

<b>Original Adoption:</b>	August 2019
<b>Created by:</b>	PE PLC
<b>Revised on:</b>	August 2019
<b>Revised by:</b>	PE PLC

<b>Toms River Regional Schools High School Physical Education Curriculum</b>	
<b>Content Area: Physical Education</b>	
<b>Course Title: Health - Driver's Education</b>	<b>Grade Level: Grade 10</b>
The Driving Task	9 Days
Basic Driving Skills	9 Days
Moving Onto Roads	9 Days
Driving in Adverse Conditions & Handling Emergencies	9 Days
Being a Responsible Driver	9 Days



**Toms River Regional Schools  
Unit Overview**

**Content Area: Health**

**Unit 1 Title: The Driving Task**

**Duration 9 Days**

**Target Course/Grade Level: Health-Driver Education/10**

**Unit Summary:**

fundamentals of driving are second nature to good drivers. These basics will become second nature to the student as well. This unit will help students learn the first steps toward becoming a good driver.

**New Jersey Learning Standards**

**Focus Standards**

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents young adults and propose prevention strategies.
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.

**Supporting Additional Standards**

2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on state, national, or global health issue, including but not limited to, organ/tissue donation.

**Primary Interdisciplinary Connections**

**Primary Interdisciplinary Connections:**

21<sup>st</sup> Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps,databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[Science Standards](#)

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

[Social Studies Standards](#)

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

[Mathematics Standards](#)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

[Visual and Performing Art Standards](#)

- 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.
- 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
- 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

**21<sup>st</sup> Century Themes/Careers:**

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

**Technology Connections:** Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

**Technology Standards:**

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is a courteous and cooperative driver?</li> <li>● What is the Highway Transportation System?</li> <li>● How are the rules of the road communicated to the driver?</li> <li>● What are the functions and purpose of each of the car's systems?</li> <li>● What are the checks that should be made before you start driving?</li> <li>● What is the I.P.D.E. process and the Smith System?</li> <li>● How do you identify and avoid risks?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● The driving task requires a complex set of social, physical and mental skills conducted in a complex highway transportation system</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The components of the Highway Transportation System</li> <li>● Driving responsibilities</li> <li>● Licensing process</li> <li>● Traffic control devices</li> <li>● Right of way rules</li> <li>● Basic speed laws</li> <li>● Systems of the car</li> <li>● Checks and procedures to use before driving</li> <li>● I.P.D.E. Process and Smith System</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify and describe the function of vehicle controls</li> <li>● Perform correctly the sequential steps to pre-start, start, move, stop and secure the vehicle</li> <li>● Control the speed and direction of the vehicle in low to moderate traffic patterns</li> <li>● Demonstrate smooth and coordinated use of the accelerator, brake and steering wheel</li> <li>● Apply the I.P.D.E. process and Smith System during simulator work</li> </ul>

**Toms River Regional Schools  
Evidence of Learning**

**Formative Assessments**

**Observation**

**Homework**

**Class participation**

**Notebook**

**Discussions**

**Summative Assessments**

**Projects (incorporating technology), test, notebook, quizzes**

**Benchmark**

**Quarterly**

**Fitness Testing**

**Alternative**

**Adapted Version of Written Assessment**

**Oral Testing**

**Modifications****Special Ed.**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

**EEL**

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Cooperative learning
- Modified assignments
- Differentiated learning

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
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**At-risk**

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

**Gifted & Talented**

- Differential Instruction
- Individual Fitness Goals

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook *Drive Right*
- The New Jersey Driver Manual
- Chapter worksheets
- Simulator Discs: Basic Control Tasks, Control, IPDE Strategy, IPDE Process-Advanced Driving

## Toms River Regional Schools Unit Overview

**Content Area: Health**

**Unit 2 Title: Basic Driving Skills**

**Duration 9 Days**

**Target Course/Grade Level: Health-Driver Education/10**

**Unit Summary:**

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

**New Jersey Learning Standards**

**Focus Standards**

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

**Supporting Additional Standards**

2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, State, national and worldwide community
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**Primary Interdisciplinary Connections**

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21<sup>st</sup> Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps,databases, Google Docs, and teacher/team websites.

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1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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**21st Century Themes** including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to **Career Ready Practices** which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
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9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

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8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the proper procedures for starting a car?</li> <li>● What are the various driving procedures required for the safe operation of a vehicle?</li> <li>● What are the strategies that can be employed to avoid conflict with other highway transportation system users?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● To be a safe driver it is important to know the proper techniques incorporated in performing basic driving maneuvers and how to share the roadway with other users of the highway transportation system.</li> <li>● It is also necessary to be aware of how natural laws affect car control</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Basic operating procedures</li> <li>● Basic vehicle maneuvers</li> <li>● Negotiating Intersections</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify and successfully separate potential hazards relating to intersections and intersecting traffic.</li> <li>● Identify and respond correctly to roadway characteristics and/or regulations which may create potential conflict and to make necessary adjustments in vehicle speed or position as changing conditions warrant</li> </ul>

**Toms River Regional Schools  
Evidence of Learning**

**Formative Assessments**

**Observation**

**Homework**

**Class participation**

**Notebook**

**Discussions**

**Summative Assessments**

**Projects (incorporating technology), test, notebook, quizzes**

**Benchmark**

**Quarterly**

**Fitness Testing**

**Alternative**

**Adapted Version of Written Assessment**

**Oral Testing**

## **Modifications**

### **Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

### **504**

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
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- Extended time on class tests, as deemed necessary by the teacher
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**ELL**

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
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**At-risk**

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

**Gifted & Talented**

- Differential Instruction
- Individual Fitness Goals

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook: *Drive Right*
- The New Jersey Driver Manual
- DVD: “Teens: Behind the Wheel”
- Chapter Worksheets
- Simulator Discs: *Forward Turning Procedures, Backing, Turning, Parking, A Formula for Traffic Survival, Interacting with Traffic*

**Toms River Regional Schools  
Unit Overview**

**Content Area: Health**

**Unit 3 Title: Moving onto the Roads**

**Duration 9 Days**

**Target Course/Grade Level: Health-Driver Education/10**

**Unit Summary:**

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

**New Jersey Learning Standards**

**Focus Standards**

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.2.12.A.1	Employ skills for communication with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

**Supporting Additional Standards**

2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, State, national and worldwide community

**Primary Interdisciplinary Connections**

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21<sup>st</sup> Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps,databases, Google Docs, and teacher/team websites.

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1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the natural forces that affect driving?</li> <li>● How do you identify and avoid risks?</li> <li>● How do you manage visibility, time and space in different environments?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● The ability to manage visibility, time and space are keys to becoming a safe, defensive driver.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Natural laws and their effect on car control</li> <li>● Driving conditions unique to driving in urban traffic</li> <li>● Driving conditions unique to driving in rural areas</li> <li>● Driving conditions unique to driving on expressways</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify multiple critical objects which have the potential to combine to produce a collision trap.</li> <li>● Assess the risks involved in a multiple risk situation to determine the most effective vehicle adjustment needed to avoid conflict.</li> <li>● Adjust vehicle positions to effectively provide an adequate space cushion when two or more critical objects are present simultaneously.</li> <li>● Execute compromise decisions that make the best use of available time and space to minimize risks from two or more critical objects.</li> <li>● Identify and stabilize non-moving risks.</li> <li>● Correctly identify and respond to the risk of most immediate consequences in a variety of traffic situations.</li> </ul>

**Toms River Regional Schools  
Evidence of Learning**

**Formative Assessments**

**Observation**  
**Homework**  
**Class participation**  
**Notebook**  
**Discussions**

**Summative Assessments**

**Projects (incorporating technology), test, notebook, quizzes**

**Benchmark**

**Quarterly**

**Fitness Testing**

**Alternative**

**Adapted Version of Written Assessment**

**Oral Testing**

**Modifications****Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

**504**

- Provide benchmarks for long term projects
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- Provide incentives on a daily/weekly basis for positive participation/behavior

**Gifted & Talented**

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- Individual Fitness Goals

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook: *Drive Right*
- The New Jersey Driver Manual
- AT and T video: *Texting and the Driving Task*
- Chapter Worksheets
- Simulator Discs: *Managing Time and Space, Separating & Compromising Risks, Identifying Hazards, Limited Access, Mixing with Motorcycles*

**Toms River Regional Schools  
Unit Overview**

**Content Area: Health**

**Unit 4 Title: Driving in Adverse Conditions and Handling Emergencies**

**Duration 9 Days**

**Target Course/Grade Level: Health-Driver Education/10**

**Unit Summary:**

Emergencies happen even to the most experienced and careful drivers. It is important to learn to handle emergencies safely, efficiently, and calmly. When one can do this, an emergency may not turn into a disaster.

It is important for the driver to manage visibility, time and space in order to minimize risk by poor light or inclement weather conditions.

**New Jersey Learning Standards**

**Focus Standards**

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2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
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2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.
2.2.12.A.1	Apply skills for communication with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

**Supporting Additional Standards**

2.2.12.B.1	Analyze the short-and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
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9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

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9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

**Technology Connections:** Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

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camera, tablet, Internet, mouse, keyboard, and printer).

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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the symptoms that identify potential vehicle malfunctions?</li> <li>● What are the proper responses to various emergency situations?</li> <li>● What are the demands that atmospheric and environmental conditions have on driving patterns?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Inexperienced drivers must be aware of the wide variety of problems created while driving in adverse conditions.</li> <li>● Drivers must be prepared to act quickly to avoid or minimize a collision created by vehicle malfunctions, driver errors, or roadway hazards.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Adaptations to driving in adverse conditions (reduced visibility, reduced traction, special weather conditions)</li> <li>● Responses to driving emergencies (vehicle malfunction, driver errors, roadway hazards, collisions)</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Demonstrate the capability in emergencies to: keep the car under control, quickly find a way out, and when collision is unavoidable, to aim for objects to use up momentum that have the least damaging consequences</li> <li>● Recognize the symptoms and the need for correcting vehicle malfunctions before they become a major consequence</li> <li>● Perform the proper procedures to maintain vehicle control when confronted with critical situations triggered by malfunctions of their own vehicle</li> <li>● Demonstrate adequate self-control to resist incorrect, impulsive, emotional responses in emergencies</li> <li>● Make driving adjustments to adverse conditions which reduce visibility and traction</li> </ul>

**Toms River Regional Schools  
Evidence of Learning**

**Formative Assessments**

**Observation**

**Homework**

**Class participation**

**Notebook**

**Discussions**

**Summative Assessments**

**Projects (incorporating technology), test, notebook, quizzes**

**Benchmark**

**Quarterly**

**Fitness Testing**

**Alternative**

**Adapted Version of Written Assessment**

**Oral Testing**

## **Modifications**

### **Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

### **504**

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
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**ELL**

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
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**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook: *Drive Right*
- The New Jersey Driver Manual
- Chapter Worksheets
- Current events
- Simulator Discs: *Critical Situations, Split-second Decisions, Handling Emergencies, Crash Avoidance, Inclement Weather Driving*

**Toms River Regional Schools  
Unit Overview**

**Content Area: Health**

**Unit 5 Title: Being a Responsible Driver**

**Duration 9 Days**

**Target Course/Grade Level: Health-Driver Education/10**

**Unit Summary:**

As a driver you are responsible for your safety as well as that of one's passengers and other roadway users. It is important to learn how to base one's decisions on good judgment and not on a desire to "go along" with the crowd.

Purchasing a new car requires mature judgment, evaluation of needs, and the ability to manage expenses.

It is important to learn how to assess safety features, fuel efficiency, comfort and insurance needs to make a wise choice.

**New Jersey Learning Standards**

**Supporting Additional Standards**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

**Focus Additional Standards**

1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.
1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.
2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.
3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
3.12.C.1	Correlate duration of drug abuse to the incidence of drug related injury, illness, and death.
3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.

**Primary Interdisciplinary Connections**

**Primary Interdisciplinary Connections:**

21<sup>st</sup> Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

#### Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

#### Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

#### Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

#### Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

#### Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does alcohol affect both the body and the mind?</li> <li>• What are the risks of drinking alcohol/using drugs and driving?</li> <li>• How does one buy, finance, and insure a vehicle?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Physical and emotional conditions contribute to how well and safely one drives</li> <li>• There are many responsibilities, legally and financially that go along with vehicle ownership</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The effects emotions, distractions and physical disabilities have on the driving task</li> <li>• The effects alcohol and other drugs have on the driving task</li> <li>• The traffic laws governing the use of alcohol</li> <li>• Factors to consider when purchasing a vehicle</li> <li>• Options and requirements for insuring a vehicle</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand the effects alcohol and other drugs have on one’s ability to operate a motor vehicle</li> <li>• Understand the State of New Jersey traffic laws governing the use of alcohol and the driving task</li> <li>• Develop coping tactics for dealing with peer pressure</li> <li>• Recognize the effect emotions and distractions play on the driving task</li> <li>• Become an educated consumer on the purchase of a motor vehicle and automobile insurance</li> </ul>

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