

Course: Health II (Driver's Education)
Unit #3: Understanding Vehicles

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

(NJSL) 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 perform standard car maintenance and to develop the physical driving skills for basic vehicle maneuvers.

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.*
- *live a healthy lifestyle through physical activity.*
- *analyze and evaluate health and safety situations.*
- *self-assess their personal decisions to improve wellness.*

Enduring Understandings

Students will understand that. . .

EU 1

- each component of a motor vehicle has specific functions.

EU 2

- it is essential to know the various locations of gauges and controls.

EU 3

- knowledge of basic maneuvers is essential to safe driving.

EU 4

- preventative maintenance is essential for vehicle longevity.

Essential Questions

EU 1

- Why is each component important in a motor vehicle?
- Why is it dangerous to ignore warning lights on the instrument panel?
- Why is it important to keep the owner's manual in the vehicle when dealing with a component problem?

EU 2

- Why do locations of gauges and controls differ from vehicle to vehicle?
- Why is vehicle orientation important?
- Is it better to have a manual vs automatic transmission?

EU 3

- Where are the challenges that drivers can face when changing directions of their vehicle?
- What are some precautions that drivers need to be aware of when performing turnabouts? Can you explain the significance?
- How does physics affect driver performance?
- Should parking be a part of the road test?

EU 4

- Which basic preventative maintenance should all drivers know?
- What qualities make up a good mechanic? Why are these qualities necessary?

<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the differences of each function of a motor vehicle. (2.3.12.PS.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> where to find controls and gauges in any given vehicle. (2.3.12.PS.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> various maneuvers a driver will execute must be based on sound judgements and correct decisions. (2.3.12.PS.3, 2.1.12.EH.3) <p><i>EU 4</i></p> <ul style="list-style-type: none"> the possible consequences of overlooking preventative vehicle maintenance. (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"> match the gauge/control to its function. (2.3.12.PS.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> identify each gauge and control on the instrument panel. (2.3.12.PS.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> recognize when and where to perform driving maneuvers safely. (2.3.12.PS.3, 2.1.12.EH.3) <p><i>EU 4</i></p> <ul style="list-style-type: none"> perform basic vehicle maintenance. (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 for researching proper turning maneuvers. (A, EU3)
- Matching worksheet of components with its proper functions. (A, EU1)
- Locate controls and gauges on a dashboard diagram. (A, EU2)
- Driver's Manual worksheets for car maintenance (A, EU1,2,4)
- Compare and contrast manual and automatic transmission controls. (A, M, EU1,2)
- Video discussions of drivers making poor decisions behind the wheel. (A, M, EU3)
- Compare and contrast city parking and residential parking. (A, M, EU3)
- Create brochures on car maintenance. (A,M, EU4)
- Scorecard evaluation to assess the student's ability to make basic maneuvers. (M, T, EU3)
- Utilize simulators for driver evaluation (A, M, T, EU1,2,3)

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.