

CURRICULUM

FOR

**HEALTH
GRADE 10**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson, Supervisor of Math, Health & Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Health
Grade 10

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Grade 10

PACING GUIDE

Unit	Title	Pacing
1	Licensing Process	3 weeks
2	Safe Driving Rules and Regulations, Alcohol and Drug Effects on Driving	4 weeks
3	Vehicle Information, Organ Donation	3 weeks

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. Students study defensive driving during the thirty hours of state mandated instruction. 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 of organ donation, drug education and driving under the influence, obtaining a license, and insurance coverage. The New Jersey State Written Driver's Exam will be administered at the successful completion of the course and fulfillment of the state mandated 30 hours of instruction.

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 1: Licensing Process

Target Course/Grade Level: Grade 10

Unit Summary: In this unit students will explore the process and reasoning behind The New Jersey Driver License System including the GDL (Graduated Driver Law).

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning 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).
- **2.1.12.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).
- **2.3.12.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 distractors, seatbelt use, the use of hand-held devices).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **NJLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- There are 3 pathway one can take in order to get their Basic New Jersey Driver License
- A driver's license is a privilege and there are responsibilities that go with that privilege
- There are special rules and restrictions that must be followed in The GDL (Graduated Driver Law) process and the reasoning behind the law
- Six points of identification as well as proof of address and social security number are required when obtaining a regular permit or license at the Motor Vehicle Commission
- Six points of identification as well as two proofs of address and social security number are required when obtaining a REAL ID at the Motor Vehicle Commission

Unit Essential Questions:

- Why is driving a privilege?
- Why is it important to evaluate your driving on an ongoing basis?
- What are the physical, mental, and social skills needed to be a safe driver?
- What role does your attitude/emotions and physical condition play in safe driving?
- What other important information about seat belt laws and general driving is needed to be a safe driver?
- What are the laws pertaining to New Jersey cell phone usage?
- What are the requirements and restrictions associated with obtaining the different types of licenses?
- What are the three progressions to obtaining a license in the state of New Jersey?
- What documents can be considered primary and secondary forms of identification and what are the point values associated with each?
- What driving actions may you be asked to complete when taking the road test and what may cause you to fail the road test?
- What is the proper way to hold the steering wheel and why?
- How do you turn using the hand-over-hand method?

Knowledge and Skills:

Students will know...

- The importance and value of a driver education course
- How to monitor their own driving behavior
- The importance of good driving vision as related to responsible driving
- The importance of seat belt safety

Students will be able to...

- Develop goals to help ensure safe driving
- Develop convictions and strategies that will keep one safer on the road
- Paraphrase the Department of Motor Vehicle Commission requirements and administrative laws and regulations
- Identify the purpose, as well as the laws for seat belts, airbags, and child car seats
- Identify the procedures and requirements for acquiring a permit, as well as a driver's license
- Acquire knowledge in preparation of the state driver's exam
- Examine concepts needed to successfully complete the state written examination
- Simulate basic driving skills in preparation for practice driving

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms

- DO NOW/Exit Ticket Activities
- Online driving simulations
- Projects

RESOURCES

Teacher Resources:

- The New Jersey Driver Manual - most updated version available in English and Spanish
- NJ MVC - GDL program requirements, all driver needs and information, online manual <http://www.state.nj.us/mvc/>
- Drive Right 10th edition– Pearson/Prentice Hall – 2002
- Guest Speakers
- Students Against Destructive Decisions (SADD)- To provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, risky and impaired driving, and other destructive decisions. <http://www.sadd.org>
- Safe Kids of NJ- Bringing together health and safety experts, educators, corporations, foundations, governments and volunteers to educate and protect families. <http://www.safekidsnewjersey.com>
- Share The Keys- Share the Keys focuses on 4 key objectives for parents: understanding the GDL, effectively enforcing its restrictions at home, role modeling good driving behaviors, increasing supervised practice driving and controlling vehicle access. <http://www.njteendriving.com/share-the-keys>
- Rider Education of New Jersey- Motorcycle Safety training and education program. <http://www.renj.org>
- People Against Distracted Driving (PADD) - The prevention of distracted driving through public awareness and education and to aid the families of victims affected by distracted driving. <http://www.padd.org>
- NJM Teen Driver Safety Program- free in school programs and resources <http://www.njm.com/teen-driver-safety>
- NJ Teen Safe Driving Coalition -GDL information, programs, resources <http://www.nsc.org/njteens-gdl4u>
- NJ Sharing Network - Free in school programs/resources on Organ and Tissue Donation <http://www.NJSharingNetwork.org>
- NJ Div. of Highway Traffic Safety - Safety Campaigns, Free resources, reports <http://www.njsafferoads.com>
- National Safety Council - Site for parents with free resources <http://www.driveithome.org>
- National Highway Traffic Safety Admin. - For Parents <http://www.underyourinfluence.org>
- GDL Game plan for Coaches - Developed in partnership with NJSIAA for use by high school and recreation/travel league coaches, the GDL Game Plan helps coaches and adult advisors partner with teens and their parents to promote greater understanding of an adherence to the provisions of the GDL program. <http://www.bit.ly/gdlgameplan>
- Brain Injury alliance - Peer to Peer learning programs for High School Teens addressing issues teens face on the road. <http://www.ugotbrains.com>
- Drive Safer -The NJ based organization hosts half-day car control and defensive driving programs for teen drivers that provides invaluable experience in how to handle potentially dangerous situations they will inevitably encounter behind the wheel. <http://www.drivesafer.com>

- AAA - keys to drive program for NJ parents and Teens <http://www.teendriving.aaa.com/nj>

Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 2: Safe Driving Rules and Regulations, Alcohol and Drug Effects on Driving

Target Course/Grade Level: Grade 10

Unit Summary: In this unit students will explore the importance of road signs, traffic signals, roadway markings, and speed limit laws. They will evaluate crashes to determine driver error. The effects of alcohol and drug use on driving will also be examined.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

NJ Student Learning 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).
- **2.1.12.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).
- **2.3.12.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 distractors, 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.
- **2.3.12.ATD.1:** Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
- **2.3.12.ATD.3:** Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
- **2.3.12.DSDT.1:** Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
- **2.3.12.DSDT.2:** Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- **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).

Career Readiness, Life Literacies, and Key Skills:

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- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Knowledge of basic car control and maneuvers is essential for safe driving
- The SIPDE process is used for making safe driving decisions
- Signs, signals, and roadway markings will aid in sharing the roadway safely with others
- Driver error is the major cause of collisions
- Weather can negatively impact driving ability and adjustments need to be made
- Driving under the influence of alcohol and other drugs is against the law and significantly increases the risk of a crash which can injure yourself and others

Unit Essential Questions:

- What are some ways to handle the social pressures of driving?
- How do the defensive driving tactics of the Smith System and SIPDE relate to driving safely?
- How can you prevent road rage?
- How can you safely drive with other vehicles on the roadways?
- What are the interstate compacts with which New Jersey is involved?
- What information is needed about the point system to be a safe social driver?
- What are the different speed limits in New Jersey?
- Can you distinguish between the different signs, signals, and roadway markings?
- What are the three parts of the collision prevention formula?
- What is the difference between driving in good weather versus bad weather?
- How should you respond to a vehicular emergency?
- What is the zero tolerance law?
- What is the implied consent law?
- What is the penalty for refusing to take a breathalyzer test?
- What are the three hand signals and explain when they would be used?
- What information is needed about drugs and alcohol to be a safe social driver?

Knowledge and Skills:

Students will know...

- How to evaluate road conditions (including reading and understanding signs)
- What actions to take to avoid collisions
- Importance of defensive driving concepts
- Proper skills and mindset needed to drive safely in inclement weather
- Rules and regulations of New Jersey Sobriety laws
- Risks involved in daily driving distractions (i.e., cell phone, eating)
- The knowledge and skills necessary to be a responsible, safe and defensive driver

Students will be able to...

- Compare and contrast the major causes of collisions
- Interpret the importance of road signs, control signs, and markings
- Examine the importance of right-of-way laws as they relate to responsible driving
- Compare and contrast speed limit laws on different roads and conditions and how they relate to safety stopping distance
- Illustrate and interpret the importance of defensive driving concepts
- Describe and summarize the dangers of aggressive driving in today's society
- Assess the proper skills and mindset needed to drive safely in inclement weather
- Recognize the importance of proper attitude while driving
- Understand how the natural laws of gravity and energy in motion affect the driver's ability to control the vehicle
- Assess real risk involved with drinking and driving in New Jersey and nationwide
- Explain and evaluate the consequences due to drinking and driving
- Explain the rules and regulations of New Jersey Sobriety laws
- Assess and recognize the risks involved in daily driving distractions (i.e., cell phone, eating)
- Synthesize the knowledge and skills necessary to be a responsible, safe, and defensive driver
- Analyze traffic situations by developing strategies to make wise decisions
- Debate and describe both the implied consent law, as well as the zero tolerance law

- Analyze the difference between driver inattention and driver distractions

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities
- Online driving simulations
- Projects

RESOURCES

Teacher Resources:

- The New Jersey Driver Manual - most updated version available in English and Spanish
- NJ MVC - GDL program requirements, all driver needs and information, online manual
<http://www.state.nj.us/mvc/>
- Drive Right 10th edition– Pearson/Prentice Hall – 2002
- Guest Speakers
- Students Against Destructive Decisions (SADD)- To provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, risky and impaired driving, and other destructive decisions. <http://www.sadd.org>

- Safe Kids of NJ- Bringing together health and safety experts, educators, corporations, foundations, governments and volunteers to educate and protect families. <http://www.safekidsnewjersey.com>
- Share The Keys- Share the Keys focuses on 4 key objectives for parents: understanding the GDL, effectively enforcing its restrictions at home, role modeling good driving behaviors, increasing supervised practice driving and controlling vehicle access. <http://www.njteendriving.com/share-the-keys>
- Rider Education of New Jersey- Motorcycle Safety training and education program. <http://www.renj.org>
- People Against Distracted Driving (PADD) - The prevention of distracted driving through public awareness and education and to aid the families of victims affected by distracted driving. <http://www.padd.org>
- NJM Teen Driver Safety Program- free in school programs and resources <http://www.njm.com/teen-driver-safety>
- NJ Teen Safe Driving Coalition -GDL information, programs, resources <http://www.nsc.org/njteens-gdl4u>
- NJ Sharing Network - Free in school programs/resources on Organ and Tissue Donation <http://www.NJSharingNetwork.org>
- NJ Div. of Highway Traffic Safety - Safety Campaigns, Free resources, reports <http://www.njsafferoads.com>
- National Safety Council - Site for parents with free resources <http://www.driveithome.org>
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Equipment Needed:

- Computer
- Internet
- Projector
- White Board
- Multimedia resources

UNIT OVERVIEW

Content Area: Health

Unit Title: Unit 3: Vehicle Information & Organ Donation

Target Course/Grade Level: Grade 10

Unit Summary: In this unit students will explore the process of buying/leasing a vehicle, the registration and inspection process. The options, myths, and benefits of becoming an organ and tissue donor will also be discussed.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning 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).
- **2.1.12.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).
- **2.3.12.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 distractors, seatbelt use, the use of hand-held devices).
- Discussion of *Organ Donation (N.J.S.A. 18A:7F-4.3)*

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations

- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections and Standards:

English and Language Arts

- **NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Math

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

Social Studies

- **6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- There are many responsibility that come with owning a vehicle
- The various types of automobile insurance available
- Liability insurance is required by law in New Jersey
- All vehicles in New Jersey must be registered and require inspection every two years
- When obtaining your license you have the option to be an organ donor

Unit Essential Questions:

- How do you know if your vehicle is ready to drive?
- How do I buy a vehicle and purchase insurance?
- What are the various things you as a driver can do to reduce your insurance premiums?
- What are the outside/inside checks you should make on your vehicle regularly?
- What is the High School Heroes Donate Life Act?
- What are the benefits of organ and tissue donation?
- What are some common myths about organ donation?
- How can you make an informed decision about organ donation?

Knowledge and Skills:

Students will know...

- Relevance and importance of applying the general rules of the road
- How safe driving skills relate to possible lower insurance rates
- What to look for when searching for the right vehicle to purchase

- How to select the insurance policy that is right for them
- How to become an organ donor

Students will be able to...

- Recognize the dynamic relationship between the three components of the highway transportation system: people, vehicles, and roadways
- Analyze and apply the five steps of the Scan, Identify, Predict, Decide, Execute (SIPDE) process
- Recognize the interrelationship of knowledge, as well as the emotional and physical factors that will lead to their preparation to drive a motor vehicle
- Explain the relevance and importance of applying the general rules of the road
- Understand car buying options
- Identify various types of automobile insurance
- Interpret how safe driving skills relate to possible lower insurance rates
- Understand the organ and tissue donation process to make an informed decision

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Projects/Presentations via grading rubric
- Exit Tickets
- Tests and Quizzes on unit topics
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture
- PowerPoint/Google Slides
- Video Clips
- Kinesthetic Activities
- Small Group Work
- Online Learning Platforms
- DO NOW/Exit Ticket Activities
- Online driving simulations
- Projects

RESOURCES

Teacher Resources:

- The New Jersey Driver Manual - most updated version available in English and Spanish
- NJ MVC - GDL program requirements, all driver needs and information, online manual <http://www.state.nj.us/mvc/>
- Drive Right 10th edition– Pearson/Prentice Hall – 2002
- Guest Speakers
- Students Against Destructive Decisions (SADD)- To provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, risky and impaired driving, and other destructive decisions. <http://www.sadd.org>
- Safe Kids of NJ- Bringing together health and safety experts, educators, corporations, foundations, governments and volunteers to educate and protect families. <http://www.safekidsnewjersey.com>
- Share The Keys- Share the Keys focuses on 4 key objectives for parents: understanding the GDL, effectively enforcing its restrictions at home, role modeling good driving behaviors, increasing supervised practice driving and controlling vehicle access. <http://www.njteendriving.com/share-the-keys>
- Rider Education of New Jersey- Motorcycle Safety training and education program. <http://www.renj.org>
- People Against Distracted Driving (PADD) - The prevention of distracted driving through public awareness and education and to aid the families of victims affected by distracted driving. <http://www.padd.org>
- NJM Teen Driver Safety Program- free in school programs and resources <http://www.njm.com/teen-driver-safety>
- NJ Teen Safe Driving Coalition -GDL information, programs, resources <http://www.nsc.org/njteens-gdl4u>
- NJ Sharing Network - Free in school programs/resources on Organ and Tissue Donation <http://www.NJSharingNetwork.org>
- NJ Div. of Highway Traffic Safety - Safety Campaigns, Free resources, reports <http://www.njsafferoads.com>
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