

Course: MD/AT Health II Unit #/ Unit Name: Unit 1, Rules of Driving, Laws, and Regulations	Year of Implementation: 2019-2020
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Curriculum Team Members: Kyle Packer (kpacker@lrhsd.org ext. 8060), Krystal Boland (kboland@lrhsd.org ext. 8610), Jennifer Pfeiffer (jpfeiffer@lrhsd.org, ext. 8266)

Stage One - Desired Results

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

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- D. Safety

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- B. Decision-Making and Goal Setting

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs

Transfer Goal(s): 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.

<i>Enduring Understandings</i> Students will understand that. . . EU 1	<i>Essential Questions</i> EU 1
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<ul style="list-style-type: none"> • There are specific laws and licensing stages for the New Jersey Graduated Driver's License (GDL). <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Being under the influence of drugs and alcohol will have negative effects and consequences on driving. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • There are different laws and rules for various types of roadways. 	<ul style="list-style-type: none"> • Does the GDL program have a positive impact on new drivers? • How does one decide to be an organ donor? • Does age determine whether or not you are a safe driver? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does drug/alcohol consumption affect people differently? • Do driving penalties make people drive more responsibly? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why do there need to be different rules for each type of roadway? • What can happen when you don't follow road signs and rules for each type of roadway?
<p><u><i>Knowledge</i></u> Students will know. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the consequences for moving violations. • the differences and requirements for each type of license. • the reasons for and against organ donation. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the effects of drugs/alcohol on driving and decision making skills. • the legal ramifications of driving under the influence. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the differences between each type of roadway. • the rules that are represented by road markings. 	<p><u><i>Skills</i></u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze restrictions for different aged drivers. • compare and contrast moving violations vs. non moving violations. • determine if they want to become an organ donor. <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. • identify the laws behind driving under the influence. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • identify how each roadway is marked, labeled and used. • analyze road signs by their shapes, colors, and images.
<p>Stage Two - Assessment</p>	

Other Evidence:

- Quizzes (parts of a motor vehicle, Roadway signs, documentation, car maintenance, Laws)
- Worksheets
- Class Discussions
- Group Presentations (parts of a motor vehicle, Roadway signs, documentation, car maintenance, Laws)
- Role Playing

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.**

- Video discussions of drivers making poor decisions behind the wheel. (A) (EU2, EU3)
- Compare and contrast city parking and residential parking. (A, M) (EU3)
- Evaluate how distracted driving causes motor vehicle accidents. (A, M) (EU2)
- Use the internet for researching effect of drugs/alcohol on drivers. (A) (EU2)
- Students will use fatal vision alcohol impairment simulation goggles to simulate the effects of drug/alcohol use. (M,T) (EU2)
- Reflect on demonstration on Drunk Driver given by SRO's. (M, T) (EU2)
- Participate in class discussions on personal experiences on the different types roadway. (M) (EU3)
- Create classroom posters/pamphlets/bumper stickers/games on road signs. (A,M) (EU3)
- Apply for a New Jersey photo ID from the DMV. (M, T) (EU1)
- Gather six points of identification as per the Six Point ID Program. (M, T) (EU1)
- Identify and discuss the different types of drivers licenses. (A) (EU1)
- Match moving violations to the appropriate consequence. (A,M) (EU1)