

# Health 10 Driver Education UNIT 1 OF 6

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Theory of Safe Driving course is designed to develop safe, courteous and knowledgeable drivers. The program emphasizes defensive driving, driver safety and responsibility, and awareness of laws and regulations. Our goal is to provide students with the essential information that they will need in order to make responsible decisions while behind the wheel of a motor vehicle. Sophomore year, students must complete a minimum of 30 hours of classroom instruction in Driver Education from a certified Driver Education teacher. This instruction will include all aspects of driving and safety techniques, automotive care, financial responsibility and detailed study of traffic laws and regulations.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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UNIT #1 Graduated Driver License (GDL) Program, Driver Training and Driver Education. (2 weeks)

Summary: In this unit the students will learn about the Graduated Driver License Program, which is a program that introduces driving privileges, extends practice driving time, and requires a minimum age of 18 to receive an unrestricted, basic driver license. Driver Education, along with the manual, will provide information to help students pass the knowledge exam as well as safety information to help new drivers become safe and courteous.

Essential Questions:

How would being a defensive driver help reduce the risk of being in a collision?

What are some strategies that can be used to help the driver stay focused?

What is the correlation between distracted driving and erratic driving behaviors?

Enduring Understandings

Following the rules and safety procedures creates a safer roadway.

It is essential to recognize the ramifications of their actions when behind the wheel.

Distractions can be deadly and the driver has the responsibility to other roadway users to limit their distractions.

## **CONTENT AREA STANDARDS**

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### NJSLS-Comprehensive Health and Physical Education

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 distractions, 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.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).

### NJSLS-Career Readiness, Life Literacies, and Key Skills

9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

Analyze the steps necessary in obtaining a NJ driver license.

Examine the NJMVC administrative laws on permits and licensing.

Characterize and describe what is needed for obtaining a license.

Have students turn to the person next to them and test each other to see if one can name all the components

of requirements necessary for obtaining a NJ driver License.

Have students form into five groups to prepare for a team quiz by reviewing the five steps: a learning permit and an examination permit. See which group volunteers the most effective answers.

Set up an eye chart, have students stand the appropriate distance and take the test. Discuss why it is important.

## **Procedural Knowledge**

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Students will be able to:

1. Identify the steps involved in a GDL program, 6 points ID program and vehicle registration in New Jersey.
2. Explain the difference between the Early Bird Road and the Young Adult road permit systems.
3. Identify the five steps for obtaining a learning permit and an examination permit.
4. Compare limitations for the special, examination and probationary permits. 5. Explain the GDL exemptions, special learner permits and examination permits for NJ residents.
6. Explain why altering a driver license is illegal and identify the consequences. 7. Explain why an application for a driver license may be rejected (test performance, expired inspection sticker, condition of the vehicle etc. 8. Describe the requirements for NJ driver test (6 point verification, vision test and knowledge test). Describe the screening test (eye sight, written test, health screening).
9. Describe the road test.
10. Analyze why an application for a driver license may be rejected (test performance, expired inspection sticker, condition of the vehicle etc

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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- Student discussion/reflection
- Worksheets
- Notebook assessments
- Written responses to discussion questions

### **Summative Assessments**

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- Tests and quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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New Jersey Driver Manual

Ch. 1 NJ “Driver License Systems”

Ch. 2 “New Jersey Driver’s test.

Drive Right Textbook

Ch. 1 “You are the Driver”

- computer
- eye chart
- measuring tape
- masking tape

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.