

# 2022 Unit 3: Driver Impairment, Vehicle Control & Readiness.

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

## Unit Overview:

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Driving impaired greatly increases risk of collisions. Understanding your vehicle and how it is equipped is essential in your ability to control your car and avoid hazardous situations. Students will develop an understanding of physiological and psychological impairments and how they affect all aspects of a person's life. Students will develop an understanding of the basic mechanics of a car and safety equipment. Students will be able to demonstrate knowledge of basic car maneuvers.

## Essential Questions:

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- What impairs a drivers mental and physical skills?
- What equipment is essential to familiarize yourself with in order to operate a vehicle safely?
- What major vehicle checks for maintenance would help you remain safe and stay out of a hazardous situation?
- How does understanding basic vehicle handling (ie. steering, braking, turns) help you avoid collisions?
- How do seat belts, airbags, child car seats, and head restraints improve your chances of surviving a collision?

## Enduring Understandings:

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- Alcohol, drugs and other substances can hinder your mental and physical skills while operating a vehicle.
- Familiarize yourself with controls needed to start, brake, accelerate, and back up the vehicle.
- Before driving a vehicle check for working brakes, horn, headlights, seat belts, mirrors, gas/charge.
- Seat belts, airbags, and car seats improve chances of survival during collisions to avoid ejection from the vehicle in the event of a collision.

## 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.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.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
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.
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:

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- "Because accidents happen".
- Barn Program
- DUI: Dead in 5 Seconds" Video #2- "Road Rage: Havoc on the Highways".
- DriverEd99 / SimuRide
- Drugs and driving handout
  - DVD – "Rules of the Road: Hazardous Condition."
  - DVD – "Drug & Alcohol Awareness."
  - DVD – "Dying High: Teens in the E.R."
- Extreme Driving Quiz
- Quietest room in town
- "How They Handle Drunk Drivers in Other Countries" Handout
- VCD – "DUI: Crossing the Line"
- VCD – "Impact: Driving Drunk, Driving High
- "Ultimate Driving Challenge."

## Career Readiness, Life Literacies, & Key Skills:

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WRK.9.2.12.CAP	Career Awareness and Planning
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.5	Assess and modify a personal plan to support current interests and post-secondary plans.
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.

## Inter-Disciplinary Connections:

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LA.K-12.NJSLSA.R	Reading
LA.K-12.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.
LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.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: Driving Impaired- Who is most likely to drive under the influence? Age, Gender & State.

Materials Used: <https://www.bankrate.com/insurance/car/drunk-driving/#:~:text=Young%20people%20are%20the%20most,to%20save%20over%2030%2C000%20lives.>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Wheel chair accessible cars, how are they made?

Materials Used: <https://www.youtube.com/watch?v=f2cx83xL3QU>

Addresses the Following Component of the Mandate:

- Economic
- Social

## **Climate Change**

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<https://www.motortrend.com/news/anti-drunk-driving-technology-mandated-infrastructure-bill>

How new cars in the future will be paired with new drunk driving prevention technology.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Diana Lee, CEO Constellation Agency

Materials Used: <https://www.forbes.com/sites/meimeifox/2021/11/16/how-one-of-the-only-asian-american-women-in-automotive-built-a-20m-business/?sh=3eaa5c14d5d8>

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 Manuel
- Textbooks

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

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Levels of Blooms/DOK:

- Analyze the correlation between alcohol and driver impairment.
- Explain how mental effects of alcohol play a role in physical changes.
- Determine the consequences of driving under the influence.
- Identify the essential equipment to familiarize yourself with an automobile.
- Construct a daily vehicle check list.
- Simulate a real life driving situation by using driving simulator.
- Defend how wearing proper safety equipment inside the vehicle can reduce injuries during a collision.

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- 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



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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