

Course: Health II (Driver's Education)
Unit #2: Defensive 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 develop proper defensive driving techniques.

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

<p>EU 1</p> <ul style="list-style-type: none"> defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves. <p>EU 2</p> <ul style="list-style-type: none"> the time needed to stop or react is minimal, thus requiring anticipation and attention. <p>EU 3</p> <ul style="list-style-type: none"> effective drivers constantly adapt to the various traffic, road, and weather conditions. <p>EU 4</p> <ul style="list-style-type: none"> the use of the IPDE process improves driver performance. 	<p>EU 1</p> <ul style="list-style-type: none"> When would a driver anticipate potential hazards during the driving scene? What actions might one see from someone who is an effective defensive driver? <p>EU 2</p> <ul style="list-style-type: none"> How does weather and road condition play a factor into stopping and following distances? How does speed impact following distance and which method allows the driver to account for speed the best? <p>EU 3</p> <ul style="list-style-type: none"> How does a driver's decision making change during bad weather or road conditions? What are the qualities of a good driver? <p>EU 4</p> <ul style="list-style-type: none"> How does interacting with other drivers affect the use of the IPDE process? How does the IPDE process help eliminate possible causes of collisions?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> hazards/consequences of inattentive driving. (2.1.12.EH.3) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> recognize inattentive/aggressive drivers. (2.1.12.EH.3, 2.3.12.PS.1)

EU 2

- factors that affect total stopping distances. (2.3.12.PS.3)

EU 3

- how road conditions are affected by certain weather and traffic conditions. (2.1.12.EH.3, 2.3.12.PS.1)
- when it is necessary to increase their following distance. (2.3.12.PS.3)

EU 4

- recognize how to adjust to different driving situations. (2.3.12.PS.3)

EU 2

- explain how each factor can increase or decrease your total stopping distance. (2.3.12.PS.3)

EU 3

- respond safely to altered weather or traffic conditions. (2.1.12.EH.3, 2.3.12.PS.1)
- explain the 1 car length and the 3 second rule. (2.3.12.PS.3)

EU 4

- implement the IPDE process in different driving situations. (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**

- Show and discuss defensive driving videos. **(A, EU1)**
- Use the internet to research the most major causes of accidents. **(A, EU1)**
- Design a checklist for proper defensive driving techniques. **(A, EU1)**
- Students will work independently to evaluate their own defensive driving habits. **(A, M, EU 1,4)**
- Compare and contrast defensive driving techniques in normal and inclement weather. **(M, EU 1,2,3,4)**
- Identify good defensive driving habits. **(M, EU1)**
- Analyzing driving scenes to identify potential hazards **(M, EU1,2)**
- Students will calculate stopping distance and following in various driving conditions **(M, T, EU2,3)**
- Create a checklist of their own driving habits **(T, EU4)**

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.