

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Driver Education Theory

Length of Course:	45 Days/ Marking Period
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 10
Credit Value:	1.25 Credits
Date Approved:	August 24, 2020

## TABLE OF CONTENTS

Driver Education Theory Timeline/Table of Contents  
Length of course- 45 Days

- I. BUILDING KNOWLEDGE OF THE GRADUATED DRIVER LICENSE SYSTEM (Chapters 1 & 2), Page 4**
  - A. GDL Permits and Licensing
  - B. Laws Governing GDL System
  - C. 6 Points of Identification
  - D. MVC Locations and Regulations
  - E. GDL Restrictions
  - F. Vehicle Inspection
  - G. Road Test
  
- II. DRIVER RESPONSIBILITY AND THE DEFENSIVE DRIVER ( Chapters 3 & 5), Page 6**
  - A. Driver Responsibility
  - B. Vehicle Safety
  - C. Seat Belt Law
  - D. Child Restraint System Laws
  - E. Proper Breaking
  - F. Safe Following Distance
  - G. Steering, Turning, Parking and Driving in Reverse
  - H. Defensive Driving
  - I. Driving Situations
  
- III. SAFE DRIVING RULES AND REGULATIONS (Chapter 4), Page 9**
  - A. Speed Control
  - B. Passing and Changing Lanes
  - C. Yielding the Right of Way
  - D. Entering and Exiting Highways
  - E. Turning and Stopping Regulations
  - F. Parking
  - G. Cell Phone Use

**IV. DRINKING, DRUGS AND DRIVING (Chapters 6 & 7), Page 12**

- A. Effects of Alcohol
- B. Drinking and Driving
- C. Designated Drivers
- D. Drugs and Driving
- E. Legal Limit
- F. Healthy Driving
- G. Having a Limit and a Plan
- H. Drinking and Driving Laws, Rules and Regulations
- I. Drugs and Driving Laws, Rules and Regulations
- J. Moving Violations Point Chart

**V. SHARING THE ROAD WITH OTHERS, SAFETY AND VEHICLE INFORMATION (Chapters 8, 9 & Appendix), Page 15**

- A. Sharing the Road with Others
- B. Vehicle Information
- C. License Plates
- D. Driving Credentials; Registration, Insurance, Inspections
- E. Signs, Road Markings and Traffic Signals

**VI. Resources and additional information, Page 17**

*The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during Driver Education Theory. Each unit has objectives, essential questions, related performance expectations, core ideas, concepts and skills which provide an overview of the content matter. The instructional actions are some examples of how the teaching staff will engage students in learning and assessment. **Modifications will be made to accommodate IEP mandates for classified students.** Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson.*

**GRADE 10- DRIVER EDUCATION THEORY**

**I: BUILDING KNOWLEDGE OF THE GRADUATED DRIVER LICENSE SYSTEM**

**New Jersey Student Learning Standards:**

- 2.1 Personal and Mental Health
- 2.3- Safety

**Related Performance Expectations:**

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 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).

**Unit Objectives/Enduring Understandings:** Students will understand that there are rules and procedures under which all students must understand in order to be eligible to receive a permit or license. Students will understand that they must pass a written test in order to be eligible for their permit, (along with an eye exam). Lastly, students will understand they will need to pass the NJ driving test in order to get their driver's license.

**Essential Questions:** What are the requirements for entering any MVC/DMV? What are the requirements for obtaining a special learner's permit or an examination permit? How do you obtain a probationary license? How do you obtain a basic driver's licenses? What are the items on the written test? What are the items on the road test? What is Organ Donation and why is it relevant in Drivers Education?

**BUILDING KNOWLEDGE OF THE GRADUATED DRIVER LICENSE SYSTEM (cont.)**

Primary Teaching Resources		
Core Ideas	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> <li>● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</li> <li>● Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</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>	<ul style="list-style-type: none"> <li>● Laws Governing how to obtain ALL Driving Licenses and Permits.</li> <li>● The safety features of the Digital Driver's License</li> <li>● Six points of Identification requirements.</li> <li>● The Graduated Driver License system and the order/ regulations to obtain:                             <ul style="list-style-type: none"> <li>○ Special learners permit</li> <li>○ Examination Permit</li> <li>○ Probationary DL</li> <li>○ Basic DL</li> <li>○ Commercial DL</li> </ul> </li> <li>● Kyleigh’s law.</li> <li>● Red Decal Requirements.</li> <li>● NJ Permit and Probationary Driver Restrictions.</li> <li>● The NJ Driving Test Requirements.</li> <li>● Goal setting as it relates to checkpoints of the GDL process.</li> <li>● The laws regulating Organ Donation.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and retain the laws regarding DL and Permits.</li> <li>● Discuss and retain the order and steps necessary to take in order to obtain one’s special learners permit, probationary license, and basic driver’s license.</li> <li>● Use of the internet to find related information and other necessary research to help with the GDL process.</li> <li>● Explain the process of obtaining a permit or driver’s license.</li> <li>● Explain the necessity and importance of the 6 point identification verification.</li> <li>● Explain what needs to occur when you move into the state from another country or state.</li> <li>● Understand and discuss Organ Donation and the J Sharing Network.</li> </ul>
Instructional Actions		
<p><b>Activities/Strategies-</b> (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.</p> <p><b>Formative Assessment Check Points-</b> Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.</p>		

**Summative Unit Assessments:** Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

## II: DRIVER RESPONSIBILITY AND THE DEFENSIVE DRIVER

### **New Jersey Student Learning Standards:**

- 2.1 Personal and Mental Health
- 2.3- Safety

### **Related Performance Expectations:**

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 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).

**Unit Objectives/Enduring Understandings:** Students will understand that despite the safety features of the modern automobiles, accidents still occur, typically due to human error, and the high density of vehicular traffic in New Jersey. Students will understand that driving a car requires complete physical and mental attention as well as an enormous sense of responsibility. Furthermore, students will develop strategies to help with any and all situations that can occur from being a first time driver. Lastly, students will understand that safety and being a defensive driver are the two most important responsibilities for any and all good drivers.

**Essential Questions:** What are the major safety improvements of the automobile of today versus the automobile of 10 years ago? What are the dangers of cellphone use and or other distractions while driving? What other distractions besides the cell phone can take a driver's attention away from the road? Are they just as dangerous to the driver? Why is it so important to be a defensive and responsible driver? What are some strategies, rules and behaviors that can help ensure safety as a new driver?

**DRIVER RESPONSIBILITY AND THE DEFENSIVE DRIVER (cont)**

Primary Teaching Resources		
Core Ideas	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> <li>● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</li> <li>● Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</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> <li>● Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</li> </ul>	<ul style="list-style-type: none"> <li>● The New Jersey Seat Belt Law.</li> <li>● Laws governing child passenger safety.                             <ul style="list-style-type: none"> <li>○ Child Restraint System</li> <li>○ Booster Seats</li> </ul> </li> <li>● The importance of airbags, seat belts and other modern safety features for today’s car.</li> <li>● Safe stopping distances determined by the speed of the vehicle</li> <li>● Safe following distance.</li> <li>● The importance of never being distracted behind the wheel.</li> <li>● What it means to drive defensively.</li> <li>● How to safely use a steering wheel.</li> <li>● Proper distance to use indicator before turning or switching lanes.</li> <li>● How to properly position the body to drive in reverse.</li> <li>● Guidelines to help with parking, steering, braking and turning.</li> <li>● How to navigate and avoid blind spots.</li> <li>● How to avoid aggressive or angry drivers.</li> <li>● How to avoid road rage.</li> <li>● How to avoid tired driving and highway hypnosis.</li> <li>● How to share the road with other drivers.</li> <li>● How to determine a safe following distance and space cushion.</li> <li>● How to communicate with other drivers.</li> <li>● The dangers that are caused by reduced visibility, tough road conditions and driving at night.</li> <li>● What to do if your car fails or is disabled and how to handle that situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the dangers associated with becoming a first time driver.</li> <li>● Discuss and understand the laws that govern all passengers in a vehicle.</li> <li>● Understand how to keep a safe following distance.</li> <li>● Understand the importance of a breaking distance.</li> <li>● Determine blind spots and other rules as it relates to a safe space cushion between cars on the road.</li> <li>● Avoid distracted driving as well as avoid distracted drivers on the road by keeping a safe following distance to react to emergencies.</li> <li>● Understand the importance of never driving while sleep deprived.</li> <li>● Understand the importance of never using a cell phone while operating a motor vehicle.</li> <li>● Strategies to use for communicating with other drivers.</li> <li>● Use strategies learned to drive defensively, avoid road rage and practice responsible driving.</li> </ul>





**Instructional Actions**

**Activities/Strategies-** (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

**Formative Assessment Check Points-** Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

**Summative Unit Assessments:** Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

### III: SAFE DRIVING RULES AND REGULATIONS

#### **New Jersey Student Learning Standards:**

- 2.1 Personal and Mental Health
- 2.3- Safety

#### **Related Performance Expectations:**

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 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 distractions, seatbelt use, the use of hand-held devices).

**Unit Objectives/Enduring Understandings:** Students will learn safe driving rules, regulations and laws that govern the New Jersey Roadways. Furthermore, students will develop an understanding of the importance of following all laws, rules and regulations. Students will learn that there are consequences if rules are not followed and laws are broken. Students will develop more strategies to help develop an understanding that driving is a privilege, not a right. Lastly, students will understand that we share the roadways with our communities further driving home the importance of safety, responsibility and maturity behind the wheel.

**Essential Questions:** What is the number one factor that leads to car accidents? What is the number one factor for fatal car accidents? What does yielding the right of way mean and what are some examples? Do pedestrians always have the right of way in NJ when using a crosswalk? Is it a shared responsibility? What are acceleration lanes vs. deceleration lanes? Do drivers keep to the right except when passing? What is the importance of being a safe driver and what are some things you can do to ensure that you are a safe driver?

Primary Teaching Resources		
Core Ideas	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> <li>● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</li> <li>● Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</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> <li>● Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</li> </ul>	<ul style="list-style-type: none"> <li>● The rules and regulations regarding speed control in New Jersey.</li> <li>● The rules as it relates to passing other cars, when and when it is not legal to do so.</li> <li>● Keeping to the right unless passing.</li> <li>● The proper procedure to pull over when reacting to police and other emergency vehicles.</li> <li>● What it means to yield the right of way and to understand the importance that yielding the right of way has on safety and defensive driving.</li> <li>● Laws governing pedestrians.</li> <li>● Exiting and entering highways.</li> <li>● The various styles of intersections and traffic circles in NJ.</li> <li>● Turnpike, parkway and other highway travel safety standards.</li> <li>● Turning, stopping and parking regulations.</li> <li>● Continued discussion on cell phone use as it relates to emergencies only.</li> <li>● Horn and headlight use to communicate with other drivers.</li> <li>● Laws pertaining to littering and throwing objects out of the window.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and understand the importance of following the rules and regulations that govern our New Jersey roadways.</li> <li>● Understand and discuss what yielding the right of way is, and how it will ensure safety on the roads.</li> <li>● Understand and feel more confident with all the NJ laws, rules and regulations as it pertains to driving.</li> <li>● Understand and discuss the laws governing pedestrians.</li> <li>● Strategies to help remember the various rules and laws that are taught during this unit.</li> <li>● Determine when to give up their right of way as it pertains to being a safe, respectful and responsible driver.</li> <li>● Understand the best ways to communicate to other drivers on the road.</li> <li>● Further their understanding and strategies to help avoid cell phone use while driving.</li> </ul>

**Instructional Actions**

**Activities/Strategies-** (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

**Formative Assessment Check Points-** Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

**Summative Unit Assessments:** Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

## IV: DRINKING, DRUGS AND DRIVING

### New Jersey Student Learning Standards:

- 2.1 Personal and Mental Health
- 2.3- Safety

### Related Performance Expectations:

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 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 Objectives/Enduring Understandings:** Students will understand the dangers of operating a motor vehicle under the influences of drugs and alcohol. Furthermore, students will understand that it is NEVER okay to operate a vehicle under the influence. Students will learn all rules, regulations and most importantly the laws that govern the NJ roadways as it pertains to drugs and alcohol. Students will understand the importance of having a plan when attending situations with drugs and or alcohol. Students will understand that the plan must include a designated driver, proper decision making and keeping their goals and future aspirations in mind. Students will understand the point system as it relates to moving violations and driving infractions.

**Essential Questions:** What are the dangers of driving under the influence of alcohol and or drugs? How does alcohol and drugs impair your ability to operate a motor vehicle? What is a designated driver and why is it important to have? How does decision making affect one's future? What is the purpose of the NJ Motor Vehicle Violation point system? What is an ignition interlock device? What happens when a person receives a DUI and or a DWI? What is the difference? What is Blood Alcohol Concentration? What affects a person's BAC? What are the signs of a drunk driver and what should you do if you suspect someone is driving under the influence of drugs/ alcohol?

**DRINKING, DRUGS AND DRIVING (cont)**

<b>Primary Teaching Resources</b>		
<b>Core Ideas</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>
<ul style="list-style-type: none"> <li>● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</li> <li>● Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</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> <li>● Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</li> </ul>	<ul style="list-style-type: none"> <li>● The effects of alcohol on the body as well as how it negatively affects driving skills.</li> <li>● The fact that alcohol impairs motor skills, vision and decision making.</li> <li>● What Blood Alcohol Concentration (BAC) means and the four factors that determine one’s BAC.                             <ul style="list-style-type: none"> <li>○ Body Weight</li> <li>○ Food Eaten</li> <li>○ How fast the alcohol was consumed</li> <li>○ How much alcohol was consumed</li> </ul> </li> <li>● How much alcohol is in one drink is related to concentration.</li> <li>● What it means to drink in moderation as well as having a limit.</li> <li>● Tell tale signs of a drunk driver.                             <ul style="list-style-type: none"> <li>○ Speeding</li> <li>○ Weaving</li> <li>○ Slow driving</li> <li>○ Jerking motion</li> <li>○ Quick stops</li> </ul> </li> <li>● The consequences of being the host and the drunk driver</li> <li>● What a designated driver is.</li> <li>● The effects of drugs as it relates to impaired driving.</li> <li>● The laws, rules and regulations around drinking and driving.                             <ul style="list-style-type: none"> <li>○ DUI vs DWI</li> <li>○ drinking as a passenger</li> <li>○ open container</li> <li>○ underage drinking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Understand and discuss the dangers associated with operating a motor vehicle under the influence of alcohol or drugs.</li> <li>● Advocate against drinking and driving as well as drug use.</li> <li>● Understand the importance of having a plan as it pertains to drinking alcohol as well as the importance of a designated driver, uber, lyft etc.</li> <li>● Understanding how to determine a limit when it comes to drinking alcohol.</li> <li>● Understand and discuss the dangers of drug use.</li> <li>● Understand and apply what to do in certain situations including parties, peer pressure and drinking/ drug use.</li> <li>● Strategies to keep them safe as it pertains to drinking alcohol.</li> <li>● Apply the process of making good decisions.</li> <li>● Understand the importance of making decisions based on loved ones, future goals and aspirations they have for their future.</li> </ul>

	<ul style="list-style-type: none"> <li>● The legal driving limit above and below 21 years of age             <ul style="list-style-type: none"> <li>○ 21 and over (.08)</li> <li>○ Under 21 (.01)</li> </ul> </li> <li>● The purpose of a breath test.</li> <li>● The purpose of an ignition interlock device</li> <li>● What the Intoxicated Driver Resource Center (IDRC) is.</li> <li>● Motor Vehicle Violations and a chart that explains the point system.</li> <li>● Driver Improvement Programs as they relate to ALL drivers.</li> <li>● Moving Violation Point Chart.</li> </ul>	
--	---	--

**Instructional Actions**

**Activities/Strategies-** (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

**Formative Assessment Check Points-** Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

**Summative Unit Assessments:** Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

**V: SHARING THE ROAD WITH OTHERS, SAFETY AND VEHICLE INFORMATION****New Jersey Student Learning Standards:**

- 2.1 Personal and Mental Health
- 2.3- Safety

**Related Performance Expectations:**

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 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 distractions, seatbelt use, the use of hand-held devices).

**Unit Objectives/Enduring Understandings:** Students will be able to feel more confident, and have a better understanding of the rules, laws and regulations as it pertains to sharing the road with others. Specifically, large trucks, busses, pedestrians, low speed vehicles, bicycles, scooters, etc. Students will understand the importance and necessity of obtaining and keeping up to date insurance, registration, title, and car inspections respectively. Students will understand, and identify the different signs, traffic signals and road marking as it pertains to the laws governing our NJ roadways.

**Essential Questions:** What type of insurance is mandatory in NJ? Why is it important to understand how to share the road with other vehicles, pedestrians and others using the NJ roadways? What is a no-zone and or a blind spot? What does it mean to have a space cushion? Why is it so important to understand the maneuverability of large trucks and busses? What is a safe following distance as it relates to large trucks and busses? What are the identifying factors regarding warning signs, regulatory signs, constructions signs and guidance signs respectively? What is the importance of knowing all traffic signs, signals and road markings?





**SHARING THE ROAD WITH OTHERS, SAFETY AND VEHICLE INFORMATION (cont)**

Primary Teaching Resources		
Core Ideas	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> <li>● The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</li> <li>● Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</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> <li>● Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</li> </ul>	<ul style="list-style-type: none"> <li>● The rules, laws and regulations pertaining to pedestrians.</li> <li>● The rules, laws and regulations pertaining to large trucks and busses.</li> <li>● The laws, rules and regulations as it pertains to motorcycles.</li> <li>● The rules for sharing the road with large trucks, busses and motorcycles.</li> <li>● How to minimize blind spots and other safety concerns as it pertains to switching lanes.</li> <li>● How to share the road with bicycles, skateboards, mopeds, motorized scooters, snow mobiles and other low speed vehicles.</li> <li>● The laws and regulations concerning trains.</li> <li>● How to react to animals and persons with a mobility related disability.</li> <li>● The laws related to titling a vehicle, registering a vehicle, license plate information.</li> <li>● The laws pertaining to insurance and vehicle inspections.</li> <li>● The rules, laws and regulations pertaining to traffic lights, road markings, signs, speed bumps/ humps and roundabouts.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and discuss pedestrian safety measures and laws pertaining to sharing the road with pedestrians.</li> <li>● Understanding how to maneuver and share the road with large trucks and busses.</li> <li>● Discuss and apply strategies to minimize blindspots.</li> <li>● Understand how to share the road with low speed vehicles.</li> <li>● Feel more confident and safe as a result of understanding the rules and regulations regarding animals, trains, low speed vehicles, large trucks, busses and pedestrians.</li> <li>● Understand and discuss the need for liability insurance.</li> <li>● Discuss the laws and regulations regarding up to date insurance, registration and inspections.</li> <li>● Understand and identify the meaning of all traffic signals and signs.</li> </ul>
Instructional Actions		
<p><b>Activities/Strategies-</b> (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.</p>		

**Formative Assessment Check Points-** Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

**Summative Unit Assessments:** Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

<p style="text-align: center;"><b>Resources:</b></p> <p><a href="#">Comprehensive Health &amp; Physical Education NJSLS (2020)</a>  <a href="#">NJ Department of Motor Vehicle Textbook</a>                  Essential Materials- teacher created google slides, notes and curated resources                  Internet/Macbooks                  Supplemental materials; DVDs/Videoclips                  Links to best practices                  Articles <a href="#">(Newsela)</a>  <a href="#">G-Suite for Education</a>  <a href="#">YouTube</a>                  Study Guides/Practice Tests</p>	<p style="text-align: center;"><b>Instructional Adjustments:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instruction</li> <li>● Modify Curriculum to Suit Individual Needs</li> <li>● Consult IEPs and 504 Plans for modifications</li> <li>● Provide Study Guides</li> <li>● Utilize Peer Tutors</li> <li>● Assign Roles or Specific Tasks for Group Projects</li> <li>● Adapt lessons to accommodate learner engagement</li> <li>● Lesson, Unit, and Quarterly reflections to refine practice</li> </ul>
<p><b><u>Comprehensive Health &amp; Physical Education Lifetime Practices</u></b>  <b><i>(Overarching themes embedded into Health/PE topics)</i></b></p> <ul style="list-style-type: none"> <li>● Acting as responsible and contributing member of society</li> <li>● Building and maintaining healthy relationships</li> <li>● Communicating clearly and effectively (verbal and nonverbal)</li> <li>● Resolving conflict</li> <li>● Attending to personal health, emotional, social and physical well-being</li> <li>● Engaging in an active lifestyle</li> <li>● Making decisions</li> <li>● Managing-self</li> <li>● Setting goals Using technology tools responsibly</li> </ul>	<p style="text-align: center;"><b>Other technology tools:</b></p> <p>Learning Management- <a href="#">Google Classroom</a>                  Formative assessment/recall practice: <a href="#">Quizlet</a>, <a href="#">Kahoot</a>, <a href="#">Quizizz</a>,  <a href="#">Google Forms</a>                  Engagement sites: <a href="#">Polleverywhere</a>, <a href="#">Socrative</a>, <a href="#">Mentimeter</a>,  <a href="#">Padlet</a>                  Online Practice Assessments</p>

