

Glen Ridge Board of Education
Driver's Education
10th Grade
Required
Semester

New Jersey Student Learning Standards

Health & Physical Education Mission Statement:

The health education program is designed to keep pace with our ever-changing world. Health education is a planned and sequential curriculum for students in Kindergarten through high school that addresses the physical, mental, emotional and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills.

Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to make informed choices concerning their own health. Successful health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management, coordination and teacher instruction as well as periodic evaluation, updating and improvement. The program promotes wellness as a means to healthy adult lifestyle.

Course Description:

Health education at the tenth-grade level is a one-marking period course that promotes driver education safety and positive decision-making skills related to responsible driving. In view of the New Jersey State requirement that all students must have an eye examination and pass the State Driver’s Examination with a score of 80 or better prior to participating in 6-hour behind-the wheel practice. This will enable most students to qualify for behind-the-wheel practice offered through private driving schools. Instruction includes assessing and managing risk, knowing oneself, handling social pressures, signs, signals and markings, and rules of the road. Emphasis is placed on road courtesy, state laws, and safe driving attitude. Additional areas of instruction include a unit on drug education and driving under the influence, obtaining a license, and insurance coverage

Name of Course		
Unit 1:		
Time Allotted (days of instruction): 3 Weeks		
New Jersey Student Learning Standards (NJSLS)		
2.1.12.D.5		
2.1.12.D4		
NJSA 18A:7F-4.3		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the components of getting a driver’s license? ● How many questions on the written test? ● What are the items on the road test? ● GDL Rules? ● How does Driver’s education promote being safe and responsible driver? ● What are the safe driving rules and 	<ul style="list-style-type: none"> ● Understand how to get a permit and basic driver’s license. <p>Explain GDL Laws. Understand 6 hours behind the wheel course. Understand the importance of GDL decal. Process 6 point verification program. Demonstrate responsibility behind the wheel.</p>	<ul style="list-style-type: none"> ● Worksheets - on basic driving license, GDL laws into notebook. ● Class discussion on driving rules and regulations. ● Videos - Students watch and discuss driving video scenarios. ● Current events - new articles on driving and laws. ● You Tube - Students view road test, steering, and how to a-void blind spots.

<ul style="list-style-type: none"> regulations? How does one share the road with other vehicles and pedestrians? What are the dangers of driving under the influence? What is organ Donation? 	<p>To know the score they need to pass the state exam. Understand the safe rules and regulations. o Fully address myths and misunderstandings regarding organ and tissue donation.</p>	<ul style="list-style-type: none"> Group work - Quiz groups on all items in unit one. Study questions. Guess speakers.
Resources/Materials	<p>Teacher google classroom.</p> <p>www.njmvc.gov www.njdrivereducation.com www.ugotbrains.com www.nsc.org/njteens-gdl4u www.njsaferoads.com www.aaafoundation.org www.allstatefoundation.org www.sadd.org www.madd.org www.nj.com</p>	
Interdisciplinary Connections	8.1 C, D.	
21st Century Life and Careers	9.1, 9.3 Career Awareness, Exploration & Preparation	
Technology Standards	8.1 C, D	
Diversity/Inclusion	<p>Communication – What messages do you send to your students about diversity? How do culturally linguistically, ethnically, economically, diverse students know that you want them in your program/school? Cultural Understanding – What do you know about cultural issues that are accurate and up to date? What have you read lately about diversity issues in driver education. What do you know about rural students and students of color? Change – How do you alter, adjust and transform your instruction to accommodate differences (language, disabilities, race, sexual, religious beliefs)? Be Aware - Students are different – No two students are alike. Each one is different with sameness not deficits.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Study questions for each chapter. 	<ul style="list-style-type: none"> Ch. test Current events 	<ul style="list-style-type: none"> Quizlet activities Power point Teach Webpage 	<ul style="list-style-type: none"> Word banks. Oral presentations Note book

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Oral test. Word banks No time limit on test Extra help 	<ul style="list-style-type: none">

Name of Course
Unit 2:

Time Allotted (days of instruction): 3 weeks		
New Jersey Student Learning Standards (NJSLS) 3		
2.1.12.D.1		
2.1.12.D4		
2.1.12.D4.2		
2.1.12.D.5		
2.1.12.D.3		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How do you prevent collision? How do cars communicate? How do drivers avoid tailgating? What do you do in case of collision? How do cars change lanes and pass other vehicles? How does alcohol affect one's driving? What is the state law if you refuse the breath test? What telltale signs that a trained Police officer observes about your driving? How do drugs affect one's driving? How can health problems affect your driving? What are the penalties for DUI? What are the point values for moving violations? 	<ul style="list-style-type: none"> Learn how to avoid collisions. Know how to communicate with other drivers. Use the one car length method or the 3 second plus rule. Understand different driving situations on the roads. Contact the police and insurance company in case of a collision Know how to use signals to change lanes. Understand all law violations and points. Understand DUI laws. How alcohol affects one's driving.. 	<ul style="list-style-type: none"> Worksheets - motor vehicle laws. Class discussions - dangers of drinking and driving. Videos - DUI Group projects- posters on different driving situations. Current events - articles on DUI, and traffic violations You-Tube - driving distractions, texting and cell phones. Group work - scenarios on texting and driving. Guess Speakers
Resources/Materials	Teacher google classroom www.njmvc.gov www.njdrivereducation.com www.ugotbrains.com www.nsc.org/njteens-gdl4u www.njsaferoads.com www.aaafoundation.org www.allstatefoundation.org www.sadd.org www.madd.org www.nj.com	
Interdisciplinary Connections	8.1 C&D, 9.1A&C, 9.3A CCSS.ELA.WHST.1 CCSS.ELA.WHST.9	
21st Century Life and Careers	9.1, 9.3 Career Awareness, Exploration & Preparation	
Technology Standards	8.1 C,D	
Diversity/Inclusion	Communication – What messages do you send to your students about diversity? How do culturally linguistically, ethnically, economically, diverse students know that you want them in your program/school?	

	<p>Cultural Understanding – What do you know about cultural issues that are accurate and up to date? What have you read lately about diversity issues in driver education. What do you know about rural students and students of color?</p> <p>Change – How do you alter, adjust and transform your instruction to accommodate differences (language, disabilities, race, sexual, religious beliefs)?</p> <p>Be Aware - Students are different – No two students are alike. Each one is different with sameness not deficits.</p>
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Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Study question ● Current events ● Posters 	<ul style="list-style-type: none"> ● Ch. Tests ● Current events ● Group presents posters. 	<ul style="list-style-type: none"> ● Teacher google classroom ● You - Videos ● Group work ● Class discussions. 	<ul style="list-style-type: none"> ● Class participation ● Oral participation ● Hand outs.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● No time limit on test or quiz. ● Extra help period 9. ● Work one on one with students ● Word bank for tests. 	<ul style="list-style-type: none"> ●

Name of Course
Unit 3:
Time Allotted (days of instruction): 4 weeks
New Jersey Student Learning Standards (NJSLS)
2.1.12.D.5
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do you share the road with people, Vehicles, & animals? ● How do you title and register a vehicle? ● Where do you place license plates? ● What type of auto insurance coverage is 	<ul style="list-style-type: none"> ● Register and title a vehicle. ● Attach license plates to their vehicle. ● Understand liability insurance. ● Decide what to do at all traffic lights. ● Understand the shape , color, and what 	<ul style="list-style-type: none"> ● Worksheets-create driving rules note book ● Class discussions-traffic lights,signs, and pavement markings ● Videos - road markings, signs , & traffic lights. ● Current events-articles on all types of auto and

<p>needed?</p> <ul style="list-style-type: none"> How are traffic lights hung? What are the three categories of traffic signs? What is the shape of traffic signs? What are the different types and colors for road marking? 	<p>the signs mean.</p> <ul style="list-style-type: none"> Understand all road markings. 	<p>technology in cars.</p> <ul style="list-style-type: none"> You - tube on different types of roads.
Resources/Materials	<p>Google classroom www.njmvc.gov www.njdrivereducation.com www.ugotbrains.com www.nsc.org/njteens-gdl4u www.njsaferoads.com www.aaafoundation.org www.allstatefoundation.org www.sadd.org www.madd.org www.nj.com</p>	
Interdisciplinary Connections	<p>8.1 C&D, 9.1A&C, 9.3 A CCSS.ELA.WHST.1 CCSS.ELA.WHST.9</p>	
21st Century Life and Careers	<p>9.1, 9.3 Career Awareness, Exploration & Preparation</p>	
Technology Standards	<p>8.1 CD</p>	
Diversity/Inclusion	<p>Communication – What messages do you send to your students about diversity? How do culturally linguistically, ethnically, economically, diverse students know that you want them in your program/school? Cultural Understanding – What do you know about cultural issues that are accurate and up to date? What have you read lately about diversity issues in driver education. What do you know about rural students and students of color? Change – How do you alter, adjust and transform your instruction to accommodate differences (language, disabilities, race, sexual, religious beliefs)? Be Aware - Students are different – No two students are alike. Each one is different with sameness not deficits.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Study question. Current events. Worksheets on traffic signs 	<ul style="list-style-type: none"> Ch. test State exam Class participation. 	<ul style="list-style-type: none"> Google classroom. MVC website. Practice tests on internet. 	<ul style="list-style-type: none"> Class discussion Local traffic signs. Local traffic lights.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> No time limit on tests Review sheets. Word bank for tests Extra help. Work with special ed. Teachers. Give them materials to work with the students. 	<ul style="list-style-type: none">

