

Original Adoption:	January 2018
Created by:	Manasquan Public School District
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Content Area: Health and Physical Education	
Course Title: Driver's Education	
Grade Level: 10th	
Unit Title	Pacing Guide in Days
The NJ Driver License System	10 days
Safe Driving Rules and Regulations	20 days
Driver Privilege and Penalties	15 days

New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs
<p><u>Math</u>: Research and display in table graph format the number of teenage driving accidents due to speeding. S-IC</p> <p><u>Social Studies</u>: Investigate the variety of driving rules and processes around the world, such as driving on the right side of the road vs. the left side.</p> <p><u>Language Arts</u>: Write a letter to the Editor of a local newspaper on a topic related to teenage driving & speeding and having too many passengers in the car. NJSLA.W1</p> <p><u>Science</u>: Design a poster of the different alcohol blood percentages for a variety of alcohol products.</p>
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>
<ul style="list-style-type: none"> • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

General Considerations for Diverse Learners

Students with Disabilities/504 Plans

Accommodations:

- Adjust seating arrangements as needed to minimize distraction and help with focus
- Seat near helpful peers
- Extra learning resources for home use (copies of books, etc.)
- Allow for handwritten or typed responses depending on need
- Directions read aloud on assessments
- Extended time as needed on both writing and objective assessments

Modifications:

- Student needs will be addressed on an individual and grade level basis according to their specific IEP/504 plan using a variety of learning modalities
- Key words highlighted, simplified vocabulary
- Graphic organizers for writing tasks
- Rewrite and editing opportunities for writing assignments
- Information to differentiate/personalize instruction, and/or reinforce instruction
- Access copies of class notes
- Study guides for tests
- Key phrases highlighted
- Restate, reread, clarify directions
- Teacher modeling and examples for reference
- Assignments/questions formatted clearly according to need
- Number of choices for multiple choice responses reduced (4 to 3; 5 to 4)
- Additional information and resources made available on Canvass to differentiate instruction, and/or reinforce instruction

English Language Learners

- Use of graphic organizers for notes and writing/ visual representation of information
- Use of icons/ clip art on worksheets/ digital assignments
- Skeletal notes/ Cloze notes (fill in the blank)
- Directions read aloud and posted on the board/ on paper
- Highlight and define key vocabulary
- Access to bilingual dictionary
- Use of simplified vocabulary
- Students present answers orally rather than in writing
- Access to audio book to aid in comprehension when reading independently

Students at Risk of School Failure

- Communication with home/ counselors
- Use of organizers for assignments
- Allow students to retake assessments based on need
- Personalized instruction one-one-one based on student's learning style (outside of class)
- Use of digital reminders (Canvas calendar)
- Ask students to restate information, directions, and assignments
- Choice of medium for responses, assignments, and presentations
- Study guides for tests
- Modified pacing/ due dates

Gifted & Talented Students

- Allow opportunities for students to assist other students
- Provide extension activities
- Develop a question, investigate, and propose a solution
- Connect learning to historical background to increase understanding of content
- Elevate writing requirements on open ended assignments/ assessments

UNIT TITLE or GRADE: 10th Grade – Driver's Education		PACING: 45 Days
Unit Skills & Understandings		
<u>Pre-Requisite Skills/Content</u>	<u>New Skills/Content</u>	
<ul style="list-style-type: none"> • Limited to basic knowledge of class D motor vehicles (gas pedal, brake pedal, steering wheel, speedometer, etc.) 	<ul style="list-style-type: none"> • Road safety • Defensive Driving Techniques • The decisions one makes can influence an individual's growth and development in all dimensions of wellness. 	

- Limited to basic knowledge of NJ roadways (highways vs. city roads, sign postings, road markings, etc.)
- Basic knowledge of mental health/substance abuse while operating a motor vehicle.

- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
- Substance abuse is caused by a variety of factors.
- 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.

Essential Questions

- Why is safety important?
- How does understanding basic vehicle handling (such as steering, braking, taking on turns, and negotiating weather situations while driving) help you to avoid collisions?
- What can you do to protect yourself and others while driving?
- How is driving considered a privilege not a right?
- What does it mean to be a defensive driver?

Unit Goals

- Learn how to obtain a New Jersey driver's license.
- Understand that risk is always present while driving, but it can be altered and managed if you are a defensive driver.
- Understand why safety is important.
- Understand that driving is a privilege and there are many rules and laws that govern the roads of NJ.

Objectives

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.
- 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.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).
- 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.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.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
- 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.

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> • Read Chapter 1 in manual. • Class Discussion – important points (Kayleigh's Law, list of driving schools, 6 points of ID, GDL) • GDL Laws in other countries – online infographic with Canvas discussion • Chapter 1 worksheet • Read Chapter 2 in manual • Class discussion – important points [CRP4] • Chapter 2 worksheet • Dashboard activity – work with partner • Read Chapter 3 in manual • Class Discussion – important points CRP4 • Practice – hand signals • Chapter 3 worksheet • Watch "Seatbelt Safety" – video 2.3.12.PS.3 • Activity – Seatbelt role play scenarios [CRP4] • Read Chapter 4 in manual • Class Discussion – important points [CRP4] 	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> • Teacher Observation • Class discussion/review • Canvas discussions/assignments • Chapters 1-9 worksheets • Exit Tickets by topic throughout the Unit • Quizzes (1, 2 & 3) • Power Point Review • Kahoot Review • Road Trip Project • Final Exam - NJ State Test

- Activity - illustrate turns on white board
- Activity – scooters to demonstrate turning at intersections [CRP5]
- Chapter 4 worksheet
- Watch “Distracted Driver” – video
- Read Chapter 5 in manual
- Class Discussion – important points [CRP4]
- Activity – online text simulator [CRP5]
- Chapter 5 worksheet
- Read Chapter 6 in manual
- Class discussion – important points (BAC chart) [CRP4]
- Chapter 6 worksheet
- Activity – Drinking Goggles simulation
- Activity – risky behaviors [CRP5]
- Read Chapter 7 in manual
- Class Discussion – important points (points system)
- Chapter 7 worksheet
- Activity – read article on Ignition Interlock Device 2.3.12.ATD.1
- Guest Speaker – Mr. Clayton (SRO)
- Activity – what to do when pulled over
- Read Chapter 8 in manual
- Class Discussion – important points (organ donation)
- Chapter 8 worksheet
- Read Chapter 9 in manual
- Class Discussion – important point information (insurance facts and figures)
- Chapter 9 worksheet
- Read Driver Safety section in manual
- Class Discussion – important points [CRP4]
- Driver Safety worksheet
- Activity – walk around school and identify signs and road markings
- Group project - Road Trip [CRP7]
- Modifications – highlighted manual online, worksheets available online

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| <ul style="list-style-type: none">• Modifications – extra videos on canvas to explain concepts | |
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RESOURCES

The following resources are being used as a source of activities and/or assessments for the unit:

- Canvas – assignments, discussions, resource files
- New Jersey Drivers Manual
- Safe Driving pamphlet
- Video – “Seatbelt Safety”
- Video – “Distracted Driver”
- Guest Speaker – Mr. Clayton (SRO)
- <http://www.state.nj.us/mvc/>
- <http://www.njteendriving.com/>
- www.distraction.gov
- www.madd.org
- <http://www.itcanwaitimulator.org/>
- <https://www.njsharingnetwork.org/>