

BLOOMFIELD PUBLIC SCHOOLS
Department of Curriculum and Instruction

Curriculum Guide

Drivers Education
Grade 10

Text:

New Jersey Driver Education Manual (2012)

Prepared by:

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Salvatore Goncalves, Superintendent of Schools
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Steven Jenkins, Supervisor of Health and Physical Education

Board Approved: February 25, 2014

Course Title: Grade 10 Driver's Education

At Bloomfield High School, students will be introduced to, and comprehend, laws, techniques, strategies, and skills necessary to begin the process of receiving a New Jersey Class D driver's license. In compliance with New Jersey Motor Vehicle Commission (NJMVC) standards, students will be required to participate in a minimum of 30 hours of classroom instruction, and be in good academic standing with a passing grade at the marking period's end, to be eligible to take the New Jersey State Written Drivers Examination. Course content is based upon the latest edition of the New Jersey Basic Automobile Driver Manual.

The Driver Education unit will provide a basis of knowledge for students to develop life-long, responsible driving skills and habits. Students will comprehend the enormous responsibility that driving entails, and be cognizant of the impact that their decision making may have with regards to their own health, safety and welfare, as well as that of others around them. Students will develop an understanding of motor vehicle laws and the affect these laws may have upon them at different stages of their driving experience. Responsible and practical driving skills will be introduced in a classroom setting to provide students a base of knowledge to draw from when they are able to perform these skills in a real world environment. Students will work towards the goal of being able to take the State Written Drivers Examination at the conclusion of the course.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Starting with you- The student driver	Grade Level	10
Curriculum Area	Health Education	Time Frame	14 Days
Developed By	Nicole Pacicco /Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p>.</p>			
Primary Interdisciplinary Connections			
<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.12.D Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>2.1.12.D.1.Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.</p> <p>2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.2.12.A Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</p>			

21st Century Interdisciplinary Themes:☐ Global Awareness☐ Civic Literacy☐ Financial, economic, business, and entrepreneurial literacy☒ Health Literacy**Transfer**

Students will be able to independently use their learning to...

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

Meaning**Understandings**

Students will understand that...

U1: In the state of New Jersey, driving is a privilege and not a right.
U2: Safe driving is the responsibility of all drivers and a safe driver must be mindful of other motorists.

Essential Questions

Students will keep considering...

Q1: Why is it necessary to have a system or plan while driving?
Q2: What would the road be like if there were no defensive drivers?
Q3: How does a drunk driver impact our political, social and economic society?

Acquisition**Knowledge**

Students will know...

The definition of the following terms and how they relate to the content.

- Highway transportation system
- Emotions while driving

Skills

Students will be able to...

- Identify ways to handle emotions while driving
- Describe the SIPDE process
- Identify ways that alcohol and driving do not mix
- Analyze how the highway transportation system works

<ul style="list-style-type: none"> - SIPDE process - Alcohol and driving - Driving distractions - Risk management 		
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1,2 Ui Q1-6	Blooms Taxonomy <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. - Periodic questions to students and written responses in their own words.
		Summative Assessment via, in-class assignments, homework, tests, quizzes and projects
K1-4 S1-4	Blooms Taxonomy <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. Periodic questions to students and written responses in their own words.
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Learning Plan (Stage 3)	
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Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>

Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>

Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>

[illegible]

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Learning the basics- Part 1	Grade Level	10
Curriculum Area	Health Education	Time Frame	6 Days
Developed By	Nicole Pacicco/Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>			
Primary Interdisciplinary Connections			
<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.12.D Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>2.1.12.D.1.Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.</p> <p>2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.2.12.A Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>			

21st Century Interdisciplinary Themes: <div> <div>_____ Global Awareness</div> <div>_____ Civic Literacy</div> </div> <div> <div>_____ Financial, economic, business, and entrepreneurial literacy</div> <div>__X__ Health Literacy</div> </div>	
Transfer	
Students will be able to independently use their learning to... Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: Most accidents are caused by driver error and drivers can reduce the chances of accidents by knowing and using defensive driving techniques. U2: Even a small amount of alcohol and drugs can negatively impact driving ability and increase the incidence of accidents.	Q1: What would happen if drivers did not have the ability to understand road signs and markings? Q2: Why is it critical to have the ability to communicate with other drivers while operating your vehicle? Q3: Why is it important to have a right of way procedure?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
The definition of the following terms and how they relate to the content. <ul style="list-style-type: none"> - Regulatory and warning signs - Pavement markings 	<ul style="list-style-type: none"> - Identify the differences between regulatory and warning signs - Establish strategies to learn all pavement markings and speed limits. - Describe the collision procedures

<ul style="list-style-type: none">- State administrative laws- Speed limits- Collision procedures- Right-of-way rules	<ul style="list-style-type: none">- Identify the right of way rules	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1,2 Ui Q1-6	Blooms Taxonomy <ul style="list-style-type: none">• Knowledge• Comprehension• Application• Analysis• Synthesis• Evaluation Rubric	<u>Transfer Task(s)</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none">- Teacher lead discussions and questions.- Periodic questions to students and written responses in their own words.
		Summative Assessment via, in-class assignments, homework, tests, quizzes and projects
K1-4 S1-4	Blooms Taxonomy <ul style="list-style-type: none">• Knowledge• Comprehension• Application• Analysis• Synthesis• Evaluation Rubric	<u>Other Evidence</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none">- Teacher lead discussions and questions. Periodic questions to students and written responses in their own words.
		Summative Assessment via, in-class assignments, homework, tests, quizzes and projects

Learning Plan (Stage 3)	
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Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>

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Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Learning the basics Part 2	Grade Level	10
Curriculum Area	Health Education	Time Frame	4 Days
Developed By	Nicole Pacicco/Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>			
Primary Interdisciplinary Connections			
<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.12.D Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>2.1.12.D.1.Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.</p> <p>2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.2.12.A Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>			

21st Century Interdisciplinary Themes:☐ Global Awareness☐ Civic Literacy☐ Financial, economic, business, and entrepreneurial literacy☒ Health Literacy**Transfer**

Students will be able to independently use their learning to...

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

Meaning**Understandings**

Students will understand that...

U1: In the state of New Jersey, driving is a privilege and not a right.
U2: Safe driving is the responsibility of all drivers and a safe driver must be mindful of other motorists.

Essential Questions

Students will keep considering...

Q1: Why is it necessary to understand how to handle speed when driving an automobile?
Q2: What would happen if drivers did not understand how to properly accelerate and decelerate?

Acquisition**Knowledge**

Students will know...

The definition of the following terms and how they relate to the content.

- Automatic vs. Manual transmissions
- Acceleration vs. Deceleration

Skills

Students will be able to...

- Describe the difference between a manual vs automatic transmission
- Describe how to steer a car properly
- Describe how to manage speed on a hill or a mountain
- Evaluate when its ok to pass other vehicles

<ul style="list-style-type: none"> - Steering a car properly - Managing speed on hills and mountains - Passing other vehicles 		
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1,2 Ui Q1-6	Blooms Taxonomy <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. - Periodic questions to students and written responses in their own words.
		Summative Assessment via, in-class assignments, homework, tests, quizzes and projects
K1-4 S1-4	Blooms Taxonomy <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. Periodic questions to students and written responses in their own words.
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Learning Plan (Stage 3)	
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Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
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Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Moving onto the road – Part 1	Grade Level	10
Curriculum Area	Health Education	Time Frame	5 Days
Developed By	Nicole Pacicco/ Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>			
Primary Interdisciplinary Connections			
<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.12.D Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>2.1.12.D.1.Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.</p> <p>2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>2.2.12.A Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>			

21st Century Interdisciplinary Themes:☐ Global Awareness☐ Civic Literacy☐ Financial, economic, business, and entrepreneurial literacy☒ Health Literacy**Transfer**

Students will be able to independently use their learning to...

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

Meaning**Understandings**

Students will understand that...

Essential Questions

Students will keep considering...

U1: Most accidents are caused by driver error and drivers can reduce the chances of accidents by knowing and using defensive driving techniques.

U2: Even a small amount of alcohol and drugs can negatively impact driving ability and increase the incidence of accidents.

Q1: Why is it important for a driver to understand the conditions of the road?

Q2: Why is it important to understand when to make adjustments for driving at night?

Acquisition**Knowledge**

Students will know...

The definition of the following terms and how they relate to the content.

- Right turn execution
- Left turn execution

Skills

Students will be able to...

- Describe how to make a left and right turn
- Describe the proper way to drive in reverse
- Relate the importance of weather conditions while driving
- Describe the difference between night and daytime

<ul style="list-style-type: none"> - Reverse driving - Parking maneuvers - Weather conditions when driving - Visibility time and space - Night driving 	driving.
Evidence (Stage 2)	
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...
T1,2 Ui Q1-6	<div> <u>Assessment Evidence</u> </div> <div> <u>Transfer Task(s)</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. - Periodic questions to students and written responses in their own words. </div> <div> Summative Assessment via, in-class assignments, homework, tests, quizzes and projects </div>
K1-4 S1-4	<div> <u>Other Evidence</u> </div> <div> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. Periodic questions to students and written responses in their own words. </div> <div> Summative Assessment via, in-class assignments, homework, tests, quizzes and projects </div>

Learning Plan (Stage 3)	
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Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>

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[illegible]

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Moving onto the road – Part 2	Grade Level	10
Curriculum Area	Health Education	Time Frame	5 Days
Developed By	Nicole Pacicco/ Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.			
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.			
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.			
9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.			
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2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.			
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Students will be able to independently use their learning to...

Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.

Meaning**Understandings**

Students will understand that...

U1: In the state of New Jersey, driving is a privilege and not a right.
U2: Safe driving is the responsibility of all drivers and a safe driver must be mindful of other motorists.

Essential Questions

Students will keep considering...

Q1: Why would a driver need to know how to share the road with other vehicles and pedestrians?
Q2: What are the important responsibilities a driver has while sharing the roadway?

Acquisition**Knowledge**

Students will know...

The definition of the following terms and how they relate to the content.

- Yielding to pedestrians and animals
- Railroad crossing procedures for safety
- Steering and braking

Skills

Students will be able to...

- Explain the importance of yielding to pedestrians and animals
- Explain how to react to a skid
- Discuss the management of collisions
- Explain what to do if your tire blows out

<ul style="list-style-type: none"> - Skidding - Management of collisions - Tire failures 		
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1,2 Ui Q1-6	Blooms Taxonomy <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none"> - Teacher lead discussions and questions. - Periodic questions to students and written responses in their own words.
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Learning Plan (Stage 3)	
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[illegible]

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Planning for your future	Grade Level	10
Curriculum Area	Health Education	Time Frame	5 Days
Developed By	Nicole Pacicco/Dana LaVorne		
Desired Results (Stage 1)			
Established Goals			
<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>			
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21st Century Interdisciplinary Themes: <div> <div>_____ Global Awareness</div> <div>_____ Civic Literacy</div> </div> <div> <div>_____ Financial, economic, business, and entrepreneurial literacy</div> <div>__X__ Health Literacy</div> </div>	
Transfer	
Students will be able to independently use their learning to... Use the knowledge acquired throughout the lessons and apply this knowledge to enhance life skills as they grow and mature as a productive member of society.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: Proper maintenance for your automobile is critical in safe driving. U2: There are differences in purchasing a new automobile vs. a used automobile U3: Auto safety features are important to all individuals in our society.	Q1: What are the most important factors in purchasing a new automobile? Q2: Why are auto safety features important to all individuals in our society? Q3: Why is it important to take care of an automobile through maintenance and repairs?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...

The definition of the following terms and how they relate to the content. <ul style="list-style-type: none">- Factors in selecting a car- Automobile insurance- Maintaining car systems- Preparing the car for a trip- State knowledge test- Behind the wheel instruction		<ul style="list-style-type: none">- Explain the factors in selecting a car- Explain how to maintain a car- Discuss the importance of preparing your car for a trip- Explain the benefits of behind the wheel instruction
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1,2 Ui Q1-6	Blooms Taxonomy <ul style="list-style-type: none">• Knowledge• Comprehension• Application• Analysis• Synthesis• Evaluation Rubric	<u>Transfer Task(s)</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none">- Teacher lead discussions and questions.- Periodic questions to students and written responses in their own words.
		Summative Assessment via, in-class assignments, homework, tests, quizzes and projects
K1-4 S1-4	Blooms Taxonomy <ul style="list-style-type: none">• Knowledge• Comprehension• Application• Analysis	<u>Other Evidence</u> Formative Daily in-class assessments of student progress. <ul style="list-style-type: none">- Teacher lead discussions and questions. Periodic questions to students and written responses in their own words.

	<ul style="list-style-type: none"> • Synthesis • Evaluation Rubric 	<p>Summative</p> <p>Assessment via, in-class assignments, homework, tests, quizzes and projects</p>
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Learning Plan (Stage 3)	
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Checks for alignment and best practice	<h2>Summary of Key Learning Events and Instruction</h2> <p><i>The teaching and learning needed to achieve the unit goals.</i></p>
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Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Project: Buying your dream car	NJ Driver Education Manual
	How to maintain your car	Internet
	Benefits of BTW Driver training	
	Prepare for knowledge test	Exam review
	Suggested Activities	Suggested Resources

