

# Unit 4: Being a Responsible Driver and Traffic Law

Content Area: **Physical Education**  
Course(s): **Classroom Drivers' Education**  
Time Period: **1 marking period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Driving is a privilege, not a right. In this unit students will learn that not only their skills, but also their physical and emotional conditions can affect how well and how safely they drive. They will find out how alcohol and other drugs affect a person's ability to drive. Penalties and fines for driving under the influence will be explained in length. As a driver, you are responsible for your safety as well as the safety of those in your vehicle and other roadway users. Understanding how to use good judgement and not succumb to peer pressure will be discussed.

## Transfer

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Students will be able to independently use their learning to...

- understand the basic driving fundamentals to use when operating a vehicle.
- understand how to balance their emotions to be a safer driver.
- become a safer, more responsible driver throughout their life span.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- physical and emotional conditions contribute to how well and safely one drives.
- there are many responsibilities that go along with operating a vehicle.
- driving is a privilege, not a right.

## **Essential Questions**

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Students will keep considering...

- How does alcohol affect both the body and mind?
- What are the risks of drinking alcohol/using drugs and driving?
- How distractions have an impact on one's ability to drive?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the effects emotions, distractions, and physical disabilities have on the driving task.
- the effects alcohol and other drugs have on the driving task.
- the State of NJ traffic laws governing the using of alcohol/drugs while driving.
- how emotions can affect one's ability to operate a vehicle.
- coping strategies to handle with peer pressure while driving.
- the potential risks of distracted driving.

## **Students will be skilled at...**

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Students will be skilled at...

- understanding the effects of alcohol and other drugs have on one's ability to operate a motor vehicle
- recognizing the state traffic laws and penalties for driving under the influence of alcohol and/or drugs
- recognizing how to cope with peer pressure while driving
- identify the risks emotions and distracted driving play on the driving task

## **Academic Vocabulary**

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Blood Alcohol Concentration (BAC)

Depressant

Designated Driver

Driving under the influence

Driving while intoxicated

Field sobriety test

Implied-consent law

Inhibitions

Zero-tolerance law

Distracted driving

## **Learning Goal 1**

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Recognize the effects emotions and distractions play on the driving task.

- Recognize the effects emotions and distractions play on the driving task.

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).

## **Target 1**

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Students will be able to...

- explain how anger can affect your ability to drive
- understand how to manage their emotions while driving
- describe the influence emotions have on your willingness to accept risks

- Students will be able to... - explain how anger can affect your ability to drive - understand how to manage their emotions while driving - describe the influence emotions have on your willingness to accept risks

## **Target 2**

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Students will be able to...

- explain how passengers can help a driver
- identify the risks of distracted driving, i.e- texting while driving

- Students will be able to... - explain how passengers can help a driver - identify the risks of distracted driving, i.e- texting while driving

## **Learning Goal 2**

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Understand the effects alcohol and other drugs have on one's ability to operate a motor vehicle and the State of NJ traffic laws governing the use of alcohol/drugs and while driving.

- Understand the effects alcohol and other drugs have on one's ability to operate a motor vehicle and the State of NJ traffic laws governing the use of alcohol/drugs and while driving.

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).

## **Target 1**

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Students will be able to...

- explain how alcohol/drugs affect mental and physical abilities needed to operate a vehicle
  - define blood-alcohol concentration
  - explain factors that affect blood-alcohol concentration
  - understand the effects of combining alcohol with other drugs when operating a vehicle.
- Students will be able to... - explain how alcohol/drugs affect mental and physical abilities needed to operate a vehicle - define blood-alcohol concentration - explain factors that affect blood-alcohol concentration - understand the effects of combining alcohol with other drugs when operating a vehicle.

## **Target 2**

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Students will be able to...

- explain what is meant by implied consent
  - describe zero- tolerance levels for intoxication and explain how these levels are measured
  - identify the laws and penalties for driving under the influence
- Students will be able to... - explain what is meant by implied consent - describe zero- tolerance levels for intoxication and explain how these levels are measured - identify the laws and penalties for driving under the influence

## **Learning Goal 3**

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Develop coping tactics for dealing with peer pressure.

- Develop coping tactics for dealing with peer pressure.

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).

## **Target 1**

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Students will be able to...

- identify how peer pressure might affect one's decision about drinking and driving
- identify steps involved in making a responsible decision

- Students will be able to... - identify how peer pressure might affect one's decision about drinking and driving - identify steps involved in making a responsible decision

## **Target 2**

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Students will be able to explain how and why everyone should share the responsibility of preventing friends from drinking and driving.

- Students will be able to explain how and why everyone should share the responsibility of preventing friends from drinking and driving.

## **Summative Assessment**

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- \* Notebooks
- \* Quizzes
- \* Tests
- \* Projects
- \* Benchmark- NJ State written driver's exam

## **21st Century Life and Careers**

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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.

## **Formative Assessment and Performance Opportunities**

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- \* Teacher observation
- \* Class participation

- \* Discussions
- \* Homework
- \* Notebook

## **Differentiation/Enrichment**

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- \* Modifications as per IEP/ 504 plans
- \* Google classroom resources (powerpoint, guided notes)
- \* Small group activities
- \* Reteaching opportunities in textbook
- \* Directed reading
- \* Inclusion strategies in textbook
- \* Motivating activities in textbook

## **Unit Resources**

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Drive Right Textbook

The NJ Driver Manual

Topic related videos

Laptops

Topic Related Worksheets

Guest speakers