

# Health 10 Driver Education UNIT 6 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 #6 Develop an understanding of physiological and psychological impairments and how they affect all aspects of a person's life. - 2 weeks

Summary: This unit will help students identify the effects of alcohol and other drugs especially when behind the wheel. Additionally, this unit will help students understand that driving is a privilege and may be revoked if the rules and regulations are not followed correctly.

### Essential Questions

- What impairs a driver's mental and physical "skills".
- How can prescription drugs impact driving performance?
- If you were the designated driver and you were encouraged to drink, what strategies would you use to remain alcohol free?
- If someone takes the life of another by drinking and driving, what punishment would be appropriate?

### Enduring Understandings

- Alcohol and other drugs have a negative effect on driver performance.
- Driving impaired greatly increases risk.
- The traffic laws governing drinking and driving are designed to discourage drinking and driving.
- Peer pressure can have deadly results.
- Ramifications of negative behavior on the roadways impact not only themselves but also many other roadway users.

## **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).

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

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### 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**

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1. Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2. Discuss the factors that contribute to BAC (Blood Alcohol Concentration) level and the sobering up process.
3. Identify how alcohol and drug consumption diminishes driving skills and discuss ways to prevent alcohol related crashes.
4. Analyze NJ DUI laws, penalties and the point system.
5. Discuss fatigue and how it affects driving ability.
6. Discuss inattention and how it relates to driving.
7. Discuss distractions and how they hinder driving abilities.
8. Discuss strategies that can be used to focus attention on the driving task.
9. Discuss how emotion can impact driving.

## **Declarative Knowledge**

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Students will understand that:

## **Procedural Knowledge**

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Students will be able to:

## **EVIDENCE OF LEARNING**

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

## **Formative Assessments**

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Drive Right Worksheets

Question and Answer Lectures

Fatal Vision Goggle Activity  
Teacher Created Worksheets

## **Summative Assessments**

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Test

Quizzes

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

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- NJ State Manual
  - Ch. 6 “Drinking, Drugs and Driving”
  - Ch. 7 “Driver Privileges and Penalties”
- Drive Right Textbook
  - Ch. 14 :Effects of Driver Condition”
  - Ch. 15 “Alcohol, other Drugs and Driving”
  - Internet/Chrome book

Teacher Created Resources

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.