

Chapter 1: The New Jersey Driver License System

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **10 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

State Mandated Topics Addressed in this Unit

Instruction on Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to: • Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults. • Fully address myths and misunderstandings regarding organ and tissue donation. • Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf. • Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Unit Summary

The purpose of this unit is to introduce the various processes and types of licenses in NJ along with the requirements to obtaining them.

Learning Objectives

- How long is a probationary driver probationary for?
- How much are the fines for not following GDL rules?
- Types of Licenses

- What are the steps to obtaining a license?
- What hours is a GDL driver permitted to drive?
- What is the purpose of a road test?

Essential Skills

- Describe the penalties for driving without a license
- Explain how one receives a N.J. drivers license
- Identify the rules of N.J. licensing

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.3	Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
HE.9-12.2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
HE.9-12.2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Enduring Understanding

- The GDL process in NJ has many rules and regulations that teens need to know so that they can follow these laws.

Instructional Tasks/Activities

- Chapter Highlighting and Discussion
- Chapter Worksheet
- Create Notecards on chapter material
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- GDL Flow Chart
- Guided Notes with PowerPoint presentation
- Individual, small, and large group work
- Informational video clip
- Quizzes
- Review Activity
- Section Review Questions

- Test

Assessment Procedure

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 the various types of licenses that can be obtained in NJ followed by the laws governing licenses in NJ. Lastly the intricacies of the GDL program are discussed.

- Classroom Participation
- Classwork
- DBQ
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot
- Peer Review
- Performance
- Problem Correction
- Quiz
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides

- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Projected Driver Ed Manual
- Quiziz
- Screencastify
- Youtube Clip

Accommodations & Modifications & Differentiation

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

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

Instruction/Materials

- 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- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- Provide guided notes
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- Tutoring available Monday-Thursday by appointment
- utilize multi-sensory modes to reinforce instruction

Environment

- 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

Honors Modifications

Resources

- GDL Made Simple: <https://www.youtube.com/watch?v=WAic0HWpbl4>
- Understanding the GDL: <https://www.state.nj.us/mvcbiz/pdf/About/GDLBrochure.pdf>