

# 2022 Unit 2: Foundations/Applying Effective Driving Skills & Readiness.

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

## Unit Overview:

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Driving safely incorporates all your senses. Knowing where to look and what to look for is essential in driving safely, as driving is a series of adjustments. A driver needs to understand the basic laws of physics and how they influence vehicle control. Students will develop an understanding of the importance of searching and giving meaning to their interaction with other drivers, pedestrians and other obstacles while driving a vehicle. Students will develop an understanding of how to apply the foundations of driving and the factors that affect vehicle control.

## Essential Questions:

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- How is hearing and vision critical to driving ability?
- What situational risks are inherent in various driving situations?
- How does managing your car in relation to other vehicles help you reduce risk?
- What are the various driving environments that you will find yourself in?
- How do other roadway users present a risk to you in your vehicle?
- How do natural laws apply to driving?
- What emergency situations might you face?

## Enduring Understandings:

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- Most of the information drivers need is visual; therefore, good eyesight is critical to safe driving. If drivers cannot see clearly, they cannot judge distances or spot trouble.
- Inexperience, teenage passengers, cell phones, texting and driving are some situational risks with driving situations.
- Reduce distractions, wear your seatbelt, obey traffic laws, and avoid alcohol before operating a vehicle helps reduce risks.
- Various driving situations you will find yourself in are weather and road conditions, children playing in road way.
- Emergency situations that you may face are a flat tire, running out of gas, car over heating.

## Standards/Indicators/Student Learning Objectives (SLOs):

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HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.12.D	Safety
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
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).
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
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.

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### **Lesson Titles:**

- "Buckling up can save your brain"
- Staying Alive Video
- "Safety belts for dummies or people" Video
- Safety Net Handout- Why wear seat belts.
- Seat Belts – Life Saving Habit
- Advanced Driving Tactics
- Driver Ed 99 or Simuride
- Teen Smart
- Drive for life
- Animal Awareness Driving
- Values Continuum Activity

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### **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.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

## **Inter-Disciplinary Connections:**

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LA.RL.9-10	Reading Literature
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.

## **Equity Considerations**

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### **Amistad Mandate**

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Topic:

Materials Used:

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**

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Topic: How stereotypes can threaten your driving.

Materials Used: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6371154/#B34-geriatrics-01-00020>

Addresses the Following Component of the Mandate:

- Bias
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic: Defensive driving for disabled drivers.

Materials Used: <https://www.defensivedriving.org/dmv-handbook/defensive-driving-for-disabled-drivers/>

Addresses the Following Component of the Mandate:

- Social

## **Climate Change**

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Topic: How electric vehicles help to tackle climate change.

Materials Used: <https://www.carbonbrief.org/factcheck-how-electric-vehicles-help-to-tackle-climate-change/>

Addresses the Following Component of the Mandate:

## **Asian American Pacific Islander Mandate**

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Topic: High population in Philippines affects traffic congestion.

Materials Used: <https://blogs.ubc.ca/governance352/traffic/>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

## **Benchmark Assessments**

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Writing prompt

Skills based assessment

Reading response

## **Summative Assessment:**

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

## **Resources & Materials:**

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- Driving Simulators
- Journals
- Nj Driver's Manuel
- Textbooks

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

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### Level Of Blooms/DOK:

- Predict possible scenarios that could occur if a drivers hearing and vision are not good.
- Prove a correlation between texting and driving and collisions.
- Create a situation in which a collision could occur due to factors other than ones caused by yourself.
- Analyze the importance of wearing a seat belt.
- Identify steps taken when faced with an emergency situation.
- Simulate a real life driving situation by using driving simulator.

## **Formative Assessment:**

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

## **Modifications**

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### **ELL Modifications:**

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- 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:**

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\*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:**

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- 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**

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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**

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- 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**

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