

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Driver Education Curriculum**

**Course Description**

Driver Education is a marking period course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Driver Education is taken by Grade 10 students to prepare them for the written and road tests to obtain a Motor Vehicle License. Students will learn about driver responsibility, safety rules and regulations, defensive driving, driving under the influence, privileges and penalties, and basic vehicle information and safety.

**Course Overview and Pacing Guide**

Unit	Topic	Time Frame
1	Unit 1 - The New Jersey Driver License System/New Jersey Driver Testing	2 weeks
2	Unit 2 - Driver Responsibility	1 week
3	Unit 3 - Safe Driving Rules & Regulations/Sharing the Road with Others	2 weeks
4	Unit 4 - Defensive Driving	1 week
5	Unit 5 - Drinking, Drugs, & Health	1 week
6	Unit 6 - Driver's Privileges & Penalties	1 week
7	Unit 7 - Vehicle Information/ Driver's Safety	2 weeks

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<b>Computer Science and Design Thinking (Standard 8)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>Interdisciplinary Connections</b>	
<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

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<b>Modifications, Accommodations, and Differentiation</b>			
<b>English Language Learners</b>	<b>IEP / 504</b>	<b>At Risk Students</b>	<b>Gifted and Talented</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

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<b>Unit Name</b>	Unit 1 - The New Jersey Driver License System/New Jersey Driver Testing	Time Frame - 1-2 weeks
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks Organ Donor Video:Hero in the Classroom	
<b>Essential Questions</b>	What is the individual's responsibility with relation to motor vehicles? What makes driving a privilege and not a right? What career opportunities revolve around the automobile and transportation industry?	

<b>Disciplinary Concept: Community Health Services and Support</b>	
Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	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).

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<b>Disciplinary Concept: Personal Safety</b>	
<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>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.</p>	<p>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)</p>

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>-Students will learn about NJ laws, licensing procedures, and the responsibilities associated with the driving privilege. -Students will learn basic vehicle operating procedures.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn the procedure for obtaining a license in the State of New Jersey. -Students will learn about the laws governing driver licenses including ID requirements, learner permits, and various types of licenses for different motor vehicles such as cars, trucks, motorcycles, etc.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn about the benefits of organ donation.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Students will identify career choices and occupational opportunities that are driving related.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>

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<b>Unit Name</b>	Unit 2 - Driver Responsibility	Time Frame - 1 week
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks	
<b>Essential Questions</b>	Can you discuss the seriousness of traffic accident problems? How do accidents occur, with today's inventions of safety features? Why is driver and traffic safety important? What are safe and skillful driving procedures? Can you describe the correct habits to use while driving?	

<b>Disciplinary Concept: Personal Safety</b>	
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<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
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.	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).

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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>-Students will learn defensive driving techniques related to starting a parked car, stopping distances, proper braking, driving signals, driving in reverse, and parking.</p> <p>-Students will analyze risks and safety factors in order to make driving related decisions that have a positive impact on their lives and the lives of others.</p> <p>-Students will learn how to manage visibility, time and space to avoid conflicts and reduce driving risks.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn the importance of New Jersey Seat Belt Law and how seat belts and air bags can save lives.</p> <p>-Students will learn about the dangers, symptoms, and First Aid response for Carbon Monoxide poisoning related to car exhaust.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>

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<b>Unit Name</b>	Unit 3 - Safe Driving Rules & Regulations/Sharing the Road with Others	Time Frame - 2 weeks
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks	
<b>Essential Questions</b>	What are some characteristics of modern road construction and design? What techniques are employed to promote the safe, efficient flow of traffic? Why does safe, efficient, driving require attention, practice and skill? How would you react to various traffic situations? Why is cooperation needed among all highway users to promote better traffic conditions? Why do motorists need to pay special attention to pedestrians and cyclists in traffic? What are the rights of pedestrians and other roadway users?	

**Disciplinary Concept: Personal Safety**

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
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.	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.



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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>-Students will learn the characteristics of an expressway and apply risk reducing driving strategies.</p> <p>-Students will learn to communicate presence and intentions with other road users.</p> <p>-Students will learn the consequences of aggressive driving and emotions that influence driving behaviors, and distractions that contribute to driver error.</p> <p>-Students will learn to evaluate the performance characteristics of other road users and apply problem solving skills to minimize risks when sharing the roadway.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn driving techniques related to speed control, passing, yielding the right of way, and yielding to pedestrians.</p> <p>-Students will learn safety related to entering and leaving highways, driving on curves, and approaching intersections and interchanges.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>

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<b>Unit Name</b>	Unit 4 - Defensive Driving	Time Frame - 1 week
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks	
<b>Essential Questions</b>	What are safe and skillful driving procedures? Can you describe the correct habits to use while driving? Why does safe, efficient, driving require attention, practice and skill? How would you react to various traffic situations?	

<b>Disciplinary Concept: Personal Safety</b>	
<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>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.</p>	<p>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).</p>

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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
-Students will learn basic maintenance procedures and how to keep a car running safely. -Students will learn to Identify and evaluate emergency response strategies to reduce the severity of or avoid a crash in high-risk driving situations. -Students will learn about changes in the environment that affect visibility and traction, and an appropriate reaction to these risks.	Discussion Videos	Tests Quizzes
-Students will learn what to do in case of a collision in various scenarios.	Discussion Videos	Tests Quizzes
-Students will learn about aggressive driving, distractions, keeping a safe distance, and other potentially dangerous situations to avoid.	Discussion Videos	Tests Quizzes

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<b>Unit Name</b>	Unit 5 - Drinking, Drugs, & Health	Time Frame - 1 week
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks	
<b>Essential Questions</b>	How can alcohol and drugs affect your driving? How can alcohol affect your overall judgment and decision making?	

<b>Disciplinary Concept: Personal Safety</b>	
<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>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.</p>	<p>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.</p>
<p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>	<p>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</p>

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<b>Disciplinary Concept: Alcohol, Tobacco, and Drugs</b>	
<p>Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors</p>

<b>Disciplinary Concept: Dependency, Substances Disorder and Treatment</b>	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<p>2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).</p>

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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
-Students will learn the effects of alcohol and the potential consequences of drinking and driving. -Students will learn how drinking and drugs can affect overall decision making. -Students will learn about the influence of family, peers, community and media on decisions regarding the use of alcohol and other drugs.	Discussion Videos	Tests Quizzes
-Students will learn that driving is a privilege and that laws regarding driving and alcohol, such as Driving under the influence (dui), Breath Test (N.J.S.A. 39:4-50.4a), and Ignition Interlock Device (N.J.S.A. 39:4-50.17)	Discussion Videos	Tests Quizzes

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<b>Unit Name</b>	Unit 6 - Driver's Privileges & Penalties	Time Frame - 1 week
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks	
<b>Essential Questions</b>	Why are laws important? What is your moral and social responsibility for knowing and obeying laws and ordinances? Why is it important to respect nature's laws and the importance of recognizing and adjusting to them?	

<b>Disciplinary Concept: Personal Safety</b>	
<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>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.</p>	<p>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.</p>

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<b>Disciplinary Concept: Alcohol, Tobacco, and Drugs</b>	
<p>Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors</p>

<b>Disciplinary Concept: Dependency, Substances Disorder and Treatment</b>	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<p>2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).</p>



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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
-Students will learn that driving is a privilege that can be revoked for various Motor Vehicle Violations. -Students will learn about violation surcharges and point violations that can lead to suspension of a driver's license. -Students will learn about Interstate Compacts that affect their licensure when traveling out of state.	Discussion Videos	Tests Quizzes
-Students will learn about the consequences of violations that stem from alcohol and drug use while operating a motor vehicle.	Discussion Videos	Tests Quizzes

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<b>Unit Name</b>	Unit 7 - Vehicle Information/ Driver's Safety	Time Frame - 2 weeks
<b>Instructional Materials and Resources</b>	Motor Vehicle Book Chromebooks	
<b>Essential Questions</b>	<p>Why is it important to continue vehicle inspection and maintenance for safety? Why do we need liability insurance?</p> <p>What are the agencies responsible for regulation, enforcement, and corrective action?</p> <p>What is your responsibility for traffic law enforcement?</p> <p>Why is it important to voluntarily comply with traffic laws?</p> <p>Why is it important to have a positive attitude towards those responsible for traffic regulation and control?</p>	

<b>Disciplinary Concept: Personal Safety</b>	
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<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>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.</p>	<p>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).</p> <p>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).</p> <p>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.</p>

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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>-Students will learn about traffic regulations and driver safety rules that contribute toward safe and responsible driving.</p> <p>-Students will learn to Identify traffic control devices including lights, signs, and pavement markings.</p> <p>-Students will learn about appropriate adjustments when approaching controlled and uncontrolled intersections, curves, railroad crossings, and hills with line-of-sight or path-of travel limitations.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn about vehicle inspection procedures in New Jersey.</p> <p>-Students will learn about vehicle title and registration requirements, as well as insurance.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>
<p>-Explain and review what the student's steps are for after the State Permit Exam.</p>	<p>Discussion Videos</p>	<p>Tests Quizzes</p>