

# Chapter 2-3: NJ Driver Testing and Driver Responsibility

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

## State Mandated Topics Addressed in this Unit

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## Unit Summary

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The purpose of this unit is for the artists to understand the process of getting their Basic license and taking the road test. Artists will gain a better understanding of the responsibilities that come with driving on the roads in New Jersey.

## Learning Objectives

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- Complete safety pledge for Nikhil
- Demonstrate what the various hand signals look like while driving a car, bicycle, motorcycle, etc
- Describe what hand over hand steering means
- Explain how to properly drive a vehicle in reverse
- Explain proper hand position when gripping a steering wheel
- Explain reasons for rejection of the road test
- Explain what carbon monoxide poisoning is and how to avoid it in a car
- Explain what NJ Seatbelt Laws are regarding driver and passengers
- Identify factors that effect stopping distances
- Identify steps you should take before starting a car
- Identify the components of the road tests
- Identify the different types of car seats and when they should be used
- Identify the steps need in parallel parking
- Understand the requirement for a Basic Driver License

## Essential Skills

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- Being a Safe Driver
- Know the vehicle you are driving
- Obtaining a New Jersey Driver License
- Understanding Driver Responsibilities
- Understanding NJ Driver Testing

## Standards

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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

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- There are many skills needed to drive safely on the roads in NJ. Knowing the rules of the road and what to do in the many situations while driving are imperative.

## Instructional Tasks/Activities

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- Chapter 2-3 Quiz
- Chapter 3A Worksheet
- Chapter 3A Worksheet Discussion
- Chapter 3B Worksheet
- Chapter Highlighting and Discussion
- Chapter Worksheet
- Create Notecards on chapter material
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Guided Notes with PowerPoint presentation
- Individual, small, and large group work
- Informational video clip
- Quizzes
- Review Activity
- Section Review Questions
- Test

- Youtube Video and discussion- Driving in reverse Do's and Dont's
- Youtube Video and discussion- Ice and snow removal from vehicle
- Youtube Video and discussion- Parking ( Angle, Perpendicular, Parallel, Parking on hills)
- Youtube Video and discussion- Stopping Distances
- Youtube Video and discussion- Tire Pressure/Tire Tread
- Youtube Video and discussion- U Turn and K Turns
- Youtube Video and discussion: Blind Spots/Trucks No-Zones

## **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 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

## **Recommended Technology Activities**

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- 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**

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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- 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**

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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

## **Honors Modifications**

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## **Resources**

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