



**Health Education
Grade 10
Driver's Education**

Dr. Mark Toback, Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

(Updated June 2022)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Health Education/ Driver's Education/ Grade Level: 10
Unit Plan Title:	Chapter 1
Time Frame	5 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
<p>Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf</p> <p><u>Credit and Debt Management</u></p> <ul style="list-style-type: none"> ● 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). <p><u>Risk Management and Insurance</u></p> <ul style="list-style-type: none"> ● 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. <p><u>Creativity and Innovation</u></p> <ul style="list-style-type: none"> ● 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1) <p><u>Critical Thinking and Problem-solving</u></p> <ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Unit Overview	
<p>Chapter 1 of the NJ driver manual will cover the New Jersey Driver License System. Students will be made aware of the laws governing driver licenses, types of NJ licenses, 6 points of ID verification and the graduated driver license (GDL) program. Students will gain knowledge of the various options on obtaining their driver's license in the state of New Jersey.</p> <ul style="list-style-type: none"> ● New Laws- <ul style="list-style-type: none"> - Driving hours 5 A.M. -11 P.M. - Decals - Next of Kin (Sara's Law) - Motor Voter - Organ Donation 	
Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJSLSA.R4.	
<p><u>NJSLS Comprehensive Health and Physical Education</u> <u>Personal Growth and Development</u></p>	

- 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.

Emotional Health

- 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Movement Skills and Concepts

- 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.

Personal Safety

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

Cross Curricular

Social Studies <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- **Why is it so difficult to educate people about risky behaviors of driving with too many people in the car?**
- **Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes? Ex. Not following the GDL restrictions.**

Enduring Understandings

- **The Graduated Driver License (GDL) Program is not meant to be viewed as a punishment for teenagers that are so eager to drive. One of its main purposes is to gradually allow the inexperienced driver the opportunity gain knowledge, confidence and experience ensure their safety and safety of other on the roadway in New Jersey.**

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.

21st Century Themes

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

21st Century Skills

	Global Awareness	E,T,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
✓	Civic Literacy	E,T, A	Collaboration
✓	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT Identify laws related to NJ driver licensing system**
- **SWBAT Differentiate between different types of driver license and identify license restrictions**
- **SWBAT Describe the point system for obtaining a NJ driver license**
- **SWBAT Explain the Graduated Driver License (GDL)**
- **SWBAT Explain the Early Bird Road and Young Adult Road GDL procedures**
- **SWBAT Explain driver restrictions**
- **SWBAT Identify other types of driver licenses**

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Preassessment:

- Pretest

Formative:

- Daily Participation
- Read and Highlight Chapter 1 in the State Manual
- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Questionnaire

Summative:

- Chapter 1 Homework Assignment.

Alternative:

- Guided Notes

Teaching and Learning Activities

Activities

- **Take Pre-test**
- **Discussions**
- **Movie: Teens Behind the Wheel (DVD)**

	<ul style="list-style-type: none"> ● AAA Guest Speaker, Safe driving habits. ● Sara’s Law Guest Speaker Miss Betty. ● NJ Sharing Network- Guest speaker, Organ Donation
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504

Resources	
<ul style="list-style-type: none"> ● NJ State Driver’s Manual ● PP on Chapter 1 in the State Manual ● www.njmvc.gov ● www.njmvc.gov/6point ● www.aaa.com/vacation/idpc.html ● www.njdrivereducation.com ● http://www.njteendriving.com/gdl ● http://www.njsmartdrivers.org/pledge2win ● http://www.ugotbrains.com/ ● http://www.sharetheroadsafely.gov/ 	

Content Area/ Grade Level/ Course:	Health Education/ Driver’s Education/ Grade Level: 10
Unit Plan Title:	Chapter 2
Time Frame	3 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
Career Readiness, Life Literacies, and Key Skills	
https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf	
<u>Credit and Debt Management</u>	
<ul style="list-style-type: none"> ● 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). 	

Risk Management and Insurance

- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

Creativity and Innovation

- 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit Overview

Chapter 2 of the NJ driver manual will cover the basic requirements needed in order to pass the road test and receive your basic driver's license. Students will be made aware of the required vision, knowledge, and road test; along with the scores that are required on these tests. Students will also be made aware of the reasons why they can fail/be rejected from the road test in the state of New Jersey.

- **New Laws-**
-Nikhil's Law/Pledge

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJSLS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.

Emotional Health

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

Personal Safety

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular

Social Studies: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- Why is it so difficult to educate people about the risks once they get behind the wheel?**
- Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes? Ex. Rolling through a stop sign, Nikhil's Law.**

Enduring Understandings

- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.**
- Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.**

Check all that apply. 21st Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21st Century Skills	
	Global Awareness	E,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
✓	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT** List the requirements for receiving a Basic Driver's License.
- SWBAT** List the elements of the road test for a NJ Driver's License.
- SWBAT** List three reasons that they would be rejected from taking the road test

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Preassessment:

- Preknowledge Do Now Question "What are some elements tested during the Road test?"

Formative:

- Daily Participation
- Read and Highlight Chapter 2 in the State Manual
- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Chapters 1-2 Quiz

Summative:

- Chapter 2 Homework Assignments.

Alternative:

- Guided Notes

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none">● Do Now “What are some elements tested during the Road test?”● Class Discussion on Road Test requirements
<i>Differentiation Strategies</i>	<ul style="list-style-type: none">● Differentiation Strategies for Special Education Students● Differentiation Strategies for Gifted and Talented Students● Differentiation Strategies for ELL Students● Differentiation Strategies for At Risk Students● Differentiation Strategies for Students with a 504

Resources

- **NJ State Driver’s Manual**
- **PP on Chapter 2 in the State Manual**
- <http://www.njdrivereducation.com/>

Content Area/ Grade Level/ Course:	Health Education/ Driver’s Education/ Grade Level: 10
Unit Plan Title:	Chapter 3
Time Frame	5 Days
Anchor Standards/Domain*	*i.e: ELA: reading, writing i.e.: Math: Algebra

Career Readiness, Life Literacies, and Key Skills

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Credit and Debt Management

- 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).

Risk Management and Insurance

- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

Creativity and Innovation

- 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit Overview

Chapter 3 of the New Jersey Driver Manual focuses on Driver Responsibility. Safe driving is the responsibility of all drivers who operate a vehicle on a NJ road. The rules of the road must be obeyed at all times and the laws must be strictly followed at all times. A motorist must ensure the safety of all the passengers in their vehicle along with making sure that they are aware of what is happening on the road around them at all times.

- **New Laws**
- **Carbon monoxide**
- **Child Safety Laws**
- **Backup Camera usage**
- **9-3 Hand Placement**

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJSLS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.

Emotional Health

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Personal Safety

- 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.

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- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

Cross Curricular

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

- HS-PS2-1. Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Intended Outcomes - {Essential Questions}

- **Why is it so important to always wear a seatbelt in a car no matter whether you are the driver or the passenger?**
- **Why is it so important to follow the child restraint law**

Enduring Understandings

- **Seat Belt and Car seat use is so extremely important because they literally save hundreds of lives every day.**
- **Adults and children under the age of 18 need to be either wearing either a seatbelt or in a car seat for every car ride.**
- **Seat belts improve your chances of surviving a car crash by 60%. Both of these inventions are extremely important for the safe being for passengers in cars.**

<p>Check all that apply. 21st Century Themes</p>		<p>Indicate whether these skills are <i>E-Encouraged</i>, <i>T-Taught</i>, or <i>A-Assessed</i> in this unit by marking <i>E</i>, <i>T</i>, <i>A</i> on the line before the appropriate skill. 21st Century Skills</p>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
✓	Civic Literacy	E,A	Collaboration
	Financial, Economic, Business, and		

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT List three benefits to always wearing a seat belt.**
- **SWBAT Describe proper hand position while driving straight and while turning.**
- **SWBAT List four factors that affect stopping distance.**

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Preassessment:

- Preknowledge Do Now Question “What are some safety features in Modern cars?”

Formative:

- Daily Participation
- Read and Highlight Chapter 3 in the State Manual
- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Numbers Quiz
- Chapters 1-3 Crossword Puzzle

Summative:

- Test for Chapters 1-3

Alternative:

- Guided Notes

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Discussion ● Blind spot activity ● Moc Parallel parking activity
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504

Resources

- **NJ State Manual**
- **Highlighters**
- **Youtube video clips on seatbelts**
- **PP on Chapter 3 in the State Manual**

Content Area/ Grade Level/ Course:	Health Education/ Driver’s Education/ Grade Level: 10
Unit Plan Title:	Chapter 4

Time Frame	5 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
<u>Critical Thinking & Problem</u> Career Readiness, Life Literacies, and Key Skills	
https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf	
<u>Credit and Debt Management</u>	
<ul style="list-style-type: none"> ● 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). 	
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<ul style="list-style-type: none"> ● 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. 	
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<ul style="list-style-type: none"> ● 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1) 	
<u>Critical Thinking and Problem-solving</u>	
<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Unit Overview	
<p>Chapter 4 in the NJ state manual focuses on safe driving rules and regulations. Following the rules of the road is the responsibility of all drivers no matter how long you have been driving. By being a responsible driver you are keeping yourself and others out of harms way and you are making sure that you will not be receiving a ticket for unlawful driving practices behind the wheel.</p>	
<ul style="list-style-type: none"> ● New laws - Move Over Law - Safe Corridor - E-Z Pass 	
Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.	
<u>NJSLS Comprehensive Health and Physical Education</u>	
<u>Personal Growth and Development</u>	
<ul style="list-style-type: none"> ● 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. 	
<u>Emotional Health</u>	
<ul style="list-style-type: none"> ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 	
<u>Movement Skills and Concepts</u>	
<ul style="list-style-type: none"> ● 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. 	
<u>Personal Safety</u>	

- 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).
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Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

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Cross Curricular

Art: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

- 1.2.12.prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12.prof.Cr1b: Organize and design artistic ideas for media arts productions.

Intended Outcomes - {Essential Questions}

- **How can speed have a detrimental effect while driving?**
- **How can cell phone related deaths be looked at as homicides?**

Enduring Understandings

- **Speed is one of the highest causes of motor vehicle crashes and one of the easiest to correct. Students need to realize that this can easily be corrected and can save their life along with lives of others on the road. Cell phone related accidents are also an issue that is facing a number of drivers. So much so that if a death occurs related to cell phone use of texting, you can be charged with homicide under Kulesh’s, Kubert’s, and Bolis’ Law. There is no reason to partake in illegal use of speed or cell phones while behind the wheel of a 4,000 pound vehicle**

<p>Check all that apply.</p> <p>21st Century Themes</p>		<p>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</p> <p>21st Century Skills</p>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving

	Health Literacy
✓	Civic Literacy
	Financial, Economic, Business, and Entrepreneurial Literacy

E
E,A

Communication

Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT List 3 situations that you would give someone the right-of-way.**
- **SWBAT List 3 reasons that you would have to stop.**
- **SWBAT List 3 of the special circumstances when driving around school buses, ice cream trucks, etc.**

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Preassessment:

- Preknowledge Do Now Question “What are the differences between line markings on the road?”

Formative:

- Daily Participation
- Read and Highlight Chapter 4 in the State Manual
- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Intersections worksheet

Summative:

- Quiz on Chapter 4

Alternative:

- Guided Notes

Teaching and Learning Activities

Activities

- **Discussions on road markings**
- **Videos: Intersections**
 - <https://www.youtube.com/watch?v=TW0Eq2Q-9Ac>
 - <https://www.youtube.com/watch?v=gdNWP6tmJHw>
- **Group activity: Navigating acceleration and deceleration lanes**
- **Driving scenarios activities**
- **Donna Setaro - Guest speaker , Move Over Law.**

Differentiation Strategies

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

- **NJ State Driver’s Manual**
- **PP on Chapter 4 in the State Manual**
- www.njmvc.gov
- www.njmvc.gov/6point
- www.aaa.com/vacation/idpc.html

- www.njdrivereducation.com
- <http://www.njteendriving.com/gdl>
- <http://www.njsmartdrivers.org/pledge2win>
- <http://www.ugotbrains.com/>
- <http://www.sharetheroadsafely.gov/>

Content Area/ Grade Level/ Course:	Health Education/ Driver's Education/ Grade Level: 10
Unit Plan Title:	Chapter 5
Time Frame	6 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

Career Readiness, Life Literacies, and Key Skills

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Credit and Debt Management

- 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).

Risk Management and Insurance

- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

Creativity and Innovation

- 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit Overview

Chapter 5 of the New Jersey Driver Manual focuses on Defensive Driving. This is a very in-depth chapter with the focus of safe driving being the responsibility of all drivers who operate a vehicle on a NJ road. Students will cover the standard collision-prevention formula, road rage, distractions, reacting to problems and what to do if they are involved in an accident.

- New laws
- 3 Second Rule

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJSLS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.

Emotional Health

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Movement Skills and Concepts

- 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.

Personal Safety

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular

Social Studies: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- **Why is it so difficult to educate people about risky behaviors that may lead to road rage?**
- **Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes? Ex. Road rage, poor driving conditions, driving at night.**

Enduring Understandings

- **Since most collisions are caused by motorist error. It is imperative for students as soon to be new drivers to understand the impact that a split second decision made while driving can have a lasting effect.**

<p>Check all that apply.</p> <p>21st Century Themes</p>	<p>Indicate whether these skills are <i>E-Encouraged</i>, <i>T-Taught</i>, or <i>A-Assessed</i> in this unit by marking <i>E</i>, <i>T</i>, <i>A</i> on the line before the appropriate skill.</p> <p>21st Century Skills</p>
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		E	
✓	Health Literacy	E	Communication
✓	Civic Literacy	E,A	Collaboration
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Global Awareness	E	Creativity and Innovation
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT Describe how to prevent a collision.**
- **SWBAT Discuss how Road Rage and aggressive driving occurs.**
- **SWBAT Describe driver hazards (distractions, tiredness) and communication.**
- **SWBAT Describe safe following and lane changing and passing procedures.**
- **SWBAT Identify road and environmental conditions that impact drivers.**
- **SWBAT Describe driving conditions that impact drivers.**
- **SWBAT Explain how to react to driver problems and emergencies.**
- **SWBAT Describe avoiding collisions and reacting to collision situations.**
- **SWBAT Explain to manage driver behavior to prevent Road Rage.**
- **SWBAT Explain how preventing/avoiding aggressive driving contribute to safe driving.**
- **SWBAT Explain good driving behaviors likely to lead to lower accident rates such as collisions.**
- **SWBAT Explain what it is proper to do in the case of a collision and reporting an accident.**

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

- Preassessment:**
- Preknowledge Do Now Question “Create of list of things to do and not do while driving.”
- Formative:**
- Daily Participation
 - Read and Highlight Chapter 5 in the State Manual
 - Teacher directed questions.
 - Demonstrating knowledge of law.
- Benchmark:**
- Numbers #2 Quiz
- Summative:**
- Chapter 5 Test
- Alternative:**
- Guided Notes

Teaching and Learning Activities

<p>Activities</p>	<ul style="list-style-type: none"> ● Mythbuster Plunging into water video https://www.youtube.com/watch?v=2YaMEW30bv4
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	https://www.youtube.com/watch?v=q3_HEKMggbE <ul style="list-style-type: none"> Resqme tool video: https://www.youtube.com/watch?v=sPkCsuTacsY
Differentiation Strategies	<ul style="list-style-type: none"> Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504

Resources

- NJ State Driver's Manual
- PP on Chapter 5 in the State Manual
- www.njmvc.gov
- www.njmvc.gov/6point
- www.aaa.com/vacation/idpc.html
- www.njdrivereducation.com
- <http://www.njteendriving.com/gdl>

Content Area/ Grade Level/ Course:	Health Education/ Driver's Education/ Grade Level: 10
Unit Plan Title:	Chapter 6
Time Frame	3 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf	
<u>Credit and Debt Management</u> <ul style="list-style-type: none"> • 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). 	
<u>Risk Management and Insurance</u> <ul style="list-style-type: none"> • 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. 	
<u>Creativity and Innovation</u> <ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a) • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1) 	
<u>Critical Thinking and Problem-solving</u>	

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit Overview

Chapter 6 of the New Jersey Driver Manual focuses on Drinking, Drugs and Health. In New Jersey, it is illegal for an individual who is 21 or older to drive with a BAC of .08 or higher. For those less than 21, it is illegal to drive with BAC of .01 or higher. This chapter focuses on the effects of alcohol, how it impacts driving and designated drivers.

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJSLS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Emotional Health

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Movement Skills and Concepts

- 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.

Personal Safety

- 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.

Alcohol, Tobacco and other Drugs

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular

Social Studies: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- What are the consequences of Driving while under the influence ?
- Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

Enduring Understandings

- Teen alcohol use kills about 4,700 people each year, more than all illegal drugs combined. It is imperative for students as soon to be new drivers to understand the impact that a split second decision made while driving can have a lasting effect

Check all that apply. 21st Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21st Century Skills	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
✓	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT Identify effect of alcohol on blood alcohol level.
- SWBAT Describe effects of alcohol in the body and how they affect driving performance.
- SWBAT Describe blood alcohol concentration and identify concentration levels.
- SWBAT Describe effects of other drugs on the body and how they affect driving performance.
- SWBAT Define driving under the influence (DUI).

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

- Preassessment:
- Preknowledge Do Now Question “How is BAC affected?”
- Formative:
- Daily Participation
 - Read and Highlight Chapter 6 in the State Manual

- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Homework Assignment

Summative:

- Chapter 4-6 Test

Alternative:

- Guided Notes
- Defensive Driving Poster

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> • Students will participate in Fatal Vision Goggles activity. • Drunk Driving Carts.
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504

Resources

- **NJ State Driver’s Manual**
- **PP on Chapter 6 in the State Manual**
- www.njmvc.gov
- www.njmvc.gov/6point
- www.aaa.com/vacation/idpc.html
- www.njdrivereducation.com
- <http://www.njteendriving.com/gdl>
- <http://www.njsmartdrivers.org/pledge2win>
- <http://www.ugotbrains.com/>
- <http://www.sharetheroadsafely.gov/>

Content Area/ Grade Level/ Course:	Health Education/ Driver’s Education/ Grade Level: 10
Unit Plan Title:	Chapter 7
Time Frame	5 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf	
<u>Credit and Debt Management</u>	

- 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).

Risk Management and Insurance

- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

Creativity and Innovation

- 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit Overview

In Chapter 7 of the NJ State Manual the students will learn that driving is a privilege. Like any other privilege it can be taken away. In this Chapter students will learn all the ways that their license can be taken away. This chapter also restates BAC levels and DUI. This chapter talks about the point system and also about all the moving violations and how many points each one carries.

- **New Laws**
- **NJ will only recognize defensive driving courses once every 5 years for point reduction.**

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJSLS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.

Emotional Health

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Movement Skills and Concepts

- 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.

Personal Safety

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular

Social Studies <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- **Why is driving a privilege?**
- **What are the illegal limits for driving under the influence?**
- **Who can administer the breath test?**
- **How many points can you accumulate before losing your license?**

Enduring Understandings

- **The driving privilege can be easily taken away, but it can also be easily avoided as well, simply by following the laws and rules of the road. The state allows motorists to accumulate 12-14 points before losing their license. If motorists simply follow the rules of the road they won't lose their license. It is also important to understand as in the last chapter that drinking alcohol and driving is a serious crime and has a zero tolerance law and a motorist is severely penalized for first offense.**

<p>Check all that apply. 21st Century Themes</p>		<p>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills</p>	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
✓	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and		

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT understand that driving is a privilege**
- **SWBAT know how many points you can have on your license before you lose it.**
- **SWBAT know how to remove points off license.**
- **SWBAT understand what the breath test it.**

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Preassessment:

- Preknowledge Do Now Question “What could be a reason points are added to your license?”

Formative:

- Daily Participation
- Read and Highlight Chapter 7 in the State Manual
- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Homework Assingment

Summative:

- Numbers Quiz #3

Alternative:

- Guided Notes

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Discussions about then privelages of driving <ul style="list-style-type: none"> ○ Penalties of driving under the influence
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504

Resources

- **NJ State Driver’s Manual**
- **PP on Chapter 7 in the State Manual**
- www.njmvc.gov
- www.njmvc.gov/6point
- www.aaa.com/vacation/idpc.html
- www.njdrivereducation.com
- <http://www.njteendiving.com/gdl>
- <http://www.njsmartdrivers.org/pledge2win>
- <http://www.ugotbrains.com/>
- <http://www.sharetheroadsafely.gov/>

Content Area/ Grade Level/ Course:	Health Education/ Driver’s Education/ Grade Level: 10
Unit Plan Title:	Chapter 8

Time Frame	5 Days
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Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

Career Readiness, Life Literacies, and Key Skills

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Creativity and Innovation

- 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.1.12.C.4- Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

D. Cross-Cultural Understanding and Interpersonal Communications

- 9.1.12.D.-2 Determine the immediate and long-term effects of crosscultural misconceptions or misunderstandings resulting from past or current international issues or events.

F. Accountability, Productivity and Ethics

- 9.1.12.F.1- Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
- 9.1.12.F.2- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Overview

In Chapter 8 of the NJ State Manual the students will be learn how to share the roads with others. A main point in this chapter is learning about pedestrians. and how to share the road with them. The chapter also talk about sharing the road with trucks and motorcycles. Another main topic is the no-zones around the truck and how to avoid them. The chapter also covers what to do at a railroad crossing and how a motorist can easily identify one.

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJSLS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.

Emotional Health

- 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

Movement Skills and Concepts

- 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.

Personal Safety

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

Cross Curricular

Social Studies: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- **What are 3 things motorists share the road with?**
- **What is a Unmarked Crosswalk?**
- **When are 3 times you must yield to Pedestrians?**
- **What are 3 no-zones around a truck?**
- **Name 3 ways a motorcycle has to react differently to obstacles in the road.**
- **How do you identify a railroad crossing?**

Enduring Understandings

- **Driving a motor vehicle can be very dangerous, and we are sharing the roadways with many other vehicles and people/animals. It is very important that the students understand the safety and risks that are involved with sharing the roadways with others.**

<p>Check all that apply.</p> <p>21st Century Themes</p>	<p>Indicate whether these skills are <i>E-Encouraged</i>, <i>T-Taught</i>, or <i>A-Assessed</i> in this unit by marking <i>E</i>, <i>T</i>, <i>A</i> on the line before the appropriate skill.</p> <p>21st Century Skills</p>
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		E,T,A	
✓	Health Literacy	E	Communication
✓	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Global Awareness	E,T,A	Creativity and Innovation

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT identify what motorists must share the road with.**
- **SWBAT state the laws for a pedestrian.**
- **SWBAT understand the no-zone principle.**
- **SWBAT know what to do at a railroad crossing.**

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

- Preassessment:**
- Preknowledge Do Now Question
- Formative:**
- Daily Participation
 - Read and Highlight Chapter 8 in the State Manual
 - Teacher directed questions.
 - Demonstrating knowledge of law.
- Benchmark :**
- Chapter 8 Homework
- Summative:**
- Chapter 8 Quiz
- Alternative:**
- Guided Notes

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Discussion about sharing the road with other vehicles, pedestrians and animals
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504

Resources

- **NJ State Driver’s Manual**

- PP on Chapter 8 in the State Manual
- Sharing the road with animals video.
- www.njmvc.gov
- www.njmvc.gov/6point
- www.aaa.com/vacation/idpc.html
- www.njdrivereducation.com
- <http://www.njteendriving.com/gdl>
- <http://www.njsmartdrivers.org/pledge2win>
- <http://www.ugotbrains.com/>
- <http://www.sharetheroadsafely.gov/>

Content Area/ Grade Level/ Course:	Health Education/ Driver's Education/ Grade Level: 10
Unit Plan Title:	Chapter 9
Time Frame	3 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf <u>Creativity and Innovation</u> <ul style="list-style-type: none"> ● 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1) <u>Critical Thinking and Problem-solving</u> <ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Unit Overview	
<p>Chapter 9 of the NJ State Manual focuses on vehicle information. This chapter mainly states the information a motorists needs to title and register their vehicle. A main point in the chapter is License plate information and that motorists need Liability Insurance in their vehicles. the last topic of interest in this chapter is how to get your vehicle inspected and what the DMV actually is looking for and checking.</p> <ul style="list-style-type: none"> ● New laws - Inspection Sticker laws. - Insurace Fraud 	
Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.	
<u>NJSLS Comprehensive Health and Physical Education</u>	
<u>Personal Growth and Development</u>	

- 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.

Personal Safety

- 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.

Computer Science and Design Thinking Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- 8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

Cross Curricular

Social Studies: <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-SS.pdf>

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- **How do you complete an initial registration?**
- **What is the combination of letters and numbers allowed on a license plate?**
- **Name 5 facts about license plates.**
- **What type of insurance is needed in a motor vehicle?**
- **Describe an inspection sticker.**

Enduring Understandings

- **It is very important to understand how to and why we need to title and register a vehicle. The students will learn this vital information. It is also important that the students understand that their vehicle needs to be inspected and have the correct form of insurance. Not all students understand that they can be ticketed and fined for these things if they are not all up to date.**

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

Check all that apply.

21st Century Themes

Global Awareness

E,T,A

Creativity and Innovation

	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
✓	Civic Literacy	E	Collaboration
✓	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- **SWBAT know how to complete a registration.**
- **SWBAT learn facts about license plates.**
- **SWBAT Learn that liability insurance is needed in a motor vehicle.**
- **SWBAT know what an inspection sticker looks like and its importance.**

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

Preassessment:

- Preknowledge Do Now Question “What is a “No Zone?””

Formative:

- Daily Participation
- Read and Highlight Chapter 9 in the State Manual
- Teacher directed questions.
- Demonstrating knowledge of law.

Benchmark:

- Kahoot

Summative:

- Chapters 7-9 Test

Alternative:

- Guided Notes

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Discussions ● Video
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504

Resources

- **NJ State Driver’s Manual**
- **PP on Chapter 9 in the State Manual**
- www.njmvc.gov
- www.njmvc.gov/6point
- www.aaa.com/vacation/idpc.html

- www.njdrivereducation.com
- <http://www.njteendriving.com/gdl>
- <http://www.njsmartdrivers.org/pledge2win>
- <http://www.ugotbrains.com/>
- <http://www.sharetheroadsafely.gov/>

Content Area/ Grade Level/ Course:	Health Education/ Driver’s Education/ Grade Level: 10
Unit Plan Title:	Appendix (Driver Safety)
Time Frame	2 Days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf	
<u>Creativity and Innovation</u> <ul style="list-style-type: none"> • 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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1) 	
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<u>E. Communication and Media Fluency</u> <ul style="list-style-type: none"> • 9.1.12.E.2- Generate digital media campaigns in support of or opposing a current political, social, or economic issue. 	
<u>F. Accountability, Productivity and Ethics</u> <ul style="list-style-type: none"> • 9.1.12.F.1- Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace. • 9.1.12.F.2- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 	
Unit Overview	

The Appendix of The New Jersey State Manual covers Signs/Signals, Road markings, and Category/Meaning of Signs.

- New laws
- Rumble Strips

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

NJCCCS Comprehensive Health and Physical Education

Personal Growth and Development

- 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.

Personal Safety

- 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).
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Cross Curricular

Art: <https://www.nj.gov/education/cccs/2020/2020%20NJLS-VPA.pdf>

- 1.2.12.prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12.prof.Cr1b: Organize and design artistic ideas for media arts productions.

Intended Outcomes - {Essential Questions}

- What are the 3 categories that signs are divided into?
- What do the Colors and shapes of signs represent?
- What are the order of traffic light colors(Horizontal and Vertical)?
- What are the different road markings?
- The difference between a flashing yellow and flashing red light is...

Enduring Understandings

- It is very important to understand how to and why we need to recognize the meanings of what each sign and signal mean. It is imperative that the students have the knowledge of what is required of them to follow the rules of the road.

Check all that apply. 21st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21st Century Skills	
	Global Awareness	E,T,A	Creativity and Innovation
✓	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
✓	Health Literacy	E	Communication
	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT understand the 3 categories that signs are divided into.
- SWBAT identify what the colors and shapes of signs represent.
- SWBAT know what the order of traffic light colors(Horizontal and Vertical are.
- SWBAT understand what the different road markings are.
- SWBAT understand the difference between a flashing yellow and flashing red light.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Preassessment:

- Pre Knowledge Do Now Question “What is the reason for the color and shape of different road signs?”

Formative:

- Daily Participation
- Read and Highlight Appendix
- Teacher directed questions.
- Guided Notes
- Signs and Signals Worksheet

Summative:

- State exam

Alternative:

- Guided Notes
- Road Sign Poster

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> Road signs Poster: Students will choose a road sign to draw and describe Class discussions about road signs Video: SIPDE system (https://www.youtube.com/watch?v=zMAbWXNVcdg)
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Differentiation Strategies

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

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- <http://www.njteendriving.com/gdl>
- <http://www.njsmartdrivers.org/pledge2win>
- <http://www.ugotbrains.com/>
- <http://www.sharetheroadsafely.gov/>