



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Driver Education, Grade 10

Curriculum Development Timeline

School: Ocean Township High School

Course: Driver Education, Grade 10

Department: Health and Physical Education

Board Approval	Supervisor	Notes
October 2012	Gina Hagerman	Born Date
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review
August 2022	Patrick Sullivan	Alignment to New Standards and Incorporation of State Standards
August 2025	Patrick Sullivan	Alignment to Standards and Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Syllabus, Chapters 1, 2	21	Physical Education
2	Chapters 3, Mini Project	22	Physical Education
3	Review, Test, Chapter 4	23	Physical Education
4	Chapter 5/6	24	Physical Education
5	Mini Project, Review, Test	25	Physical Education
6	Chapter 7, 8	26	Physical Education
7	Chapter 9,11	27	Physical Education
8	Mini Project, Review, Test	28	Physical Education
9	Drivers Ed Review Project	29	Physical Education
10	Review State Exam, Take State Exam	30	Physical Education
Week	Marking Period 2	Week	Marking Period 4
11	Physical Education	31	Physical Education
12	Physical Education	32	Physical Education
13	Physical Education	33	Physical Education
14	Physical Education	34	Physical Education
15	Physical Education	35	Physical Education
16	Physical Education	36	Physical Education
17	Physical Education	37	Physical Education
18	Physical Education	38	Physical Education
19	Physical Education	39	Physical Education

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20	Physical Education	40	Physical Education
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Core Instructional & Supplemental Materials, including various levels of Texts

- New Jersey Driver Manual
- 6 Points of Identification System
- Graduated Driver License Form

Time Frame	One marking period (10 weeks approximately)	
Topic		
• (1 ½ weeks) Unit 1: This unit provides students with the knowledge necessary to obtain a New Jersey Class D Basic Driver License. It explains the skills needed to become a safe and efficient user of the highway transportation system. In doing this, students will create a mature understanding of their responsibility as a driver and passenger. • (1 ½ weeks) Unit 2: This unit provides the student with information about the rules of the road and defensive driving. It explains how to properly maneuver your vehicle in different areas of the highway when encountering other roadway users. It explains the preventative measures necessary for safe driving when faced with adverse and uncontrolled situations on the roadway. The last chapter of this unit provides the student with information regarding drinking, drugs, and driving. • (1 week) Unit 3: This unit explains how alcohol and drugs affect the body and your driving decisions. The penalties involving drinking, drugs, and driving, along with other driving violations on the roadway, are explained as well.		
Alignment to Standards		

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- 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).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 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, avoiding 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.
- 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..

Learning Objectives and Activities

- Unit 1
 - In New Jersey, driving is a privilege, not a right.
 - Seat belts save lives.
 - The Early Bird Road is the most common option to obtain your Basic Driver's License.
 - Child Restraint Laws and guidelines are in place to protect young children.
 - Knowing your car is essential to being a responsible driver.
 - Identify the three options for obtaining a New Jersey Class D Basic Driver License.
 - Distinguish between a Special learner permit and an Examination permit.
 - Recognize an unsafe vehicle.
 - Identify the importance of seat belts and child car seats.
 - Understand the Graduated Driver License Program.

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- Unit 2

- Speed kills.
- A positive attitude is a safe mind when driving.
- Aggressive driving makes driving unsafe for everyone on the roadway.
- To increase their space cushion for adverse and inclement weather.
- The leading cause of fatal accidents is the use of cellular devices while driving.
- Proper communication while driving creates a safe driving environment for everyone on the road.
- Collisions sometimes are unavoidable, but how to handle the vehicle in those types of circumstances.
- You should slow down when visibility is less than the distance of your headlights.
- Road services affect stopping distances.
- You should slow down well before you enter a curve or interchange.
- Identify the dangers of aggressive driving.
- Identify the benefits of a positive attitude while driving.
- Identify the dangers of using cellular phones while driving.
- Identify how to turn correctly.
- Identify the different kinds of driving problems.
- Summarize the risks associated with using a cell phone while driving.
- Alcohol affects coordination, balance, depth perception, and the ability to communicate appropriately.
- Alcohol is a drug, and it is not digested.
- Alcohol affects driving in many cases, with speeding, weaving, slow driving, jerking motion, quick stops, driving too slow, loss of tracking ability, vigilance, and divided attention.
- Identify the factors that influence underage drinking.
- A good host always serves non-alcoholic beverages and nutritious foods or snacks. They never insist that a guest should drink alcohol or insist on a refill.
- When they sign their license, they have already agreed to a breath test if stopped for driving under the influence.
- Refusal of a breath test is an automatic charge of DUI.
- Describe the effects of alcohol and drug usage while driving.
- Describe how your BAC is affected by alcohol.
- BAC limits for those 21 years of age and over, as well as those younger than 21.

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- **Unit 3**

- Identify the penalty about the Implied Consent Law.
- Identify the positives of not drinking and driving.
- Describe the penalties for a DUI and DWI offense.
- Describe the general motor vehicle violations, penalties, and point values.
- Drivers have a responsibility to share the roadway with others safely.
- Proper communication on the roadway makes sharing the highways much more manageable and safe.
- The importance of having the proper insurance and coverage for their vehicle.
- You must hand in your old plates to the Motor Vehicle Commission.
- Explain Insurance Fraud and how it is a grave offense.
- You must get your vehicle inspected every two years after the initial inspection.
- Explain how to purchase and title a new and used vehicle.
- Explain how to register a new and used vehicle.
- Identify the no-zone areas on a truck or tractor trailer.
- Identify the other roadway users.
- Note-taking in the New Jersey Driver's Manual
- Class discussions
- Parent-Student collaborative activities
- Group activities
- Videos: "Graduation Day", "Rules of the Road", "Teens Behind the Wheel", "Extreme Driving Quiz"

Assessments

- **Formative:**

- Do Now - Instant Activity: Driver Ed Topic of the Day
- Driving Education Skills and Content Benchmarks
- Driving Manual Chapter Quizzes
- Drunk Driver Reaction Essay
- Driving Manual Chapter Worksheets
- Driving Manual - Exit Slips
- Driver Education: New Car Features - Current Events

- **Summative:**

- Unit Tests

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- Chapters 1 - 3
 - **STATE MANDATE: Organ Donation (N.J.S.A. 18A:7F-4.3)**
- Chapters 4 - 6
 - **STATE MANDATE: Accident and Fire Prevention (N.J.S.A. 18A:6-2)**
- Chapters 7 - 9, 11
 - **STATE MANDATE: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**
- **Benchmark:**
 - State Exam
- **Alternative:**
 - Study Guide Portfolio
 - Practice Tests
 - Chapter Outlines

Interdisciplinary Connections

- HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

Career Readiness, Life Literacies, and Key Skills

- 9.1.12.FI.1: Identify ways to protect yourself from identity theft.

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental, social, and economic impacts of

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decisions

- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before the lesson.
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner-level readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before the lesson.
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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- Create an enhanced set of introductory activities (e.g., advance organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to texts beyond their level.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

