

10th Grade Health/Driver's Education

Unit Title: New Jersey Graduated Drivers License (GDL) System

Stage 1: Desired Results

Standards & Indicators:

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.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

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.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).

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Central Idea/Enduring Understanding:

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Developing and implementing a plan to each realistic wellness goals increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
- Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.
- Consideration of the short- and long-term impact of decisions can assist individuals

Essential/Guiding Question:

- How does passing a knowledge test relate to being a good driver?
- Does a good driver need the physical ability to perform driving maneuvers or is content knowledge enough? Why/not?

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<p>in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <ul style="list-style-type: none">● Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.● Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities	
<p><u>Content:</u></p> <ul style="list-style-type: none">● Learn the procedures for moving into traffic and leaving traffic, and explain the steps involved in making lane changes.● Understand the various steps for right and left turns.● Learn how to steer in reverse and describe the four ways to make a turnabout.● Understand the difference between angle, perpendicular, and parallel parking.● Describe the procedures for passing another vehicle and for being passed by another vehicle.● Understand traffic laws by exploring administrative laws, right of way rules, speed limits, and driver condition laws.● Recognize traffic signs, as well as traffic signals and pavement markings.● Understand the various safety checks that should be conducted before operating the vehicle.● Become familiar with regulatory and warning signs and discuss the appearance, importance, and response required of each sign.● Consider examples and descriptions of various guide signs and international signs that are used in the United States.● Become familiar with pavement markings, and learn to recognize and respond to various yellow and white roadway lines and other markings on the roadway.● Learn to recognize, understand, and respond to traffic signals, pedestrian signs, traffic officer's signals, and lane-use lights.	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none">● Understand different options that they could choose from when it comes to driving. (ex: to attend driving school or not)● Acknowledge the different tests that must be completed in order to get a license, such as, vision test, knowledge test, and road test.
<p><u>Interdisciplinary Connections:</u> Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

Determination of Grade:

The following will determine the student's grade for the course:

- **Class Participation/Preparation:**
This means being present, prepared for class, and participation in the daily activities.
- **Test/Projects Assessment:**
There will be quizzes/tests on all major topics covered in class.
- **Homework:**
To receive credit for class, students must meet the requirements for class attendance as set forth by the district's policy on attendance.

Other Evidence:

- Do nows
- Closure activities (ex. exit tickets, kahoots, KWL charts)
- Teacher observation
- Graphic Organizers
- Student generated "skits"
- Tests/quizzes

Student Contract:

Students will sign contract with teacher which states the Driver Education academic work packet must be completed and turned in prior to taking the State Exam for the NJ State Permit. Students who fail to turn in completed packet at time of test will not be able to take the exam for the purpose of acquiring the NJ State Permit. These students will that the test as a final exam only.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Judge how adherence or a lack of adherence to core ethical values impact behaviors that influence the health and safety of people everywhere.

Analyze the importance of complying with motor vehicle laws and avoiding driving distractors, including drug and alcohol use, and develop preventative strategies to decrease both intentional and unintentional injuries

Resources:

- NJ Driver Manual
- PowerPoint Presentations
- Guided Notes
- Responsible Driving Text
- **Equipment needed:** NJ Driver Manuals, Laptop, Smart Board

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health profession</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p>

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<p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Teacher interaction with students, student interaction with students</p>	<p>student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Allow for translators, dictionaries</p>
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<p>Unit Title: Rules of the Road</p>		
<p>Stage 1: Desired Results</p>		
<p>Standards & Indicators:</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>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.</p> <p>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).</p>		
<p>Career Readiness, Life Literacies and Key Skills</p>		
<p>Standard</p>	<p>Performance Expectations</p>	<p>Core Ideas</p>
<p>9.4.8.CT.3</p>	<p>Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>	<p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>
<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. ● Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. ● Consideration of the short- and long-term impact of decisions can assist individuals 		<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● How do violations of the administrative laws affect the driver financially? ● What are your responsibilities while on the road and how can that impact your driving record? ● How would traffic be affected if there were an incorrect pavement marking on the road? ● How are other drivers around you affected by your vehicle maneuvers?

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<p>in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <ul style="list-style-type: none">● Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.● Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.	
<p><u>Content:</u></p> <ul style="list-style-type: none">● Learn the procedures for moving into traffic and leaving traffic, and explain the steps involved in making lane changes.● Understand the various steps for right and left turns.● Learn how to steer in reverse and describe the four ways to make a turnabout.● Understand the difference between angle, perpendicular, and parallel parking.● Describe the procedures for passing another vehicle and for being passed by another vehicle.● Understand traffic laws by exploring administrative laws, right of way rules, speed limits, and driver condition laws.● Recognize traffic signs, as well as traffic signals and pavement markings.● Understand the various safety checks that should be conducted before operating the vehicle.● Become familiar with regulatory and warning signs and discuss the appearance, importance, and response required of each sign.● Consider examples and descriptions of various guide signs and international signs that are used in the United States.● Become familiar with pavement markings, and learn to recognize and respond to various yellow and white roadway lines and other markings on the roadway.● Learn to recognize, understand, and respond to traffic signals, pedestrian signs, traffic officer's signals, and lane-use lights.	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none">● Judge how adherence or a lack of adherence to core ethical values impact behaviors that influence the health and safety of people everywhere.● Analyze the importance of complying with motor vehicle laws and avoiding driving distractors, including drug and alcohol use, and develop preventative strategies to decrease both intentional and unintentional injuries
<p><u>Interdisciplinary Connections:</u> Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

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- **Homework:**
To receive credit for class, students must meet the requirements for class attendance as set forth by the district's policy on attendance.

Other Evidence:

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- Closure activities (ex. exit tickets, kahoots, KWL charts)
- Teacher observation
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Student Contract:

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Stage 3: Learning Plan

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- **Equipment needed:** NJ Driver Manuals, Laptop, Smart Board

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge	Videos	Videos	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide student an opportunity to demonstrate leadership role among class	Provide notes	Classroom models/Visual Aides	
Individual projects that enhance greater subject knowledge	Provide student with study guide	Provide notes	
Provide increased opportunity for real life experiences in the health/athletics professions	Allow the use of technology on assignments	Study guides	
	Individual projects that enhance greater subject knowledge	Graphic Organizers	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks
	Allow students to collaborate in small groups	Shorten assignments	
		Grade for content not spelling and grammar	
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<p>Unit Title: Drinking, Drugs and Health in Relationship to Driving</p>		
<p>Stage 1: Desired Results</p>		
<p>Standards & Indicators:</p> <p>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).</p> <p>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.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>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.</p> <p>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).</p> <p>2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).</p>		
<p>Career Readiness, Life Literacies and Key Skills</p>		
<p>Standard</p>	<p>Performance Expectations</p>	<p>Core Ideas</p>
<p>9.4.8.CT.3</p>	<p>Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>	<p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>
<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> ● Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. ● Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. ● Long-term and short-term consequences 		<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects? ● How do I make the "right" decisions in the face of peer, media, and other pressures? ● If someone is under the influence, what options are available in order to prevent him or her from operating a vehicle?

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<p>of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p> <ul style="list-style-type: none"> Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery. 	
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<p>Content:</p> <ul style="list-style-type: none"> Describe the three major categories of alcoholic drinking and the factors that influence the effects of alcohol on the body. Explain the effects of alcohol on your vision and driving. Explain how drugs, legal and illegal, can affect your ability to drive. Identify ways to prevent alcoholism and drug abuse and describe the laws that are designed to control impaired driving. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> Judge how adherence or a lack of adherence to core ethical values impact behaviors that influence the health and safety of people everywhere. Analyze the importance of complying with motor vehicle laws and avoiding driving distractors, including drug and alcohol use, and develop preventative strategies to decrease both intentional and unintentional injuries
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Interdisciplinary Connections:
 Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

<p>Performance Task(s): Determination of Grade: The following will determine the student's grade for the course:</p> <ul style="list-style-type: none"> Class Participation/Preparation: This means being present, prepared for class, and participation in the daily activities. Test/Projects Assessment: There will be quizzes/tests on all major topics covered in class. Homework: To receive credit for class, students must meet the requirements for class attendance as set forth by the district's policy on attendance. 	<p>Other Evidence: Do nows Closure activities (ex. exit tickets, kahoots, KWL charts) Teacher observation Graphic Organizers Student generated "skits" Tests/quizzes</p> <p>Student Contract: Students will sign contract with teacher which states the Driver Education academic work packet must be completed and turned in prior to taking the State Exam for the NJ State Permit. Students who fail to turn in completed packet at time of test will not be able to take the exam for the purpose of acquiring the NJ State Permit. These students will take the test as a final exam only.</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies: Judge how adherence or a lack of adherence to core ethical values impact behaviors that influence the health and safety of people everywhere.</p> <p>Analyze the importance of complying with motor vehicle laws and avoiding driving distractors,</p>	<p>Resources:</p> <ul style="list-style-type: none"> NJ Driver Manual PowerPoint Presentations Guided Notes Responsible Driving Text Equipment needed: NJ Driver Manuals, Laptop, Smart Board
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including drug and alcohol use, and develop preventative strategies to decrease both intentional and unintentional injuries			
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<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

NJ Driver Education	Resource	Standards
UNIT 1 New Jersey Graduated Driver's License (GDL) System 7 Days	CHAPTERS <u>NJ Driver Manual/Responsible Driving Text</u> <ul style="list-style-type: none"> ● Chapter 1: The NJ Driver License System- Manual ● Chapter 2: New Jersey Driver Testing- Manual – Chapter 1 Driving and Mobility/text 	2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.3 2.3.12.DSDT.5
MP		
UNIT 2 Rules of the Road 10 Days	CHAPTERS <u>NJ Driver Manual/Responsible Driving Text</u> <ul style="list-style-type: none"> ● Chapter 3: Driver Responsibility – Chapter 16 Fatigue and Driving/Text ● Chapter 4: Safe Driving Rules and Regulations ● Chapter 5: Defensive Driving – Chapter 17 Inattention and Distraction/Text ● Chapter 8: Sharing the Road With Others – Chapter 3 Signs, Signals, and Pavement Markings/Text 	2.3.12.PS.1 2.3.12.PS.3 2.3.12.PS.4 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.3
MP		
UNIT 3 Drinking, Drugs and Health in Relation to Driving 13 Days	CHAPTERS <u>NJ Driver Manual/Responsible Driving Text</u> <ul style="list-style-type: none"> ● Chapter 6: Drinking, Drugs and Health – Chapter 18 Handling Social Pressures/Text ● Chapter 7: Driver Privileges and Penalties ● Chapter 9: Vehicle Information ● Chapter 10: Essential Driver Information 	2.3.12.PS.1 2.3.12.PS.4 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.3 2.3.12.DSDT.5