

Unit 3: Moving onto the Road

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

Unit Overview

In this unit students will learn how to drive safely in various environments and conditions. They will learn how to drive safely under adverse driving conditions, such as poor visibility and poor roadway surfaces.

Transfer

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

- learn how to adjust driving strategies when a conflict arises.
- Keep safe driving distance between vehicle to maintain safe driving.
- Adjust driving strategies from driving on rural to urban roadways.

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- using correct strategies in driving to avoid conflicts and risks
- maintaining a safe driving distance between vehicles can reduce risk of accidents and injuries
- driving conditions may have an impact on rural and urban roadways

Essential Questions

Students will keep considering...

- What type of conditions can highly effect my driving?
- What daily risks wil effect my driving on a daily basis?

Application of Knowledge and Skill

Students will know...

Students will know...

The various risks and conflicts while driving.

The difference between urban and rural driving.

Maintain a safe space between driving to reduce accidents and injuries.

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

Academic Vocabulary

Risk

Zone Control System

Tailgate

Closed zone

Uncontrolled intersection

Learning Goal 1

Assess the risks involved in a multiple risk situation to determine the most effective vehicle adjustment needed to avoid conflict.

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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

Students will be able to identify major factors that can contribute to the degree of risk you encounter while driving.

- Students will be able to identify major factors that can contribute to the degree of risk you encounter while driving.

Target 2

Students will be able to identify the steps of the IPDE process.

- Students will be able to identify the steps of the IPDE process.

Target 3

Students will be able to identify the different zones to avoid conflict while driving.

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Learning Goal 2

Adjust vehicle positions to effectively provide an adequate space cushion to minimize potential for conflict when two or more critical objects are present simultaneously.

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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

Students will be able to describe the 3-second following distance rule.

- Students will be able to describe the 3-second following distance rule.

Target 2

Students will be able to describe how you can safely manage a tailgater.

- Students will be able to describe how you can safely manage a tailgater.

Target 3

Students will be able to list the steps to take to avoid conflicts with oncoming traffic.

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Learning Goal 3

Students will understand different driving conditions that are unique to urban traffic, rural areas, and highway environments.

- Students will understand different driving conditions that are unique to urban traffic, rural areas, and highway environments.

HPE.2.1.12.D.4

Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

Target 1

Students will be able to describe how far ahead you should look in city traffic

Students will be able to explain how to cover the brake.

Students will be able to explain how to select the proper lane for driving.

Students will be able to describe the procedure for turning left or right from a one-way street.

- Students will be able to describe how far ahead you should look in city traffic. Students will be able to explain how to cover the brake. Students will be able to explain how to select the proper lane for driving. Students will be able to describe the procedure for turning left or right from a one-way street.

Target 2

Students will be able to describe rural roadways and factors to consider when selecting a safe speed.

Students will be able to identify controls that will inform, warn, and regulate drivers on rural roads.

Students will be able to follow the steps to safely handle a curve.

- Students will be able to describe rural roadways and factors to consider when selecting a safe speed. Students will be able to identify controls that will inform, warn, and regulate drivers on rural roads. Students will be able to follow the steps to safely handle a curve.

Target 3

Students will be able to recognize situations that require increased following distance.

Students will be able to explain how to enter a multilane rural highway.

Students will be able to recognize situations where passing should never be attempted.

- Students will be able to recognize situations that require increased following distance. Students will be able to explain how to enter a multilane rural highway. Students will be able to recognize situations where passing should never be attempted.

Summative Assessment

* Notebooks

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

21st Century Life and Careers

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

- * Teacher observation
- * Class participation
- * Discussions
- * Homework
- * Notebook

Differentiation/Enrichment

- * 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

Drive Right Textbook

The NJ Driver Manual

Topic related videos

Laptops

Topic Related Worksheets

Guest speakers