

SUMMIT PUBLIC SCHOOLS

Grade 10 Driver's Education

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10th Grade Driver's Education

Course Description:

Driver's Education in the Summit Public Schools a classroom-based theory program taught to all tenth grade students. The Driver's Education curriculum is designed to enable students to develop a good foundation on the essential knowledge, attitude, and behaviors, to adopt safe driving habits. Driver's Education provides the opportunity and stimulus for learning the rules of the road and state laws, as well as preparing the individual to make positive decisions when behind the wheel and contribute positively to making New Jersey roads safer.

The course is designed for students to develop ownership on that fact that driving is a privilege and not a right. Students will explore the consequences of road rage, driving under the influence, and not adhering to the GDL programs laws.

The New Jersey Driver Manual supplied by the state of New Jersey is frequently referred to during the course. The New Jersey State Driving Test is administered at the conclusion of the making period.

Summit High School driver's education program aims to achieve the following concepts that students can apply to support a safe behind the wheel experience in the future:

- Students will analyze how attitude affects your driving and can impact others.
- Students will analyze how the highway transportation system runs smoothly most of the time and what can trigger a breakdown.
- Students will explain how the driving task includes social, physical, and mental skills required to drive.
- Students will be able to understand why the GDL laws are in place to protect young drivers and the consequences for not following them.
- Students will be able to identify different signs, signals, and roadway markings.
- Students will apply good seeing habits and the ability to manage space around their vehicle using the IPDE process, a basic tool for low risk-driving.
- Students will explain and evaluate the consequences due to drinking and/or drug use when driving, and assess the impact of this problem nationwide.
- Students will understand how to become an organ donors and how many lives can be saved by one donation.

- Students will learn how to identify characteristics of aggressive driving versus passive driving.
- Students will analyze what constitutes as driving while distracted, and how to eliminate these poor driving behaviors even as a passenger.

Unit 1: The Driving Task

Unit Description: In this unit, students will demonstrate knowledge of the highway transportation system; including sign, signals, and roadway marking. Students will analyze the role of being the driver on highway transportation system and why graduated driver licensing programs have been developed.

<p>Unit Essential Questions</p>
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1. What are the parts and purpose of the HTS?
2. How is the HTS regulated?
3. How does the driving task require a blend of social, mental, and physical skills?
4. How can a graduated driver licensing program help teen drivers?
5. What are some situations where warning signs might be used?
6. How would the lack of knowledge about signs impede the driving process and tie up traffic?
7. What would happen if roads didn't have markings?
8. How do signs provide information to a driver if not by words?

<p>Enduring Understanding</p>

By the end of this unit, students will be able to understand how the highway transportation systems and roadway marking, along with being a low risk driver are inter-related and necessity to minimise breakdown.

Know and Understand	Be able to:
The purpose and usage of the Highway transportation system, along with how it is regulated.	Analyze the different road surfaces, vehicles, and people who travel on the roadways.

The characteristics of the driving tasks.	Compare and contrast the characteristics of the social, physical, and mental skills of driving.
The different meaning of shapes and color for traffic signs.	Create a chart based on color or shape and label each meaning.
How graduated licensing programs have lowered the rate of teen deaths and car crashes.	Develop strategies that individuals can use to prevent giving into peer pressure and breaking the one passenger law.

Assessments

Students will be assessed using tests and/or quizzes, poster project, worksheets, group work, informal observations and class participation.

Enrichment Activities

Extend students understanding, having students map out their neighborhood labeling all streets, sign, and roadway markings, constructing a poster and analyze if there should be any changes.

Invite parents and students to Summit High School's, Share the Keys program. Discussing why the New Jersey GDL program works and has saved many lives with parental support.

Core Content Standards		
2.1.12.D.1	2.1.12.D.4	2.1.12.D.5

Materials/Resources

Textbook and workbook- Drive Right
PowerPoint on Rules of the Road.
Selected worksheets from teacher resource binder

Unit 2: IPDE Process

Unit Description: In this unit, students will learn how to measure and manage risk by implementing the IPDE process while driving.

Unit Essential Questions

1. What are risk factors you can encounter when driving?
2. When driving why is it important to see the big picture?
3. When predicting a risk factor what information must you collect?
4. How can you communicate to other drivers?
5. What is commentary driving?
6. How is the Move Over Law connected to seeing the big picture when driving?

Enduring Understandings

By the end of this unit, students will be able to explain the IPDE process with examples of their own. Students will feel confident in adapting the IPDE process to behind-the-wheel driving.

Know and Understand	Be able to:
Ways to communicate with others you are sharing the roadway with.	Apply different ways of communicating with driver when necessary: Horn, turn-signal, hazard flashers, brake light, etc.
Risk factors when driving can be contributed by the driver, the vehicle, and the environment.	Distinguish between which risk factors they are able to have control over or minimize risk as the driver.

The relationship between the Smith system and the IPDE process.	Identify how seeing the big picture lower risk for drivers creating more reaction and decision making time.
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Assessments

Students will be assessed using tests and/or quizzes, worksheets, group work, informal observation, and class participation.

Enrichment Activities

Passenger seat project: Students must analyze three different scenarios in which they had to use each letter of the IPDE process, while driving in a car.

IPDE Process Quiz

Optical Illusion and How Observant are you activity with the class. Both activities identify with the student how important it is to scan for detail when driving.

Rules of the Road Video.

Unit 3: Attitude and Road Rage.

Unit Description: In this unit, students will employ skills for dealing with drivers expressing road rage and the danger that may come from aggressive driving. Students will understand how attitude can influence one's decisions behind the wheel.

Unit Essential Questions

1. How does attitude towards life and driving affect one's willingness to learn and to effectively use safe-driving habits?
2. What are ways in which aggressive driving is expressed?
3. Why is driving when angry a risk-factor?
4. What is the law in New Jersey against aggressive driving?

Know and Understand	Be able to:
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Different indicators of aggressive driving.	Students will be able to identify signs and signals from surrounding drivers who may be enraged and how they can best get themselves out of that situation.
New Jersey driving laws against those with road rage	Students will be able to explain the consequence will you be faced with in the state of New Jersey if one choose to drive aggressive.
The relationship between attitude of the driver and the driving task.	Student will be able to compare the relationship with teen crash rates and their attitude about driving.

Enrichment Activities

Group Activity- Curbing road rage

Have students in groups develop a list of driving errors what are common irritation of other drivers. Discuss and develop ways in which driver can be courteous and deal with the annoyances positively.

Survey – Personal Expresses with Road Rage from more experienced drivers. Did they foresee the event using the IPDE process.

Video on Road Rage, the Jessica Rogers Story

Office Summit Police Department speak to the class on real life encounters they have had first hand with Road Rage.

Worksheet

Unit 4: Organ Donation

Unit Description: In this unit, students will analyze the benefits of organ and tissue donation to the health of individuals whose lives are saved by organ and tissue donations.

Unit Essential Questions

1. How can you become a donor?
2. How many lives each year are saved by organ donors?

3. What are the benefits of choosing abstinence?
4. Is choosing abstinence a wise choice?

Essential Outcomes

By the end of this unit, students will: be able to make the healthy choice to be abstinent.

Know and Understand	Be able to:
Why being an organ donor is life saving.	Students will be able to comprehend that tissue/organ donation has a positive affect on multiple individuals.
Students will understand the different views on organ and tissue donations. Students will analyze how many lives can be saved by one person's donation. They will also comprehend how you can become an organ donor.	Students will understand that people need to become familiar with the goals associated with organ donation and how their participation in the project will make a positive impact.

Enrichment Activities

Education on film, learners become familiar with organ/tissue donation and how it affects more than one family.

Group active discussion on the pros and cons of organ donation.

Design a Poster to promote Organ and Tissue Donation

Unit 5: Driving Under the Influence

Unit Description: In this unit, students will understand the concept and importance of contraception.

Unit Essential Questions

1. What is your personal responsibility regarding pregnancy prevention and disease prevention?
2. What is contraception?
3. What are the most effective forms of contraception?

Essential Outcomes

By the end of this unit, students will: discuss common, effective methods of birth control and how some also prevent the spread of STDs.

Know and Understand	Be able to:
Identify considerations for choosing birth control.	Discuss abstinence as best option. Analyze how and why a couple chooses a specific birth control method . Discuss personal, religious, moral, ethical, financial, and practical considerations.
The different methods of birth control, including how it works, effectiveness, benefits, side effects, and cost.	Compare and contrast 10 of the most common methods.
Which birth control methods prevent disease.	Analyze methods which double as disease prevention regardless of sexual orientation or degree of sexual activity and ones who do not.

Assessments

Students will be assessed using birth control assessment, informal observation, group work and graphic organizer.

Enrichment Activities

See Holt teacher's workbook chapters 2, 13 and 20.

Core Content Standards		
2.1 A2,A4	2.2 B1-B3,B5	2.3 A1, A2, A3

Materials/Resources

Holt's Lifetime Health textbook and workbook

Selected worksheets included in the teacher resource binder

Unit 6: Drinking and Driving

Pacing: 2-3 class periods

Unit Description: In this unit, students will study the seriousness, symptoms, treatment and prevention of Sexually Transmitted Diseases (STDs), along with the personal responsibility for exercising preventive behaviors to control the spread of STDs.

Unit Essential Questions

1. How are STDs transmitted?
2. Why is it difficult to tell when someone has an STD?
3. What are the most common STDs?
4. What are their symptoms and treatment if any?

Essential Outcomes

By the end of this unit, students will be able to discuss why certain STDs are considered a silent epidemic.

Know and Understand	Be able to:
The five most common means of STD transmission.	Identify and describe ways of preventing transmission.

The most common STDs.	Describe the signs, symptoms and outcomes of the most common STDs. Explain what happens to the body when these STDs go untreated.
The importance of abstinence.	Explain the role abstinence plays in preventing STD outbreaks.
Factors, situations and behaviors that prevent the transmission of STDs.	Explain methods of avoiding unprotected sexual encounters. List dangers and behaviors that contribute to disease transmission.

Assessments

Students will be assessed using tests and quizzes, informal observation, and type 2 writings.

Enrichment Activities

1. Students construct a chart listing the name of the STD, means of transmission, symptoms in the male and female, preventive measures, treatment and outcome.
2. Students participate in Movie Star activity which demonstrates how quickly a disease can spread from just one infected person.
2. Holts Lifetime Health workbook pgs. 65, 66, 67, 70, 141, 142, 143 and 144.

Core Content Standards		
2:1 A2,A3,A4, D1-D5	2:2 B1-B5, D1	2:3 A1, A2
2:4 A2-A6, B1-6		

Materials/Resources

Glenco Health textbook and workbook, Holts Lifetime Health workbook.

