

Course: Health II (Driver's Education)
Unit #1: 1 Laws, Regulations, and Rules of Driving

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Standards

- **Unit Standards**

- **Content Standards**

- 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.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
- 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 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).
 - 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.
- **Career Readiness, Life Literacies, and Key Skills - NJSLs**
 - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
 - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
 - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
 - 9.4.2.CT.3: Use a variety of types of thinking to solve problems
 - 9.4.2.DC.1: Explain differences between ownership and sharing of information.
 - 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
 - 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **Interdisciplinary Content Standards**

- PS3.C: (HS-PS3-5) Relationship Between Energy and Forces When two objects interacting through a field change relative position, the energy stored in the field is changed.
 - S-MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
 - S-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards

(NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to become more efficient in navigating and interpreting New Jersey roadway systems, laws, the licensing process, rules and regulations.

As aligned with LRHSD Long Term Learning Goal(s): *analyze and evaluate health and safety situations and use problem solving skills to solve "real world" health and well-being situations.*

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- *foster positive social influence as an educated, contributing citizen.*
- *use problem solving skills to solve "real world" health and well-being situations.*
- *make responsible life decisions that contribute to their wellness.*
- *communicate effectively as part of a peer group.*

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

- there are specific licensing stages for the requirements for the New Jersey GDL.

EU 2

- there are negative effects and consequences of the use of drugs and alcohol on driving.

EU 3

- there are rules and differences between laws and rules for different types of roadways.

EU 4

- there are required documents to operate a motor vehicle.

EU 1

- Is the age of 16 an appropriate age to begin the GDL process? Do you think New Jersey should use the same age as another state? Why?
- Are the requirements for each type of license too stringent in the state of New Jersey and why do you believe New Jersey requires these requirements?
- Are the GDL violations consequences fair? Should New Jersey be more lenient with new drivers?
- What pros and cons would new drivers face with the GDL program?
- How does becoming an organ donor affect your view on being a defensive driver?
- What factors should a driver take into consideration when choosing to become an organ donor?

EU 2

- Should the consumption of any prescription or illegal drug, while driving, be a violation of the law?
- How does drug/alcohol consumption affect people differently?
- How could penalties for each DUI conviction be altered to increase future driver responsibility?

EU 3

- Why does there need to be different rules for each type of roadway?
- Which risks increase for not following road signs and rules for each type of roadway?

EU 4

- Where is the best location for a driver to put important documents? Why do you believe this is the best location for important documents?

	<ul style="list-style-type: none"> • Which documents should be necessary or unnecessary at all times while driving?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the consequences for each moving violation. (2.3.12.PS.3) • the differences and requirements for each type of license. (2.3.12.PS.3) • the reasons for and against organ donation. (2.3.12.PS.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the effects of drugs/alcohol on driving and decision making skills. (2.3.12.DSDT.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the differences between each type of roadway (2.3.12.PS.3) • the rules for each type of roadway. (2.3.12.PS.3) <p><i>EU 4</i></p> <ul style="list-style-type: none"> • types of documents required to operate a motor vehicle. (2.3.12.PS.3) • the importance/meaning of each required document. (2.3.12.PS.3) • types of documents required to operate a motor vehicle. (2.3.12.PS.3) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify and evaluate restrictions for different aged drivers. (2.3.12.PS.3) • compare and contrast the severity of each violation. (2.3.12.PS.3) • match each method of transportation with its specific license. (2.3.12.PS.3) • sign up for organ donation if they desire to. (2.1.12.CHSS.6) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • recognize short term and long term effects of alcohol and drug use on a driver. (2.3.12.PS.4) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Identify and describe how each roadway is marked, labeled and used. (2.1.12.CHSS.7) <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Apply knowledge of and complete each mandated document required for driving. (2.3.12.PS.3) • explain how to get each type of document. (2.3.12.PS.3)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Use the internet to research the effect of drugs/alcohol on drivers. **(A, EU2)**
- Video discussions about DUI and highway driving **(A,M, EU2)**
- Drivers Manual/Worksheets on laws, regulations, rules of New Jersey Driving **(A, EU,3)**
- Compare and contrast the stages of the GDL laws. **(A,M, EU1)**
- **Guest speaker on insurance (A, EU3)**
- Guest speaker on drugs/alcohol and driving **(A, EU2)**
- **Guest speaker on organ donation (A, EU1)**
- Class discussions on personal experiences on the different types roadway **(M, EU3)**
- Create classroom posters/pamphlets/bumper stickers/games. **(A,M, EU1,2,3)**
- Utilize simulator use for driver evaluation. **(A,M,T, EU2,3)**
- **Teen drivers project that assesses the student's ability to plan a road trip (M,T, EU3)**
- Completion of the online practice tests to demonstrate knowledge of the NJ Driver's Manual **(A,M,T, EU1,2,3,4)**
- Students will use drunk goggles to simulate the effects of drug/alcohol use **(M,T, EU2)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Laws, Regulations, and Rules of Driving	30
2	Defensive Driving	30
3	Understanding Vehicles	30

Instructional Materials

NJ MVC Driver's Manual
Drive Right Textbook
Simulators
Chromebook

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.