

Orange Public Schools

Office of Innovation

Safety/Drivers Education (Grade 10)



Board Approved: October 11, 2022

ORANGE TOWNSHIP BOARD OF EDUCATION



Shawneque Johnson
President

Jeffrey Wingfield
Vice President

Members

Guadalupe Cabido
Sueann Gravesande

Samantha Crockett
Derrick Henry
Fatimah Turner, Ph.D.

David Armstrong
Siaka Sherif

SUPERINTENDENT OF SCHOOLS

Gerald Fitzhugh, II, Ed.D.

ASSISTANT SUPERINTENDENT OF INNOVATION & SYSTEMS

Tina Powell, Ed.D.

BUSINESS ADMINISTRATOR/ BOARD SECRETARY

Jason E. Ballard, CEFM, QPA, RSBO

ASSISTANT BUSINESS ADMINISTRATOR/ASSISTANT BOARD SECRETARY

Lamont T. Zachary

EXECUTIVE DIRECTORS

Faith Alcantara, *Office of Innovation/Community Engagement*
Shelly Harper, *Office of Special Education/Intervention*
Glasshebra Jones, *Office of Human Resources*

Jacquelyn Blanton, Ed.D., *Office of Early Learning*
Karen Harris, *Office of Humanities*
David Scutari, *Office of STEM-Focused Learning*

PRINCIPALS

Jason Belton, *Orange High School*
Yancisca Cooke, Ed.D., *Forest Street Community School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
Dana Gaines, *Oakwood Avenue Community School*
Myron Hackett, Ed.D., *Park Avenue School*
Carrie Halstead, *Orange Preparatory Academy Academy of Inquiry and Innovation*
Patrick Yearwood., *Lincoln Avenue School*

Debra Joseph-Charles, Ed.D., *Rosa Parks Community School*
Karen Machuca, *Scholars Academy*
Dion Patterson, *Heywood Avenue School*
Robert Pettit, *Cleveland Street School (OLV)*
Devonii Reid, Ed.D., *STEM Innovation Academy of the Oranges*
Erica Stewart, Ed.D., *Twilight Program*
Denise White, *Central Elementary School*

ASSISTANT PRINCIPALS/DEAN OF STUDENTS

Aimie McKenzie-Smith, *Lincoln Avenue School*
Anthony Frantantoni, *Orange High School*
Terance Wesley, *Rosa Parks Community School*
Samantha Sica-Fossella, *Orange Preparatory Academy of Inquiry & Innovation*
Kavita Cassimiro, *Orange High School*
Christina Tighe, Ed.D., *Lincoln Avenue School*
Daniele Washington, *Cleveland/Central Schools*
Michael Dixon, *Orange Preparatory Academy of Inquiry Innovation*

Shannon Keogh, *Forest Street Community School*
Emily Shaltuper, *Orange Early Childhood Center*
Sandra Guerra, *Rosa Parks Community School*
Gerald J. Murphy, *Heywood Avenue School*

Shadin Belal, Ed.D., *Orange High School*
April Stokes, *Park Avenue School*
Noel Cruz, *Dean of Students, Lincoln Avenue School*
Yoniel Lopez, Ed.D., *Orange High School*

SUPERVISORS

Tia Burnett, *Testing*
MengLi Chi Liu, *Mathematics (9-12)*
Jonathan Clerie., *Visual & Performing Arts*
Marc Levenson, *Social Studies (K-12)*
Janet McClouden, Ed.D., *Special Services*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
TBD, *STEM-Focused Learning (K-12)*
Marcey Thomas, *ELA (9-12)*

Henie Parillon, *Science (K-12)*
Delia Abreu, *ELA (3-7) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Nurka Nieves, Ed.D., *Bilingual/ESL & World Languages*
Frank Tafur, *Guidance*
Amina Mateen, *Special Services*
Jahmel Drakeford, *CTE & Physical Education (8-12)*

Comprehensive Health and Physical Education Grades 10**Course Description:**

This course covers laws that control our driving privileges, understanding traffic signs, signals and pavement markings, rules of the road, defensive driving, driver problems and what to do in emergencies. It culminates with students taking the New Jersey State Driver's Written Exams.

Scope and Sequence

Timeline	Concepts
Weeks 1-2	Unit 1: Introduction and The New Jersey Driver License System
Weeks 3-5	Unit 2: Driver Testing and Driving Responsibility Unit 3: Safe Driving Rules and Regulations
Weeks 5-7	Unit 4: Defensive Driving and Alcohol and Drugs Unit 5: Driver Privileges and Penalties
Weeks 8-9	Unit 6: Sharing the Road and Essential Driving information Unit 7: Motor Vehicle Information
Week 10	Review for the State Exam

Unit I	Health	Grade(s)	10
Unit Plan Title:	Safety/Driver's Education: The NJ Driver's License		
Overview/Rationale			
This unit includes the laws and basics of obtaining a New Jersey driver's license as well as the proper way to drive an automobile, the laws associated with driving, defensive driving, and other safe habits.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none">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 distractions, seatbelt use, the use of hand-held devices).2.3.12. DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">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.			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.NI.2: Evaluate security measures to address various common security threats.		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.		NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
8.1.12. AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.		NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with	
8.1.12. AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.			

	<p>diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
21st Century Skills: Check all that apply			
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, & Entrepreneurial Literacy	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Other:
Essential Question(s)			
<ul style="list-style-type: none"> How is driving considered a privilege and not a right? How are the laws and restrictions for drivers with a permit different from those with a probationary license? How do safety features prevent accidents from occurring? How does being a defensive driver help reduce the risk of being in a collision? 			
Enduring Understandings			
<ul style="list-style-type: none"> There is always risk while driving but it can be managed if defensive driving techniques are used. Rules and procedures exist and must be understood by students to receive a permit or license. Driving rules and regulations must be learned and applied in order to drive safely. 			
Student Learning Targets/Objectives			
<p>By the end of the unit students will be able to</p> <ul style="list-style-type: none"> Identify and explain the NJ driving laws that impact teen drivers. Describe the graduated driver's license program, safe driving habits and the importance of defensive driving skills. Know the test requirements and the elements of the New Jersey Driving test. 			
Assessments			
<ul style="list-style-type: none"> Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Generic homework, reference text/resource and lessons, Think-pair-share, Exit Tickets Summative- Unit Test, Role Play Scenarios, Writing Prompts, Info for REAL ID 			

- Authentic - Create "Facts about Driving" trifold.

Teaching and Learning Actions

Instructional Strategies

And Modifications

(SE/504, ELL, GT, At-Risk)

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

English Language Learners (ELL) Students:

- Give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

	<p>Special Education Students Modifications:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP. ● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level ● Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines ● Utilize Snap-n-Read and Co-Writer <p>At Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit ● Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. ● Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<p><i>Learning Activities</i></p>	<p>NJ Drivers Manual (pages 2 – 39)</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include:</p> <p>Laws Governing Drivers Licenses</p> <ul style="list-style-type: none"> ● Types of Licenses <ul style="list-style-type: none"> ○ Basic/Probationary ● Identity Verification/Real ID Point System <ul style="list-style-type: none"> ○ Proof of identity, NJ residency, SSN: Primary & Secondary ID ● Graduated Driver's License <ul style="list-style-type: none"> ○ Options A, B and C ● Permit Restrictions <ul style="list-style-type: none"> ○ Special Learner, Examination, Probationary Driver's License ● Requirements for a Basic Driver License <ul style="list-style-type: none"> ○ Vision and Knowledge Test ● Safety Pledge to Nikhil

	<ul style="list-style-type: none"> ○ http://www.state.nj.us/mvc/license/nikhil.htm ● Elements of the Road Test ● Reasons for Rejection <p>Authentic Assessment: Students will complete an activity to assess their readiness for obtaining their license given what their age will be at the end of this course.</p>
Experiences (Virtual and live field trips)	<p>Real ID – Starting May 3, 2023, you must have a REAL ID compliant driver license/ID to fly within the U.S., unless you use a U.S. passport or another federally approved form of identification.</p> <p>6 Points of ID - Prove your identity</p> <p>GDL - Graduated Driver License</p>
Resources	
	<ul style="list-style-type: none"> ● NJ MVC Handbook (NJ Driver's Manual) ● NJ Driver Manual (Spanish) ● https://jerseydrives.com/teens/ (Teen drivers) ● www.donatelifenj.org (Organ donation) ● Essex County driving schools
Pacing/ Time Frame:	2 weeks (10 class periods)

Unit II	Health	Grade(s)
Unit Plan Title:	Safety/Driver’s Education: Driver Testing, Safe Driving Rules, Regulations and Responsibilities	
Overview/Rationale		
This unit includes the requirements for a license, the road test and reasons for rejection. Safe driving habits, laws and various regulations specific to parking, speed, following and braking distances, seatbelt usage, and turning.		
New Jersey Student Learning Standards		
<ul style="list-style-type: none">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 distractions, seatbelt use, the use of hand-held devices).2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.2.3.12. DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).		
Career Readiness, Life Literacies, and Key Skills		
<ul style="list-style-type: none">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.		
Computer Science and Design Thinking		Interdisciplinary Standards
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.1.12.NI.2: Evaluate security measures to address various common security threats.		
8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.		

<p>8.1.12. AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12. AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.</p>	<p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>
--	--

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

- How can you influence others to use their seatbelts?
- How do driving distractions lead to collisions and defensive driving maneuvers to avoid accidents?
- How often is speed a deciding factor in motor vehicle accidents?
- How is turning, stopping, yielding and tailgating a challenge to drivers?

Enduring Understandings

- Consistently employing safe behaviors helps to reduce the incidence and severity of injuries
- Seat belts, child restraints and airbags significantly improve your chances of surviving a car crash
- Most collisions are caused by motorist error, drivers need to recognize the meanings of each road sign and signal.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- identify and describe important driving laws and regulations.
- convince friends and family to always wear their seatbelt.

- analyze the importance of speed limits as they relate to safe driving.
- identify and describe behaviors that may limit reaction time while driving.
- discuss the safety factors regarding the Move Over laws to protect first responders.
- identify signs of tired driving and discuss ways to prevent this situation.

Assessments

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Create a poster on the top reason for teen accidents. Make a list of different ways to drive safely in sun glare, wind, fog, rain and snow.

Teaching and Learning Actions

Instructional Strategies

And Modifications

(SE/504, ELL, GT, At-Risk)

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

	<p>English Language Learners (ELL) Students:</p> <ul style="list-style-type: none"> • Give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition to read content to the student • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment <p>Special Education Students Modifications:</p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer <p>At Risk of Failure Students:</p> <ul style="list-style-type: none"> • Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with tutoring appointments • Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. • Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> • Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<p><i>Learning Activities</i></p>	<p>NJ Drivers Manual (pages 40 – 86)</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include:</p> <p>Driver Responsibilities</p> <ul style="list-style-type: none"> • NJ Seat Belt Law <ul style="list-style-type: none"> ○ Car Seats ○ Child passenger safety law • Air bags

	<ul style="list-style-type: none"> ○ Driver and passenger-side air bags • Brakes, Lights. Tires, Horn, Snow and Ice • Steering and Driving Signals <ul style="list-style-type: none"> ○ 9 and 3 O'clock ○ Manual Hand Signals • Stopping Distance and Speed • Turning <ul style="list-style-type: none"> ○ 3 Point (K-Turn) • Parking <ul style="list-style-type: none"> ○ Uphill and Downhill ○ Angled Parking ○ Parallel Parking <p>Safe Driving rules and Regulations</p> <ul style="list-style-type: none"> • Speed <ul style="list-style-type: none"> ○ Speed Limits • Passing <ul style="list-style-type: none"> ○ Keep to the right ○ Pedestrians • Intersections <ul style="list-style-type: none"> ○ Controlled vs Uncontrolled ○ Enter and Exit Highways • Turning and signaling • Stopping <ul style="list-style-type: none"> ○ School Buses ○ Railroads ○ Dessert trucks • Move Over Law • Lights • Parking and Stopping distances and Regulations • Littering <p>Authentic Assessment: Students will complete an activity to assess their readiness for obtaining their license given what their age will be at the end of this course.</p>
Experiences (virtual and live field trips)	Click it or Ticket Crash test videos seatbelt Parallel Parking Game
Resources	
	<ul style="list-style-type: none"> • NJMVC Handbook (NJ Driver's Manual) • https://www.state.nj.us/mvc/drivertopics/driversafe.htm (NJ Driver Safety) • Teen Drivers (Seat belt Safety) • Driving Fatalities (Year to Date by County) • Keeping Our Students Safe
Pacing/ Time Frame:	2 weeks (10 class periods)

Unit III	Health	Grade(s)	10
Unit Plan Title:	Safety/Driver's Education: Defensive Driving, Privileges and Penalties, Alcohol and Drugs		
Overview/Rationale			
This unit includes a variety of defensive driving habits and collision prevention methods. The effects of alcohol and drugs on the body and how each impairs the ability to drive, driver penalties and violations, and the New Jersey driver's license point system.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none">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 distractions, seatbelt use, the use of hand-held devices).2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">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.			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.NI.2: Evaluate security measures to address various common security threats.		NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.			

<p>8.1.12. AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12. AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.</p>	<p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>
--	--

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

- How important is it to learn defensive driving maneuvers?
- How do driver distractions present a challenge to drivers?
- How could you promote safe driving habits to your peers?
- How does alcohol and/or drugs impair the body's ability to drive?
- How can you prevent others from drinking and driving?

Enduring Understandings

- ⊄ Driver distractions are the number one cause of accidents.
- ⊄ Safely incorporate all your senses and use them when operating a motor vehicle.
- ⊄ Following the rules of the road in NJ is imperative for the safety of all on the roadways
- ⊄ Most accidents are caused by driver error. Drinking and drug use greatly impacts your ability to operate a motor vehicle.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Identify and explain defensive driving techniques.
- Recognize driver distractions and explain ways to avoid a collision.
- Examine the factors involved in speed and stopping distances
- Explain the impairments of drugs and/or alcohol causes to the body and how this affects the ability to drive.
- Identify the various laws involved with drinking and driving as well as the penalties
- Know the advantages of designated driver

Assessments

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Layout the steps of what to do in the event of an accident. Completing a BAC fact sheet, poster or public service announcement. Create and present the effects alcohol/drugs has on each part of the body and its role while driving

Teaching and Learning Actions

*Instructional Strategies
And Modifications
(SE/504, ELL, GT, At-Risk)*

Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary.

Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.

Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.

Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

English Language Learners (ELL) Students:

- Give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Individualized Project Based Learning

Students With A 504:

- Adhere to all modifications and attend to any health concerns stated in the 504 plans.

<p><i>Learning Activities</i></p>	<p>NJ Drivers Manual (pages 90 – 128)</p> <p>Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include:</p> <p>Defensive Driving</p> <ul style="list-style-type: none"> • Prevent a crash <ul style="list-style-type: none"> ○ Be Alert, Be Prepared, Act in Time • Road Rage • Distractions <ul style="list-style-type: none"> ○ Highway Hypnosis • Keeping a safe distance <ul style="list-style-type: none"> ○ Car length/3 second rule • Changing lanes and passing • Road Conditions, Visibility and Driving at Night • Driving Conditions <ul style="list-style-type: none"> ○ City ○ Highways ○ Construction Zones • Driving problems and Vehicle failure • Crashes (accidents) <ul style="list-style-type: none"> ○ Avoiding ○ Reporting <p>Drinking and Driving</p> <ul style="list-style-type: none"> • Blood Alcohol Concentration (BAC) • Designated Drivers <p>Driver Privilege and Penalties</p> <ul style="list-style-type: none"> • Driving Under the influence (DUI) <ul style="list-style-type: none"> ○ Penalties and Costs ○ Breath Test ○ Ignition Interlock Device ○ IDRC <p>Authentic Assessment: Students will complete an activity to assess their readiness for obtaining their license given what their age will be at the end of this course.</p>
<p>Experiences (virtual and live field trips)</p>	<p>Driver Distractions</p> <p>Teen Driver Facts</p> <p>Highway Hypnosis</p>
<p>Resources</p>	
<ul style="list-style-type: none"> • NJ MCV Handbook (NJ Driver's Manual) • National Safety Council (Motor Vehicles) • Driving Conditions (Bad-Weather Driving) • https://jerseydrives.com/Teendrivers 	

Pacing/ Time Frame:

2 weeks (10 class periods)

Unit IV	Health	Grade	10
Unit Plan Title:	Safety/Driver’s Education: Sharing the Road, Essential Driving Information and Vehicle Information		
Overview/Rationale			
This unit includes essential information with respect to sharing the road with other users such as pedestrians, trucks, and motorcycles, information needed to own and operate a vehicle, and the importance of organ donation.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none">2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).2.3.12.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 distractions, seatbelt use, the use of hand-held devices).2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.2.3.12. DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">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.			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
8.1.12.NI.2: Evaluate security measures to address various common security threats.		NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

- How important is auto insurance, and what types of coverages are available?
- How can we be safer drivers around pedestrians, buses, trucks and bikes?
- How do you deal with an animal on/in the road?

Enduring Understandings

- Drivers need to identify and understand traffic signals, road signs, the cost of driving violations and the points system.
- Proper maintenance and responsibility for your automobile is critical in safe driving
- Drivers must understand the safety and risks that are involved with sharing the roadways with others
- A driver must have their vehicle inspected, registered and insured to legally operate the vehicle.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- ≠ Know the penalties involved in motor vehicle violations
- ≠ Recognize safe driving techniques when around motorcycles, trucks, trailers, and buses.

<p>✎ Analyze the importance of, and methods to obtain, proper insurance, vehicle inspection and registration</p>		
<p>Assessments</p>		
<ul style="list-style-type: none"> ● Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets. ● Summative- Unit Test, Role Play Scenarios, Writing Prompts ● Authentic- Students will look up “dream car” and how much the payments and insurance will be. 		
<p>Teaching and Learning Actions</p>		
<p><i>Instructional Strategies</i></p> <p><i>And Modifications</i></p> <p><i>(SE/504, ELL, GT, At-Risk)</i></p>	<p>Academic vocabulary and language- Students will learn domain specific vocabulary words from each lesson which will include proper spelling, definition, and context.</p> <p>Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary.</p> <p>Reading and writing across the curriculum - Students will engage in various reading and writing activities to demonstrate reading comprehension, analysis and synthesis of information, and written expression of ideas supported by textual evidence.</p> <p>Targeted feedback- Assignments will have targeted written feedback, or a student conference to assist in improving their academic performance.</p> <p>Word Wall- A collection of words for each lesson displayed in the classroom. As students learn new words, add them to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary learned.</p> <p>Instructional Strategies (Student Led Modeling Support):</p> <ul style="list-style-type: none"> ● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus ● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth. <p>English Language Learners (ELL) Students:</p>	

	<ul style="list-style-type: none"> ● Give students the option to change the language of the article to the student's native language for most articles. ● Snap and read Google extension addition to read content to the student ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>Special Education Students Modifications:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP. ● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level ● Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines ● Utilize Snap-n-Read and Co-Writer <p>At Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit ● Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. ● Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan. 	
--	---	--

<i>Learning Activities</i>	NJ Drivers Manual (pages 129 – 161) Read and review chapter content, note taking of important concepts, open-ended, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include: Motor Vehicle Violations <ul style="list-style-type: none">• Driver Programs<ul style="list-style-type: none">○ Driver Improvement Program○ Probationary Driver○ Mature Driver• Moving Violations Point Chart Sharing the Road <ul style="list-style-type: none">• Pedestrians• Other Vehicles<ul style="list-style-type: none">○ Motorcycles and Trucks○ Buses and Mopeds/Scooters○ Skaters and bicycles○ Trains and ATV’s• Animals Vehicle Information <ul style="list-style-type: none">• Title and Registration• License Plates• Inspection• Insurance Authentic Assessment: Students will complete an activity to assess their readiness for obtaining their license given what their age will be at the end of this course.
Experiences (virtual and live field trips)	Vehicle surcharges and Points NJ DMV Practice test Guest speaker from auto insurance
Resources	
<ul style="list-style-type: none">• NJMVC Handbook (NJ Driver’s Manual)• NJ Defensive driving course (Point reduction)• Save money with better grades (Car insurance)• Teens can Save money on car expenses (Students save money)• Brands With the Best Discounts for students (Buying a car)	
Pacing/ Time Frame:	2 weeks (10 class periods)

