

# Drivers Ed

Content Area: **Health and Physical Education**  
Course(s): **Safety**  
Time Period: **Marking Period 1**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
NJ Driver License System and NJ Driver Testing	1	1.5
Driver Safety and Rules of the Road	1	1.25
Driving Rules and Regulations	1	1.5
Defensive Driving	1	1.5
Drinking, Drugs and Driving and Driver Privileges and Penalties	1	1.25
Sharing the Road and Essential Vehicle and Driver Information	1	1
Permit Test Prep	1	1

## Unit Overview

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This course will help students learn and understand safe driving practices. Students will be provided valuable information that they will need to pass the knowledge portion of New Jersey's driver test. Students will be offered important safety information that can help them become a safe, courteous and aware driver. Teacher will stress that driving is a privilege, not a right. The information in this course should be used as a general guide to the rules of driving a motor vehicle.

## Enduring Understandings

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1. Rules and processes keep us safe in a variety of situations.
2. Driving is a complex set of social, physical and mental skills conducted in a complex highway transportation system.

## **Essential Questions**

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1. Why are there rules in society?
2. How can one be a safe driver?
3. What are the strategies that can be employed to avoid conflict with other highway transportation system users?

## **New Jersey Student Learning Standards (No CCS)**

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HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
HPE.2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
HPE.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).

## **Amistad Integration**

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## **Holocaust/Genocide Education**

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## **Interdisciplinary Connections**

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- Science: Looking at the physics of driving and crashes.

## Technology Standards

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- Creating review game, study guides and permit test preparation games to share with other students.

TECH.8.1.12.B.2

Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## 21st Century Themes/Careers

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- Students will understand the importance of being a responsible driver and know that driving is a privilege, not a right and can be taken away for instances that prove they are not a responsible driver.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## Financial Literacy Integration

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- Discuss the legal and financial implications of insurance fraud.
- Discuss the various levels of car insurance and what coverages they provide.
- Discuss the costs of car insurance based on age, gender, accidents, etc.

PFL.9.1.12.E.8

Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.

PFL.9.1.12.G.2

Differentiate between property and liability insurance protection.

PFL.9.1.12.G.3

Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.

## Instructional Strategies & Learning Activities

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- Summarize laws related to driver's licensing as it pertains to the graduated license system.
- Investigate, discuss, and explain the laws and consequences related to NJ driver licensing system.
- Explain safety musts of driving.
- Explain the rules of the road.
- Identify and respond correctly to roadway characteristics and/or regulations which may create potential conflict and make necessary adjustments for safety.
- Basic operating procedures for a car.
- Discuss and explain special conditions for turning, stopping and parking in NJ.

- Emphasize the benefits of organ and tissue donation to the health and well being of society generally and to individuals whose lives are saved by organ and tissue donation.

## **Differentiated Instruction**

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- Flexible grouping
- Cooperative Learning
- Peer Partners
- Think-Pair-Share
- Student centered activities
- Learning stations
- Small group discussions
- Problem solving situations
- Demonstrate or model activity
- Partner assisted
- Oral prompt
- Place student close to model or demonstration
- Provide additional time
- Breakdown skills to assist student
- Teachers will allow students to use Chromebooks

## **Formative Assessments**

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- Teacher Assessment of student participation
- Group participation
- Self Assessment
- Homework

## **Summative Assessment**

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- Section Quizzes
- Health Project Grading Rubric
- Health Test

## **Benchmark Assessments**

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- Pretest

## **Alternate Assessments**

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- Kahoot
- Review Games
- Jeopardy

## **Resources & Technology**

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- Google Classroom
- Various YouTube Videos on Driver Safety
- One Bad Decision Video
- Guest presenters- HPD, Organ Donation

## **BOE Approved Texts**

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- NJ Drivers Manual

## **Closure**

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- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes
- Have students write down three quiz questions (to make into a Kahoot).
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Student Modeling
- Simplified Written and Verbal Instructions

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**Special Education**

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- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Allow chromebook for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Permit a student to rework missed problems for a better grade.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy
- any additional needs based on written 504

## **At Risk**

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Use de-escalating strategies
- Use peer supports and mentoring

## **Gifted and Talented**

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- Focus on effort and practice
- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Encourage risk taking

