

# Unit III: Defensive Driving

Content Area: **Physical Education and Health**  
Course(s):  
Time Period:  
Length: **6 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Summary

The purpose of this unit is to inform artists about the benefits of defensive driving and the to educate them on the tools needed to avoid accidents.

## Learning Objectives

- How can you communicate with other drivers?
- What are risk factors you can encounter when driving?
- What would the road be like if there were no defensive drivers?
- When driving, why is it important to see the big picture?
- When predicting a risk factor what information must you collect?
- Why is it necessary to have a system or plan while driving?

## Essential Skills

- Help artists gain confidence necessary to become safe and responsible drivers.
- Identify how to avoid high-risk situations (if possible) and minimize them if unavoidable.
- Provide practical driving instruction, helpful tips and information, and risk management strategies.
- Provide typical driving situations to engage artists in evaluating and considering how to manage risk.

## Standards

HE.9-12.2.3.12.PS.1

Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

HE.9-12.2.3.12.PS.9

Evaluate strategies to use social media safely, legally, and respectfully.

HE.9-12.2.3.12.DSDT.3

Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

## **Enduring Understanding**

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- Most accidents are caused by driver error and drivers can reduce the chances of accidents by knowing and using defensive driving techniques.

## **Instructional Tasks/Activities**

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- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Individual, small, and large group work
- Quizzes
- Review Activity
- Section Review Questions
- Tests

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson

- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Assessment Procedure**

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Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. This unit is sequenced to begin with driving distractions such as cell phones. Then we will continue into the importance of following distances, and the driving and road conditions and lastly we will discuss what to do in the event of vehicle failure.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations

- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

## **Honors Modifications**

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## **Resources**

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- Don't Drive Stupid Campaign: [https://www.nj.gov/oag/hts/dont-drive-stupid\\_overview.html](https://www.nj.gov/oag/hts/dont-drive-stupid_overview.html)
- Drivers Ed Manual: <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>
- Frozen Music Video: [https://www.youtube.com/watch?v=2\\_Jvmt0vU4s&t=1s](https://www.youtube.com/watch?v=2_Jvmt0vU4s&t=1s)