

Health 10 Driver Education UNIT 2 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

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

UNIT #2 Driver and Passenger Safety - 2 weeks

Summary: In this unit, students will learn about the responsibilities of becoming a driver. In New Jersey, drivers must understand the laws regarding themselves and their passengers. This unit will help students pass the knowledge exam as they will learn about the seat belt laws, car seat requirements, air bags recommendations, car condition, as well as carbon monoxide poisoning.

Enduring Understandings

- Understanding driver and passenger safety is essential in your ability to keep everyone safe and avoid hazardous situations.

Essential Questions

- How do seat belts, airbags, child car seats and head restraints improve your chances of surviving a crash?
- How would you engage family members in checking car conditions before driving?
- What ways can a new driver accommodate for blind spots when driving a car?

CONTENT AREA STANDARDS

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).

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

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.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- Analyze the NJ seat belt law and proper way to use a seat belt.
- Explain the child restraint law and the importance of car seat use.
- Explain that air bags are supplements and not replacements for seat belts.
- Analyze the ten things to check before driving.
- Explain starting a parked car safely, good driving posture and steering (hand over hand steering).

- Explain the meaning of blind spots and how to accomodate for them.

Procedural Knowledge

Students will be able to:

1. Explain the New Jersey's seat belt and child restraint laws.
2. Analyze the use of air bags for driver safety.
3. List the important points of car conditions for safe driving.
4. Explain how to safely start a parked car.
5. Identify proper use of driver signals.
6. Identify safe steering, speed control and braking practices.
7. Identify proper parking, turning and reversing practices

EVIDENCE OF LEARNING

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

Formative Assessments

- Student discussion/reflection
- Worksheets
- Notebook assessments
- Written responses to discussion questions
- Lecture
- Inquiry-based discovery
- Create posters
- Multimedia presentations

- Student discussion/reflection
- Articles/current events

Summative Assessments

- Tests and quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Drive Right Textbook

Ch. 16 “Buying and Owning a Vehicle”

- www.njmvc.gov

NJ Driving Manual

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

