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Content Area: 10th Grade Health and Physical Education	
Course Title: Drivers Education	Grade Level: 10
Unit 1: Drivers Education/State Test	45 days

Introduction

The theme of this course is to provide a responsible approach with the current and practical information that will have as its goals and objectives to develop individuals who will be competent, responsible and well trained drivers. This course will provide the necessary information that is required for successful completion of the New Jersey State Exam in order to secure a learners permit.

Unit 1: Drivers Education	Duration: 45 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> ● 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.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

Supporting and Additional Standards

- 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.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

Primary Interdisciplinary Connections:

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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

orally

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies & 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Evidence of Student Learning

Performance Tasks/Use of Technology:

Formative:

Other Assessments

<ul style="list-style-type: none"> • Smartboards • Laptop/computer • Textbook, interwrite board <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question & answer • Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Tests • NJ Drivers Ed Exam <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
Knowledge and Skills	
Content	Skills
<p>Core Idea: 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.</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Discuss and describe the New Jersey motor vehicle laws and regulations • Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. • Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. • Develop a rationale to persuade peers to comply with

<p>Essential questioning: What are the 3 steps in the Graduated Driver License Program? What is the 6-point ID verification process? What is the standard accident prevention formula? What are the seven deadly driving hazards? What is a habitual offender? What is the legal BAC limit in NJ? What factors affect BAC?</p> <p>What forms need to be handed to your driving instructor when trying to obtain a permit? What type of insurance is mandated in the state of New Jersey for motorists? What are the mandatory penalties for driving under the influence (DUI) and driving while intoxicated (DWI)? What is the Implied Consent Law? What are the laws governing pedestrians and motor vehicles?</p>	<p>traffic safety laws and avoid driving distractions.</p>
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Drivers Ed worksheets Drivers Ed- quizzes and activities Topic Vocabulary Journal Writing Discussion of community resources Examine media for different health articles Guest speakers Group project Topic related DVD/videos Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> ● New Jersey Drives Educators Resources (9–12) ● New Jersey Safe Routes (K–12) ● NJM Share The Keys (9–12)

Core Instructional and Supplemental Materials	
<ul style="list-style-type: none">• Textbooks• Chromebooks/ iPads	
Teacher Notes:	
<ul style="list-style-type: none">• Progression/ Regression of students' skills	

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations

- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson

- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- 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 enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities

- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- 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
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program