

Summit Public Schools
Summit, New Jersey
Grade Level: 10th Grade/ Content Area: Driver Education
Written By: Erin Fogarty

Overview:

Driver's Education in the Summit Public Schools a classroom-based theory program taught to all tenth grade students. The Driver's Education curriculum is designed to enable students to develop a good foundation on the essential knowledge, attitude, and behaviors, to adopt safe driving habits. Driver's Education provides the opportunity and stimulus for learning the rules of the road and state laws, as well as preparing the individual to make positive decisions when behind the wheel and contribute positively to making New Jersey roads safer.

The course is designed for students to develop the understanding that driving is a privilege and not a right. Students will explore the consequences of road rage, driving under the influence, and consequences for not adhering to the Graduated Driver Licensing (GDL) programs laws.

The New Jersey Driver Manual supplied by the state of New Jersey is frequently referred to during the course. The New Jersey State Driving Test is administered at the conclusion of the marking period.

Summit High School driver's education program aims to achieve the following concepts that students can apply to support a safe behind the wheel experience in the future:

- Students will analyze how attitude affects your driving and can impact others.
- Students will analyze how the Highway Transportation System (HTS) runs and what can trigger a breakdown.
- Students will explain how social, physical, and mental skills are needed in order to drive.
- Students will be able to understand why the GDL laws are in place to protect young drivers and provide consequences for not following them.
- Students will be able to identify different signs, signals, and roadway markings.
- Students will apply good habits for vision and the ability to manage space around their vehicle using the IPDE process, a basic tool for low risk driving.
- Students will explain and evaluate the consequences due to drinking and/or drug use when driving, and assess the impact of this problem nationwide.
- Students will understand how to become an organ donor and how many lives can be saved by one donation.

- Students will learn how to identify characteristics of aggressive driving versus passive driving.
- Students will analyze what constitutes distracted driving and how to eliminate these poor driving behaviors even as a passenger.

Unit 1: Highway Transportation System and The Driving Task

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will obtain knowledge on the Highway Transportation System; including signs, signals, and roadway markings. Students will analyze the role of being the driver on the Highway Transportation System and why Graduated Driver Licensing programs have been developed.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are the parts and purpose of the HTS?
- How is the HTS regulated?
- How does the driving task require a blend of social, mental, and physical skills?
- How can a graduated driver licensing program help teen drivers?
- What are some situations where warning signs might be used?
- How would the lack of knowledge about signs impede the driving process and tie up traffic?
- What would happen if roads didn't have markings?
- How do signs provide information to a driver if not by words?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Students will understand the purpose and use of the Highway Transportation System, along with how it is regulated. They will relate the different meanings of each shape and colors for each traffic sign. Students will comprehend how graduated driver licensing programs have lowered the rate of teen deaths and car crashes.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

- Analyze the different road surfaces, vehicles, and people who travel on the roadways.
- Compare and contrast the characteristics of the social, physical, and mental skills of driving.
- Create a chart based on color or shape and label each sign.

Lessons

Lesson 1:

- Students will reflect on the roads in Summit, by having students map out their neighborhood labeling all streets, signs, and roadway markings. They will construct a poster and analyze if there should be any changes on roadway markings or signs in their community.

Develop strategies that individuals can use to prevent giving into peer pressure and breaking the one passenger law. 2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4 Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Lesson 2: Students will work together to identify as many skills they can think of related to the driving task creating a large list. Throughout the lesson students will be able to categorize each skill into either a social, physical, or mental skill of the driving task.
Differentiation	Assessments
Interdisciplinary Connections - English: Reading the driver manual, articles, etc. - Writing: summaries on law and regulations of preventative measures that could have been taken when a collision occurs. - Speech: Preparing for oral class presentation that allows for question and answer opportunities from peers. - Physics: through the understanding of how automobiles and their occupants react to forces of movement.	Formative Assessments: - Daily do-nows related to the unit. - Worksheets aligned with the lesson from the Drive Right workbook. - Pre-Test Summative Assessments, Projects, and Celebrations: - Quiz on Highway Transportation System - Sign and Street Project - Kahoot - Passing their State Driver Education Test

- Social Studies: through examination and understanding of how driving decisions can affect the health and well being of an individual, a group, and a community at large.
- Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations.
- Math: Calculating the expenses it takes to own a car and care for it.

Technology Integration

- Use technology, including the internet, to produce and publish writing, powerpoints, and to interact and collaborate with others.
- Use of the driving simulator to practice behind the wheel experiences. Youtube,
- Kahoot and of google classroom and docs for review material for the State Exam.

Media Literacy Integration

- Use of a variety of media source databases for articles on driving for current event reflections.
- Developing powerpoints to reflect on the rules of the road in NJ.

Global Perspectives

- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- Invite parents and students to Summit High School's, Share the Keys program. Discussing why the New Jersey GDL program works and how it has saved many lives with parental support.
- Discussing all the different people, cultures and backgrounds of drivers in New Jersey may vary, however they must follow the laws of our state.

Supports for English Language Learners

- Receiving a blue card

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides,	Modified assessment grading

	and semantic mapping		
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Recommended Texts to Support Unit:

- Textbook and workbook – Drive Right
- PowerPoint on Rules of the Road
- Selected worksheets from the teacher resource binder
- NJ Driver Manual

Unit 2:IPDE System			
Big Ideas: <i>Course Objectives/Content Statement(s)</i> • Students will understand the skills of using the IPDE system and all its including parts: identify, predict, decide, and execute. Students will practice using the tool on the IPDE for different situations they may experience behind the wheel. Ultimately resulting in the student gaining confidence on how to measure and manage risk by implementing the IPDE process and adapting it to behind the wheel driving.			
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>	
• What are a variety of risk factors you can encounter when driving? • When driving, why is it important to scan the road for the big picture? • When predicting a risk factor what information must you collect? • How can you communicate with other drivers and roadway users when behind the wheel? • What is commentary driving? • How is the Move Over Law connected to seeing the big picture when driving?		Students will understand that: • Students will understand best practice of how to communicate with others when sharing the road. Students will identify different risk factors when driving, which can be contributed by the driver, the vehicle, and/or the environment. Students will also be able to adapt the relationship between the Smith System and the IPDE process.	
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Lessons	
Students will: • Demonstrate the ability to properly identify and respond to traffic signs, roadway markings, situations that may occur when behind the wheel.		Lesson 1: • Discussion on the Move Over Law and have students reflect on New Jersey State Police Trooper Marc Castellano story. While using the	

● Apply different ways to communicate with a variety of roadway users, and when which method is appropriate ● Appreciate why the Move Over Law was put into effect in New Jersey. 2.3.12.PS.3 2.3.12.PS.4 Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	IPDE process to investigate how to avoid conflict when driving in their future. Lesson 2: ● Big Picture Project group project. In small groups students must work together to give examples of three different scenarios they may encounter when driving. Each example will include a deep analysis using the IPDE process to avoid conflict while using the Highway Transportation System. Lesson 3: ● Rules of the Road interactive video
Differentiation	Assessments
Interdisciplinary Connections ● English: Reading the driver manual, articles, etc. ● Writing: summaries on law and regulations of preventative measures that could have been taken when a collision occurs. ● Speech: Preparing for oral class presentation that allows for question and answer opportunities from peers.	Formative Assessments: ● Daily do-nows related to the unit. ● Worksheets aligned with the lesson from the Drive Right workbook. ● Pre-Test ● Class Discussion and student participation ● Exit slip on IPDE process

- Physics: through the understanding of how automobiles and their occupants react to forces of movement.
- Social Studies: through examination and understanding of how driving decisions can affect the health and well being of an individual, a group, and a community at large.
- Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations.
- Math: Calculating the expenses it takes to own a car and care for it.

Technology Integration

- Use technology, including the internet, to produce and publish writing, powerpoints, and to interact and collaborate with others.
- Use of the driving simulator to practice behind the wheel experiences. Youtube,
- Kahoot and of google classroom and docs for review material for the State Exam.

Media Literacy Integration

- Use of a variety of media source databases for articles on driving for current event reflections.
- Developing powerpoints to reflect on the rules of the road in NJ.

Global Perspectives

- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- Invite parents and students to Summit High School's, Share the Keys program. Discussing why the New Jersey GDL program works and how it has saved many lives with parental support.
- Discussing all the different people, cultures and backgrounds of drivers in New Jersey may vary, however they must follow the laws of our state.
- Students will assess how one person's action behind the wheel can affect many.

Summative Assessments, Projects, and Celebrations:

- Big Picture Project
- Kahoot
- Passing their State Driver Education Test
- Receiving a blue card

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping	
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Recommended Texts to Support Unit:

- Textbook and workbook – Drive Right
- PowerPoint on Rules of the Road
- Selected worksheets from the teacher resource binder

Unit 3: Driving Attitude and Road Rage

Big Ideas: Course Objectives/Content Statement(s)

- In this unit, students will employ skills for dealing with drivers expressing road rage, and the dangers that may come from aggressive driving. Students will understand how attitude can influence one's decisions behind the wheel.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How does a person's attitude towards life and driving affect one's willingness to learn and to effectively use safe-driving habits?
- What are signs you or someone else is expressing aggressive driving?
- What is the best way to handle conflict with a driver expressing signs of road rage?
- Is driving a right or a privilege?
- How can you apply the IPDE process to a road rage situation?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Driving in the state of New Jersey is a right not a privilege, and the state can take away your ability to drive if you do not respect the rules of the road. Students will detect different indicators of aggressive driving and how to avoid and handle conflicts with enraged drivers. Students will understand one's attitude toward driving is just and/or more important than the skill of driving.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

- Identify signs and signals from surrounding drivers who may be enraged and how they can best get themselves out of that situation.

Lessons

Lesson 1:

- Analyze the video “Young Driver: The high risk years”, listing all the reasons why young drivers are at high risk. Defend what determines the type of driver a person is going to be: attitude or skill? Discuss with the class.

- Recall the consequences you will be faced with in the state of New Jersey if one chooses to drive aggressively. - Compare the relationship with teen crash rates and their attitude about driving. 2.3.12.HCDM.5 2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4 Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Lesson 2: - Current Event Project on Road Rage in the news. Have students research different articles on road rage. Have each present their article to the class. Students will answer questions like: could this event have been prevented? What actions should have been taken for a different outcome? Lesson 3: - Officers from the Summit Police Department will speak to the class on real life encounters they have had first hand with Road Rage.
Differentiation	Assessments
Interdisciplinary Connections - English: Reading the driver manual, articles, etc. - Writing: summaries on law and regulations of preventative measures that could have been taken when a collision occurs. - Speech: Preparing for oral class presentation that allows for question and answer opportunities from peers.	Formative Assessments: - Daily do-nows related to the unit. - Current Event Presentation - Road rage worksheet - Class Discussion and student participation Summative Assessments, Projects, and Celebrations:

- Physics: through the understanding of how automobiles and their occupants react to forces of movement.
- Social Studies: through examination and understanding of how driving decisions can affect the health and well being of an individual, a group, and a community at large.
- Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations.
- Math: Calculating financial responsibility for causing a collision, and having liability insurance in the state of New Jersey.

Technology Integration

- Use technology, including the internet, to produce and publish writing, powerpoints, and to interact and collaborate with others.
- Use of the driving simulator to practice behind the wheel experiences. Youtube,
- Kahoot and of google classroom and docs for review material for the State Exam.

Media Literacy Integration

- Use of a variety of media source databases for articles on driving for current event reflections.
- Developing powerpoints to reflect on the rules of the road in NJ.

Global Perspectives

- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- Invite parents and students to Summit High School's, Share the Keys program. Discussing why the New Jersey GDL program works and how it has saved many lives with parental support.
- Discussing all the different people, cultures and backgrounds of drivers in New Jersey may vary, however they must follow the laws of our state.
- Students will assess how one person's action behind the wheel can affect many.

- Video Response worksheet.
- Kahoot
- Passing their State Driver Education Test
- Receiving a blue card

- Summit Police will come in to speak with students on driving laws in their community.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic	Individualized assessment tools based on student need

	responding		
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- Textbook and workbook – Drive Right
- PowerPoint on Rules of the Road
- Selected worksheets from the teacher resource binder

Unit 4: Organ Donation	
Big Ideas: <i>Course Objectives/Content Statement(s)</i> • In this unit, students will analyze the benefits of organ and tissue donation and the health of individuals whose lives are saved by organ and tissue donations.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How can you become a donor? • How many lives each year are saved by organ donation? • Once an organ donor will you always be an organ donor? • How can teenagers raise awareness about the need to donate organs?	Students will understand that: • Students will comprehend why being an organ donor is life saving. Students will understand the different views on organ and tissue donations. Students will analyze how many lives can be saved by one person's donation. They will also learn how you can become an organ donor.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: • Students will comprehend that tissue/organ donation has a positive effect on multiple individuals.	Lesson 1: • Discuss why an individual might choose to be an organ or tissue donor. Examine a GDL license by locating where the organ and tissue

- Students will identify which organs and tissue can be donated.
- Students will understand the process of matching a donor to the recipient list.
- Students will investigate organ donation to have enough knowledge to make a personal and private choice on the matter in the future.

2.3.12.HCDM.5

2.3.12.PS.1

2.3.12.PS.3

2.3.12.PS.4

2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

donation information would be. Class activity: discussion on the pros and cons of organ donation.

Lesson 2:

- Sharing Network presentation on organ donation. Understand when students are sixteen they can register their wishes to be an organ donor, however come down to paternal consent. While at the age of 18 many register to be an organ donor and it is listed on your license.

Differentiation	Assessments
Interdisciplinary Connections - English: Reading the driver manual, articles, etc. - Writing: summaries on law and regulations of preventative measures that could have been taken when a collision occurs. - Speech: Preparing for oral class presentation that allows for question and answer opportunities from peers. - Physics: through the understanding of how automobiles and their occupants react to forces of movement. - Social Studies: through examination and understanding of how driving decisions can affect the health and well being of an individual, a group, and a community at large. - Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations. - Math: Calculating how many lives can be saved by one organ donor. Technology Integration - Use technology, including the internet, to produce and publish writing, powerpoints, and to interact and collaborate with others. - Use of the driving simulator to practice behind the wheel experiences. Youtube, - Kahoot and of google classroom and docs for review material for the State Exam. Media Literacy Integration - Use of a variety of media source databases for articles on driving for current event reflections. - Developing powerpoints to reflect on the rules of the road in NJ. Global Perspectives - Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices). - Invite parents and students to Summit High School's, Share the Keys program. Discussing	Formative Assessments: - Daily do-nows related to the unit. - Current Event Presentation - Pre-Test - Class Discussion and student participation Summative Assessments, Projects, and Celebrations: - Video Response worksheet. - Kahoot - Passing their State Driver Education Test - Receiving a blue card

why the New Jersey GDL program works and how it has saved many lives with parental support.

- Discussing all the different people, cultures and backgrounds of drivers in New Jersey may vary, however they must follow the laws of our state.
- Students will assess how one person's action behind the wheel can affect many.
- Have the Sharing Network speak on the amount of lives that can be saved by one donor.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- Textbook and workbook – Drive Right
- PowerPoint on Rules of the Road
- Selected worksheets from the teacher resource binder

Unit 5: Mixing Drug & Alcohol while Driving

Big Ideas: Course Objectives/Content Statement(s)

- Students will analyze the effect drugs, medicine, and alcohol have on drivers. Students will be made aware of the immediate and long-term consequences when mixing substance abuse and getting behind the wheel. The consequences include suspension of driver license, DUI, jail time, or death.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What factors affect blood-alcohol concentration?
- How does alcohol affect mental and physical abilities needed for driving?
- What is the implied-consent law and zero tolerance law?
- How might peer pressure affect one's decision

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Students will comprehend the effect alcohol and other drugs have on motor skills, judgment, reaction time, and decision-making. They will also learn the dangers of driving under the influence and how it not only can affect the

about drinking and driving? • What drugs over the counter, prescription, or illegal can affect your ability to drive?	individual abusing the drugs but also their family, friends, and community.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: • Interpret the effects alcohol has on motor skills, judgment, reaction time, and decision making. • Differentiate between over-the-counter medicines and prescription medicines, evaluating their effects on the body when mixed with alcohol and other drugs. • Compare and contrast depressants, stimulants, and hallucinogenic drugs; indicating how they all negatively affect a driver. • Debate and describe both the implied consent law, as well as the zero tolerance law. • List the fines and point system accompanied with driving under the influence. 2.3.12.ATD.1 2.3.12.ATD.3 2.3.12.DSDT 2.3.12.DSDT.3 2.3.12.PS.1 Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.	Lesson 1: • Collaborate with the Summit Police Department having each student participate in the Drunk Busters Program. Lesson 2: • Create and role play scenarios on how individuals can say no to peer pressure and not driving under the influence Lesson 3: • Research an article about teen car collisions involving the abuse of over-the-counter or prescription medicines, then summarize and write a reaction to it. Include how these medications can negatively affect driving ability.

CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections - English: Reading the driver manual, articles, etc. - Writing: summaries on law and regulations of preventative measures that could have been taken when a collision occurs. - Speech: Preparing for oral class presentation that allows for question and answer opportunities from peers. - Physics: through the understanding of how automobiles and their occupants react to forces of movement. - Social Studies: through examination and understanding of how driving decisions can affect the health and well being of an individual, a group, and a community at large. - Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations. - Math: Calculating how many lives can be saved by one organ donor. Technology Integration - Use technology, including the internet, to produce and publish writing, powerpoints, and to interact and collaborate with others. - Use of the driving simulator to practice behind the wheel experiences. Youtube, - Kahoot and of google classroom and docs for review material for the State Exam. Media Literacy Integration - Use of a variety of media source databases for articles on driving for current event reflections. - Developing powerpoints to reflect on the rules	Formative Assessments: - Daily do-nows related to the unit. - Current Event Presentation - Pre-Test - Class Discussion and student participation Summative Assessments, Projects, and Celebrations: - Kahoot - Passing their State Driver Education Test - Receiving a blue card

of the road in NJ.

Global Perspectives

- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- Invite parents and students to Summit High School's, Share the Keys program. Discussing why the New Jersey GDL program works and how it has saved many lives with parental support.
- Discussing all the different people, cultures and backgrounds of drivers in New Jersey may vary, however they must follow the laws of our state.
- Students will assess how one person's action behind the wheel can affect many.
- Have the Sharing Network speak on the amount of lives that can be saved by one donor.

Supports for English Language Learners

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Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Textbook and workbook – Drive Right
- PowerPoint on Rules of the Road
- Selected worksheets from the teacher resource binder

Unit 5: New Jersey Manual Laws & Regulations, including Graduated Driver Licensing

Big Ideas: Course Objectives/Content Statement(s)

- Students will obtain knowledge to develop life-long, responsible driving skills and habits. Students will comprehend the enormous responsibility that driving entails, and be cognizant of the impact that their decision making may have with regards to their own health, safety and welfare, as well as that of others around them. Students will develop an understanding of motor vehicle laws and the affect these laws may have upon them at different stages of their driving experience. Responsible and practical driving skills will be introduced in a classroom setting to provide students a base of knowledge to draw from when they are able to perform these skills in a real world environment. Students will work towards the goal of being able to take the State Written Drivers Examination at the conclusion of the course.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How restrictions are placed on NJ Special Learner permit holders? • What restrictions are placed on NJ Probationary License holders? • Why was the GDL licensing system put into place? • What skills are needed to be a low risk driver? • What are the consequences for different moving violations?	Students will understand that: • Safe driving is the responsibility of all drivers and a safe driver must be mindful of other motorists. Most accidents are caused by driver error and drivers can reduce the chances of accidents by knowing and using defensive driving techniques.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: • Demonstrate an understanding of basic state driving laws and the graduated licensing system. • Define the principles of defensive driving. • Comprehend and be able to implement following distance formulas. • Describe methods to counter factors that compromise safe driving such as distractions, fatigue, highway hypnosis, inclement weather, reduced visibility and night driving. • Identify the procedures and requirements for acquiring a permit, as well as a driver's license. 2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4 Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and	Lesson 1: • Relate distractions to the NJ GDL law in which no hand-held or electronic devices are permitted in a vehicle. Lesson 2: Research an article where a teen driver was involved in a collision. Identify if the GDL laws were broken. After, write an opinion paper on your thoughts about the NJ Graduated Driver License Program. If “pro”, explain why and present a future driver education license program. If “con”, explain why and present a revised/new driver license program.

economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections - English: Reading the driver manual, articles, etc. - Writing: summaries on law and regulations of preventative measures that could have been taken when a collision occurs. - Speech: Preparing for oral class presentation that allows for question and answer opportunities from peers. - Physics: through the understanding of how automobiles and their occupants react to forces of movement. - Social Studies: through examination and understanding of how driving decisions can affect the health and well being of an individual, a group, and a community at large. - Civics: through understanding local, state, and national laws, the reason for these laws, as well as the consequences for violations. - Math: Calculating how many lives can be saved by one organ donor. Technology Integration - Use technology, including the internet, to produce and publish writing, powerpoints, and to interact and collaborate with others. - Use of the driving simulator to practice behind the wheel experiences. Youtube, - Kahoot and of google classroom and docs for review material for the State Exam.	Formative Assessments: - Daily do-nows related to the unit. - Current Event Presentation - Pre-Test - Class Discussion and student participation Summative Assessments, Projects, and Celebrations: - Kahoot - Passing their State Driver Education Test - Receiving a blue card

Media Literacy Integration

- Use of a variety of media source databases for articles on driving for current event reflections.
- Developing powerpoints to reflect on the rules of the road in NJ.

Global Perspectives

- Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- Invite parents and students to Summit High School's, Share the Keys program. Discussing why the New Jersey GDL program works and how it has saved many lives with parental support.
- Discussing all the different people, cultures and backgrounds of drivers in New Jersey may vary, however they must follow the laws of our state.
- Students will assess how one person's action behind the wheel can affect many.
- Have the Sharing Network speak on the amount of lives that can be saved by one donor.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Videos & Film		In the home language																		
Broadcasts		With mentors																		
Models & Figures																				
<table border="1"> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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Recommended Texts to Support Unit:

- Textbook and workbook – Drive Right
- PowerPoint on Rules of the Road
- Selected worksheets from the teacher resource binder