# Unit 1: Obtaining a New Jersey Driver's License Copied from: Drivers Ed, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Drivers' Education; Unit 1

# Obtaining a New Jersey Driver's License

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## Unit Overview

Throughout this unit, students will come to understand what laws govern NJ licenses and what type of documents they will need in order to obtain a NJ license. They will also learn what steps are needed to obtain an NJ license.

## Enduring Understanding

Students will be able to understand that getting a license is a privilege not a right.

Students will be able to understand the differences between a special learner's permit and a probationary license.

Students will be able to understand the 6 point ID system.
Students will understand the basis of Kyleigh's Law and how it affects teen drivers.
Students will understand the roads to getting a NJ drivers license.

## Essential Questions

Why is it necessary to have a system or plan while driving?

What would the road be like if there were no defensive drivers?
How does a drunk driver impact our political, social and economic society?
What are the important laws and restrictions for drivers with a permit?
What are important laws and restrictions for those with a probationary license?
What is the basis of Kyleigh’s Law, and how does it affect teen drivers?

## Exit Skills

By the end of Unit 1, the student should be able to:

Obtain a permit based on what road they take

Decide if driving is for them.

Analyze Kyleigh's Law

Start the process of obtaining a basic driver's license.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 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.2.2.12.D.1 | Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RST.9-10.2 | Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |

| | |
|---|---|
| LA.RST.9-10.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. |
| LA.RST.9-10.7 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. |
| LA.WHST.9-10.2.A | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

## Learning Objectives

Students will be able to:

Recognize and understand the different routes to attaining a driver license in the State of NJ.

Identify the requirements to attain a driver license in the State of NJ and identify the different steps to take to attain an unrestricted basic driver license.
Explain how a graduated driver licensing program can help you drive more safely.

Understand the importance of using safety devices while operating a vehicle.

Explain the correct way to adjust safety belts and recognize the driver's responsibilty for everyone in their vehicle to wear safety belts.

Recognize and identify the documents mandated for the 6 points of ID and the importance of being an organ donor.

List documents that can be used as primary and secondary documents as proof of age, identity, and legal presence when attaining a driver license and list documents that can be used as proof of address when attaining a driver license.

Students will be able to understand the importance of being an organ donor.

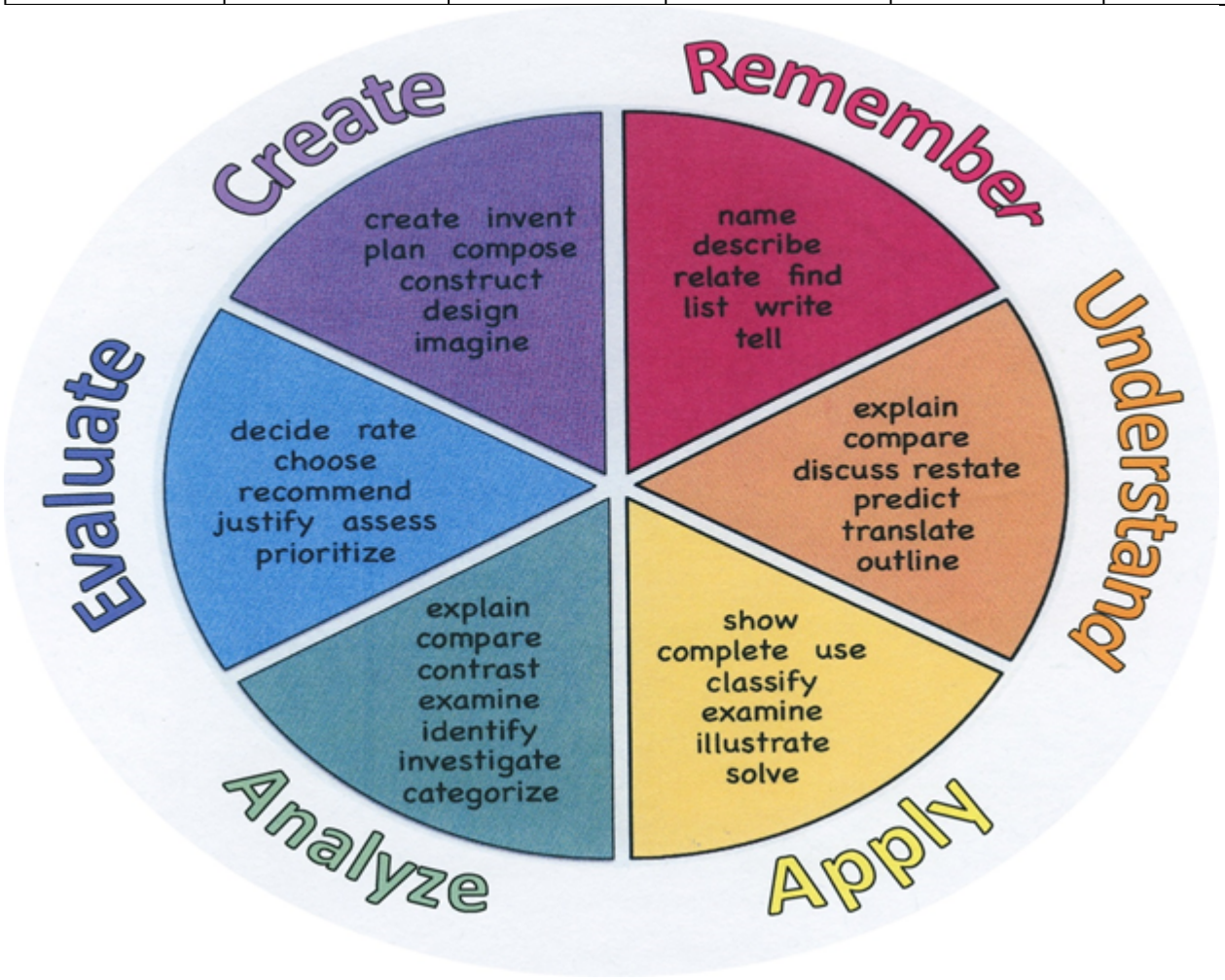
Understand how social, physical, and mental skills work together in the driving task.

Analyze Kyleigh's Law

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |

| | | | | | |
|---|---|---|---|---|---|
| Memorize<br>Name<br>Omit<br>Recite<br>Select<br>State<br>Count<br>Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Give Examples<br>Illustrate<br>Indicate<br>Interrelate<br>Interpret<br>Infer<br>Match<br>Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Prepare<br>Produce<br>Select<br>Show<br>Sketch<br>Solve<br>Use<br>Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Point out<br>Select<br>Subdivide<br>Survey<br>Arrange<br>Breakdown<br>Combine<br>Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Contrast<br>Critique<br>Determine<br>Grade<br>Justify<br>Measure<br>Rank<br>Rate<br>Support<br>Test | Invent<br>Make<br>Originate<br>Organize<br>Plan<br>Produce<br>Role Play<br>Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |



## Suggested Activities & Best Practices

Have a guest speaker who has obtained a permit at 16.

Have a police officer speak to students about driving safety.
Research current local and country wide statistics about teen driving
Have a student debate on the pros and cons of obtaining a driver's license

## Assessment Evidence - Checking for Understanding (CFU)

- Presentations - alternative assessment
- Class discussions and debates - formative assessment
- Make connections to the outside world and own life - formative assessment
- Homework - formative assessment
- Tests/quizzes - summative assessment
- Notebook assignments - alternative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- State of New Jersey Driver Education Manual
- www.NASPE.org
- www.NJAHPERD.org
- www.nj.gov/mvc
- www.njdrivereducation.com

## Ancillary Resources

Teacher Prepared Resources

Topic Related Videos

Topic Related Worksheets

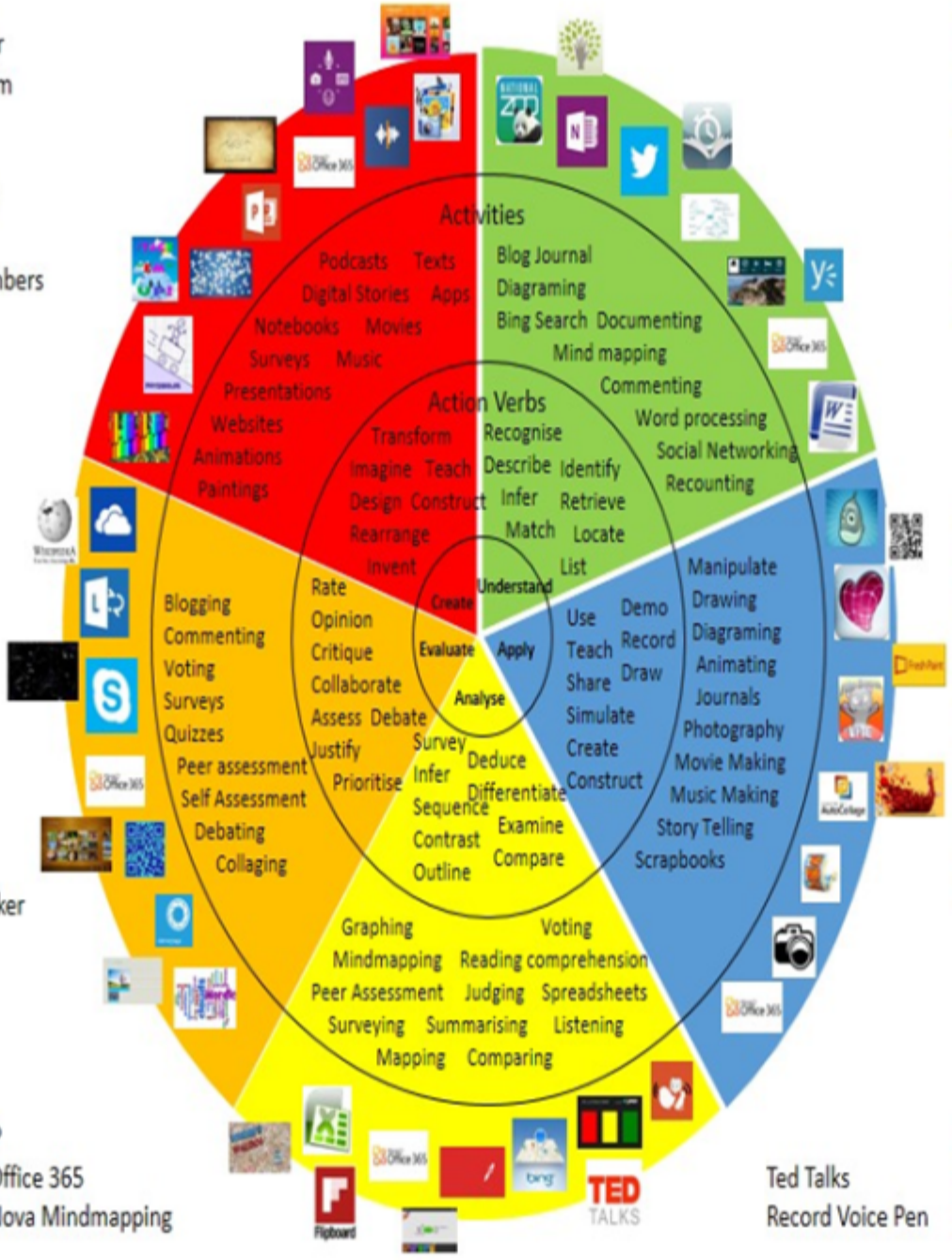
## Technology Infusion

- See list of websites under primary resources.
- Online quizzes for review

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 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.CS2 | Select and use applications effectively and productively. |
| 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. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.D.2 | Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. |
| TECH.8.1.12.F.1 | Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. |

## 21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

● Extended time to complete assignments
● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
● Provide the student with clearly stated (written) expectations and grading criteria for assignments.
● Extended time on classroom tests and quizzes
● Student may take/complete tests in an alternate setting as needed
● Restate, reread, and clarify directions/questions
● Distribute study guide for classroom tests

Please identify the ones that will be employed in this unit.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

● Pair visual prompts with verbal presentations

● Ask students to restate information, directions, and assignments

● Repetition and practice

● Model skills/techniques to be mastered

● Extended time to complete class work

● Provide copy of class notes

● Preferential seating to be mutually determined by the student and teacher

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Ask students to restate information, directions, and assignments
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Use a computer to complete assignments
- Extra textbooks for home
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

● Conduct research and provide presentation of topics related to Drivers' Education both nationally and globally.
● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/importance within Drivers' Education.
● Use of higher-level questioning techniques
● Provide assessments at a higher-level of thinking

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: