

2022 Unit 1: Driving, Mobility, & Laws.

Content Area: **Health & Physical Education**
Course(s): **Driver Ed.**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Risk is always present while operating a vehicle but it can be altered and managed as a driver. Laws are put in place to protect those on the road, especially new drivers. Students will develop an understanding of how to manage and alter risk. Students will be able to recall and understand how driving laws differ from minors to adults.

Essential Questions:

- Why do collisions happen?
- What are the risks associated with driving?
- How would being a defensive driver help reduce risk of being in a collision?
- What are the requirements in obtaining a permit and a license and owning a vehicle?
- What are some of the basic rules of the road that a driver needs to be familiar with?

Enduring Understandings:

- Collisions occur due to careless and reckless driving as well weather conditions.
- Risks associated with driving are distracted driving, speeding, driving tired, reckless driving, and not wearing a seatbelt.
- Being a defensive driver helps reduce risk of collision by assuming the drivers around you will run stop signs, cut you off, drift into your lane, fail to yield, etc., you'll naturally take precautions and give them space so if they do these things, you won't be in their path.
- Some basic rules that a driver needs to be familiar with are,
 - Steering wheels are always situated on the left side of the car.
 - Always drive on the right side of the road.
 - White lines separate lanes of traffic traveling the same direction.
 - Yellow lines separate traffic moving in opposing directions.

Standards/Indicators/Student Learning Objectives (SLOs):

HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.D	Safety
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).
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.B	Decision-Making and Goal Setting
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

Lesson Titles:

- Street Smarts
- Teen Drivers.
- Controlling Auto Skids.
- “Young and Restless”:
- “Safe driving for Teens”
- DriverEdd99 / Simuride
- Teen Smart

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. There are strategies to improve one's professional value and marketability.

Inter-Disciplinary Connections:

21st century learning, Technology - Google Classroom, Remind 101, Testmarker, Edmodo.

LA.RI.9-10.2

Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

TECH.8.1.12.C.1

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

Equity Considerations

Amistad Mandate

Topic:

- Who is most likely to be stopped and searched?

Materials Used: <https://www.jstor.org/stable/30034358>

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Driving Laws

- Prejudice and Stereotypes in Driving: Who is a Better Driver?

Materials Used:

<https://www.allstardrivereducation.com/who-is-a-better-driver-men-or-women>

Addresses the Following Component of the Mandate:

- Bias
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: How ADHD can lead to extra distractions while driving.

Materials Used: <https://chadd.org/for-parents/teens-with-adhd-and-driving/>

Addresses the Following Component of the Mandate:

- Social

Climate Change

Topic: How climate change affects driving laws.

Materials:

<https://www.nj.gov/oag/hts/ice-and-snow.html#:~:text=State%20of%20New%20Jersey&text=Remember%20to%20remove%20all%20ice,is%20dislodged%20from%20the%20vehicle.>

Asian American Pacific Islander Mandate

Topic: How driving laws in Asia differ from NJ

Materials Used: <https://www.tripsavvy.com/driving-in-asia-3987706>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessments

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Alternate Assessment
- Benchmark
- DMV State Test
- Marking Period Assessment

Resources & Materials:

- Driving Simulators
- Journals
- Nj Drivers Manuel
- Textbooks

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Levels Of Blooms/DOK:

- Discuss the role of the person who will be teaching you how to drive and the importance of developing a set of ground rules in order to produce a cooperative learning environment for you and your training person.
- Create what a safe automobile will look like.
- Develop a list of what classifies as reckless/careless driving.
- Define what it means to be a defensive driver.
- Compare and contrast the difference between a defensive driver and a aggressive driver.

Formative Assessment:

- Anticipatory Set
- Closure
- Driving Simulators
- Notebook Check
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Class Marker
- Driving Simulators
- Edmodo
- Google Classroom
- Videos

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

Computer Science and Design Thinking Standards
