Board Approval Date:
Course Title: Grade 10 Drivers Education
Course Description: The Driver's Education curriculum is designed to enable students to develop a good foundation on the essential knowledge, attitude, and behaviors, to adopt safe driving habits. Driver's Education provides the opportunity and stimulus for learning the rules of the road and state laws, as well as preparing the individual to make positive decisions when behind the wheel and contribute positively to making New Jersey roads safer.

Units			
	Marking Period 1		
5	The Driving Task		
4	Basic Driving Skills		
5	Moving Onto Roads		
4	Driving in Adverse Conditions and Handling Emergencies		
4	Being Responsible Driver		

Stage 1 Desired Results
Unit Title #1: The Driving Task
Unit Summary: Fundamentals of driving are second nature to good drivers. These basics will become second nature to the student as well. This unit will help students learn the first steps toward becoming a good driver.
Unit Learning Targets
NJSLS Standards: • 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.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 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
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Computer Science & Design Thinking *(CS & DT)***:** 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
Interdisciplinary Connections ELA, Math, VPA, etc :

<table>
<tr><td colspan="2">WHST.9-10.7. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td></tr>
<tr><td colspan="2">Climate Change: (Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here</td></tr>
<tr><td colspan="2">Holocaust & Amistad: (ELA & SS ONLY) Embedded in learning activities or leave here</td></tr>
<tr><td>Unit Essential Questions:
● What is a courteous and cooperative driver?
● What is the Highway Transportation System?
● How are the rules of the road communicated to the driver?
● What are the functions and purpose of each of the car’s systems?
● What are the checks that should be made before you start driving?
● What is the I.P.D.E. process and the Smith System?
● How do you identify and avoid risks?</td><td>Unit Enduring Understandings:
● Understand the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
● Understand and determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
● Understand and analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
● Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.
● Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.</td></tr>
<tr><td>Students will know:
● Identify the components of the Highway Transportation System.
● Identify driving responsibilities.
● Identify the Licensing process.</td><td>Students will be able to: (Verb Bloom’s Taxonomy)
● Students will be able to understand the components of the Highway Transportation System.
● Students will be able to understand driving responsibilities.</td></tr>
</table>

● Identify traffic control devices. ● Demonstrate the Right of way rules. ● Demonstrate Basic speed laws. ● Identify Systems of the car. ● Identify Checks and procedures to use before driving. ● Identify I.P.D.E. Process and Smith System.	● Students will be able to understand the Licensing process. ● Students will be able to understand traffic control devices. ● Students will be able to understand the Right of way rules. ● Students will be able to understand Basic speed laws. ● Students will be able to understand Systems of the car. ● Students will be able to understand Checks and procedures to use before driving. ● Students will be able to understand I.P.D.E. Process and Smith System

Stage 2 Assessment Evidence

Summative Assessments: Hand-outs, projects, journals, unit tests

Formative Assessments: Teacher observation, class participation

Common Benchmark Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Alternative Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,*	***Timeframe*** *(Days or Weeks)*

		LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)	
2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4	Components of the Highway Transportation System. Identify driving responsibilities and licensing process. Identify traffic control devices, demonstrate the right of way rules and demonstrate basic speed laws. Identify systems of the car along with checks and procedures to use before driving. Identify I.P.D.E. Process and Smith System.	Lesson 1- HTS Lesson 2- Responsibilities and process to become licensed Lesson 3- Traffic, rules, and laws Lesson 4- Car systems Lesson 5- IPDE	5 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
NJMVC New Jersey Driver Manual	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts

- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2: Basic Driving Skills

Unit Summary: Once a driver is behind the wheel one needs to perform many complicated maneuvers. This unit will help one to understand these maneuvers.

Unit Learning Targets

NJSLS Standards:

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.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

• 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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc :

WHST.9-10.7. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions: ● What are the proper procedures for starting a car? ● What are the various driving procedures required for the safe operation of a vehicle? ● What are the strategies that can be employed to avoid conflict with other highway transportation system users?	**Unit Enduring Understandings:** ● To be a safe driver it is important to know the proper techniques incorporated in performing basic driving maneuvers and how to share the roadway with other users of the highway transportation system. ● It is necessary to be aware of how natural laws affect car control.
Students will know: ● Identify and successfully separate potential hazards relating to intersections and intersecting traffic. ● Identify and respond correctly to roadway characteristics and/or regulations which may create potential conflict and to make necessary adjustments in vehicle speed or position as changing conditions warrant. ● Demonstrate Basic operating procedures. ● Demonstrate Basic vehicle maneuvers. ● Negotiate Intersections.	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Students will be able to identify and successfully separate potential hazards relating to intersections and intersecting traffic. ● Students will be able to Identify and respond correctly to roadway characteristics and/or regulations which may create potential conflict and to make necessary adjustments in vehicle speed or position as changing conditions warrant. ● Students will be able to Demonstrate Basic operating procedures. ● Students will be able to Demonstrate Basic vehicle maneuvers. ● Students will be able to Negotiate Intersections.

Stage 2 Assessment Evidence

Summative Assessments: Hand-outs, unit tests, journal prompts, projects

Formative Assessments: Teacher observation, class participation

Common Benchmark Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Alternative Assessments: Provide a list of specific assessments in the curriculum.
Create a digital Assessment folder for staff only.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4	Identify and successfully separate potential hazards relating to intersections and intersecting traffic. Identify and respond to roadway characteristics and/or regulations and make necessary adjustments in vehicle speed or position. Demonstrate basic operating procedures and basic vehicle maneuvers. Negotiate intersections.	Lesson 1- Intersecting Hazards Lesson 2- Roadway Response Lesson 3- Basic Operations Lesson 4- Intersections	*4 days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
NJMVC New Jersey Driver Manual	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3:- Moving on to Roads

Unit Summary: In order to be a good driver it is important for one to understand how to manage visibility, time and space in different environments. It is also important to understand how natural laws affect car control. These factors can be applied to driving situations to avoid risk.

Unit Learning Targets

NJSLS Standards:

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.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**
8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc :
WHST.9-10.7. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:	**Unit Enduring Understandings:**
● What are the natural forces that affect driving? ● How do you identify and avoid risks? ● How do you manage visibility, time and space in different environments?	● The ability to manage visibility, time and space are keys to becoming a safe, defensive driver.
Students will know: *(Content, Noun)*	**Students will be able to:** *(Verb Bloom's Taxonomy)*
● Identify multiple critical objects which have the potential to combine to produce a collision trap. ● Assess the risks involved in a multiple risk situation to determine the most effective vehicle adjustment needed to avoid conflict. ● Adjust vehicle positions to effectively provide an adequate space cushion when two or more critical objects are present simultaneously. ● Execute compromise decisions that make the best use of available time	● Identify multiple critical objects which have the potential to combine to produce a collision trap. ● Assess the risks involved in a multiple risk situation to determine the most effective vehicle adjustment needed to avoid conflict. ● Adjust vehicle positions to effectively provide an adequate space cushion when two or more critical objects are present simultaneously.

and space to minimize risks from two or more critical objects. ● Identify and stabilize non-moving risks. ● Correctly identify and respond to the risk of most immediate consequences in a variety of traffic situations. ● Identify Natural laws and their effect on car control. ● Identify Driving conditions unique to driving in urban traffic. ● Identify Driving conditions unique to driving in rural areas. ● Identify Driving conditions unique to driving on expressways.	● Execute compromise decisions that make the best use of available time and space to minimize risks from two or more critical objects. ● Identify and stabilize non-moving risks. ● Correctly identify and respond to the risk of most immediate consequences in a variety of traffic situations.

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, projects, journal prompts
Formative Assessments: Teacher observation, class participation
Common Benchmark Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.
Alternative Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites,*	***Timeframe*** *(Days or Weeks)*

		Diversity, Equity & Inclusion [DEI],)	
2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4	Identify multiple critical objects which have the potential to produce a collision trap and vehicle adjustments needed to avoid conflict. Adjust vehicle positions to provide an adequate space cushion. Identify and stabilize non-moving risks. Correctly identify and respond to risk in a variety of traffic situations. Identify driving conditions unique to driving in urban traffic, rural areas, on expressways.	Lesson 1- Collision Trap and Conflict Lesson 2- Time and Space Lesson 3- Non-Moving Risks Lesson 4- Risks and their effect on car control Lesson 5- Driving in Different Conditions	*5 Days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
NJMVC New Jersey Driver Manual	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results
Unit Title # 4- Driving in Adverse Conditions
Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

• 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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc :

WHST.9-10.7. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:	**Unit Enduring Understandings:**
● What are the symptoms that identify potential vehicle malfunctions?	

● What are the proper responses to various emergency situations? ● What are the demands that atmospheric and environmental conditions have on driving patterns?	● Emergencies happen even to the most experienced and careful drivers. It is important to learn to handle emergencies safely, efficiently, and calmly. When one can do this, an emergency may not turn into a disaster. ● It is important for the driver to manage visibility, time and space in order to minimize risk by poor light or inclement weather conditions.
Students will know: *(Content, Noun)* ● Identify adaptations to driving in adverse conditions (reduced visibility, reduced traction, special weather conditions). ● Identify responses to driving emergencies (vehicle malfunction, driver errors, roadway hazards, collisions). ● Demonstrate the capability in emergencies to: keep the car under control, quickly find a way out, and when collision is unavoidable, to aim for objects to use up momentum that have the least damaging consequences. ● Recognize the symptoms and the need for correcting vehicle malfunctions before they become a major consequence. ● Perform the proper procedures to maintain vehicle control when confronted with critical situations triggered by malfunctions of their own vehicle. ● Demonstrate adequate self-control to resist incorrect, impulsive, emotional responses in emergencies. ● Make driving adjustments to adverse conditions which reduce visibility and traction.	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Adaptations to driving in adverse conditions (reduced visibility, reduced traction, special weather conditions). ● Responses to driving emergencies (vehicle malfunction, driver errors, roadway hazards, collisions). ● Demonstrate the capability in emergencies to: keep the car under control, quickly find a way out, and when collision is unavoidable, to aim for objects to use up momentum that have the least damaging consequences. ● Recognize the symptoms and the need for correcting vehicle malfunctions before they become a major consequence. ● Perform the proper procedures to maintain vehicle control when confronted with critical situations triggered by malfunctions of their own vehicle. ● Demonstrate adequate self-control to resist incorrect, impulsive, emotional responses in emergencies. ● Make driving adjustments to adverse conditions which reduce visibility and traction.

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, projects, journal prompts
Formative Assessments: Teacher observation, class participation
Common Benchmark Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.
Alternative Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4	Identify responses to adverse conditions (reduced visibility, reduced traction, special weather conditions) and driving emergencies (vehicle malfunction, driver errors, roadway hazards, collisions). Demonstrate the capability to: keep the car under control, quickly find a way out, and when collision is unavoidable, to aim for objects to use up momentum. Correcting vehicle malfunctions before they become a major consequence and maintaining vehicle control. Self-control to resist incorrect, impulsive, emotional responses in emergencies.	Lesson 1- Conditions and Emergencies Lesson 2- Emergency Capabilities Lesson 3-Vehicle Malfunction Lesson 4-Self Regulation	*4 Days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
NJMVC New Jersey Driver Manual	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title # 5- Being a Responsible Driver

Unit Summary: As a driver you are responsible for your safety as well as that of one's passengers and other roadway users. It is important to learn how to base one's decisions on good judgment and not on a desire to "go along" with the crowd. Purchasing a new car requires mature judgment, evaluation of needs, and the ability to manage expenses. It is important to learn how to assess safety features, fuel efficiency, comfort and insurance needs to make a wise choice.

Unit Learning Targets

NJSLS Standards:

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.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

• 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

2.1.12.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

<table>
<tr><td colspan="2">Interdisciplinary Connections ELA, Math, VPA, etc :
WHST.9-10.7. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td></tr>
<tr><td colspan="2">Climate Change: (Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here</td></tr>
<tr><td colspan="2">Holocaust & Amistad: (ELA & SS ONLY) Embedded in learning activities or leave here</td></tr>
<tr><td>Unit Essential Questions:

● How does alcohol affect both the body and the mind?

● What are the risks of drinking alcohol/using drugs and driving?

● How does one buy, finance, and insure a vehicle?</td><td>Unit Enduring Understandings:

● Physical and emotional conditions contribute to responsible driving.

● Responsible drivers do not consume alcohol before driving.

● Responsible drivers insure a car.</td></tr>
<tr><td>Students will know: (Content, Noun)

● Identify the effects emotions, distractions and physical disabilities have on the driving task.

● Identify the effects alcohol and other drugs have on the driving task.

● Identify the traffic laws governing the use of alcohol.

● Identify the Factors to consider when purchasing a vehicle.

● Identify options and requirements for insuring a vehicle.</td><td>Students will be able to: (Verb Bloom’s Taxonomy)

● Understand the effects alcohol and other drugs have on one’s ability to operate a motor vehicle.

● Understand the State of New Jersey traffic laws governing the use of alcohol and the driving task.

● Develop coping tactics for dealing with peer pressure.

● Recognize the effect emotions and distractions play on the driving task.

● Become an educated consumer on the purchase of a motor vehicle and automobile insurance.</td></tr>
</table>

Stage 2 Assessment Evidence
Summative Assessments: Worksheets, projects, journal prompts
Formative Assessments: Teacher observation, class participation
Common Benchmark Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.
Alternative Assessments: Provide a list of specific assessments in the curriculum. Create a digital Assessment folder for staff only.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4 2.1.12.CHSS.72.1.12.CHSS.8	Identify the effects emotions, distractions and physical disabilities have on the driving task. Identify the effects alcohol and other drugs have on the driving task. Laws governing driving under the influence. Factors to consider when purchasing a vehicle and insurance.	Lesson 1- Emotions and Driving Lesson 2- Drinking and Driving Lesson 3-Responsible Decision Making Lesson 4- Ownership and Insurance	*4 Days*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
NJMVC New Jersey Driver Manual	

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups