# 10th Grade HEALTH unit 3 Drinking, drugs and driving

Content Area: **Health & PE**
Course(s):
Time Period: **April**
Length: **3 Weeks**
Status: **Published**

## Targeted Standards

| | |
|---|---|
| 2.3.12 | Safety |
| 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). |
| 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. |
| 2.3.12.PS.9 | Evaluate strategies to use social media safely, legally, and respectfully. |

## Rationale & Transfer Goals

This unit is designed to explain the repercussions of driving under the influence of drugs or alcohol. Every year the number of teens involved in drug related accidents increases. This unit will provide them with the information to avoid risky behaviors and stay safe drivers. Explore relationships and peer pressure with new levels of personal independence associated with driving, including in the context of dating.

## Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Rules and regulations of road.

• Factors such as drugs, alcohol and deprivation of sleep have an impact on your driving skills.

## Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- What are the effects of drugs and alcohol on the driver?
- Can you be a safe driver under the influence of drugs?
- Why is it beneficial to take driver's education?

## Content/Objectives

## Content - What students will know

The effects of drugs and alcohol.

• Driver safety

• Driver penalties

## Skills - What students will be able to do

- Identify physical and mental conditions that affect driving.
- Make wise personal choices with drugs/alcohol and driving.

## Instructional Activites

## Evidence (Assessments) - How we know students have learned

Obituary reporter.

Summative: Written Report

Students will act as a Courier Post reporter and write an obituary and story for a teen who was involved in a drunken driving accident.

New Jersey Drivers Test

Formative: Standardized Test

State driving test

Assessments and Exams can be found here: https://drive.google.com/drive/folders/1h2fF--VQaTDZsc-bdCn_FYvc_41bf342?usp=drive_link

## Activities/Strategies - How we teach content and skills

Role Play; drinking and driving

• Scenarios; drinking effects

• Class debates

• Consequences to sleeping at the wheel

## Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

## Content or Skill for this Unit

- being accountable for actions
- knowledge of road rules
- Why driving is beneficial
- Significance of obtaining a license
- Awareness of others

## Spiral Focus from Previous Unit

- Team building

- Effective communication
- Cooperative games
- Literacy Activities

## Instructional Activity

- Health literacy
- Group projects
- Golf car course
- Current events

## 21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## Key Resources

- New Jersey Drivers Manual
- New Jersey Drivers ED DVD

## Interdisciplinary Connections - How does this content impact the following groups

### ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

### Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

## Math

Creating Equations  A -CED

A. Create equations that describe numbers or relationships.  1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG

A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data  S-ID N-ILN

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions  S-IC

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

- math processes related to fitness and health data, geometry in gameplay, and quantitative representations