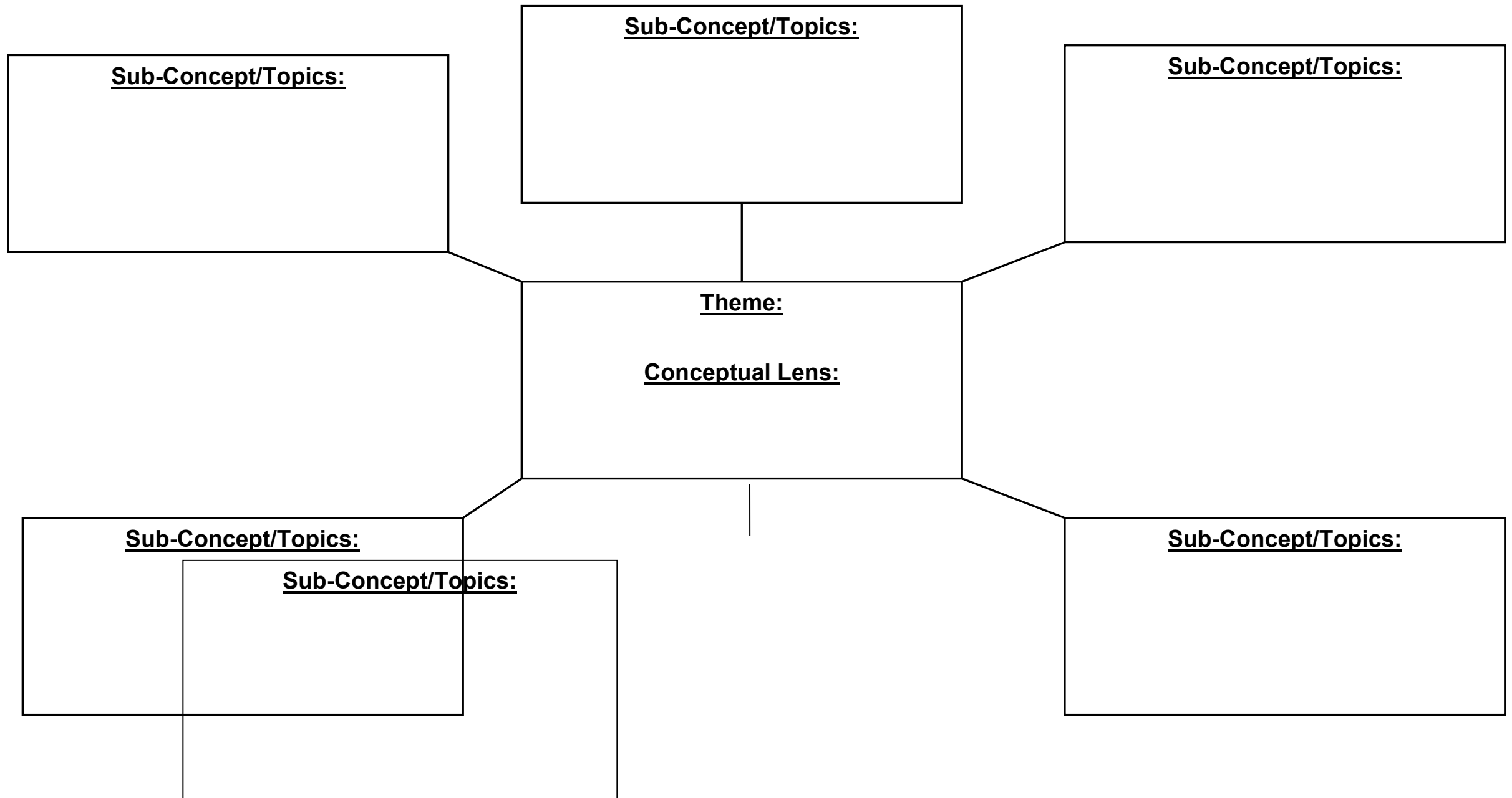
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# Washington Township Public Schools

## Department of Student Personnel Services

# CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

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- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

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In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.