

# Cover Page Driver Education Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **10 weeks**  
Status: **Published**

## **Title Page, Table of Contents, Statement of purpose**

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DRIVER EDUCATION

SAYREVILLE WAR MEMORIAL

1.75 CREDITS  
I QUARTER

TABLE OF CONTENTS:

Unit 10: The New Jersey Driver License System

Unit 20: Driver Safety & Rules of the Road

Unit 30: Defensive Driving

Unit 40: Drinking, Drugs, & Health/ Driving Privilege's & Penalties

Unit 50: Sharing the Road with Others

Unit 60: Vehicle Information & Driver Safety

STATEMENT OF PURPOSE:

The purpose of this Driver Education course is to provide quality driver instruction to ensure a safe driving atmosphere for our students and our community. Through teaching proper driving techniques, driving regulations and rules of the road, we are helping our young citizens to become responsible and safe drivers. It is important that the student receive real time practice with a licensed adult, parent/guardian, or qualified driver to develop successful skills, processes, habits, and responsibilities. This course is built on a foundation that addresses what students will know and be able to do as a result of their participation in the program. It will also provide students with opportunities to explore health-related areas such as (effective communication skills, sound decision-making, understanding interpersonal relationships and sexuality) that will enable them to become lifelong successful learners in making good choices about healthy living. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy lifestyle. Increasing student knowledge and the ability to enact healthy behaviors will enable them to make informed choices about their health now and in the future. The use of critical thinking, decision-making, problem-solving, leadership and communication skills are essential to making informed personal, family and community health decisions. Wellness can be defined as a way of life that emphasizes health promotion measures such as eating healthy, managing stress to

reduce one's risk of contracting a disease, and preventing and treating simple injuries, and participating in engaging, supportive interpersonal relationships.

#### SUMMARY OF THE COURSE:

Driver Education is a required Quarter course designed for grade ten students. Students gain an awareness of the driving task and the responsibilities that accompany it. The course raises the level of awareness about driver impairment and the impact of impairment on safe vehicle operation. Students develop an understanding of the impact of the natural environment on driving. Students learn to identify hazardous road conditions and how to react appropriately to avoid and/or minimize problems. Students receive instruction on the dangers of cell phone usage and text messaging while driving. Students develop an attitude of safe, courteous, and defensive driving. The course also provides students with the skills needed to make decisions that will impact life today and in the future. Topics include adolescence, effective communication, conflict resolution, characteristics of healthy interpersonal relationships, sexuality, sexually transmitted diseases, contraceptives, media influences, and understanding the effects of drugs and alcohol.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)



# Unit 10: The New Jersey Driver License System

## Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **1 Week**  
Status: **Published**

### Summary of the Unit

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- Students will receive an overview of about the laws governing driver licenses.
- They will learn how to obtain a special learners permit
- They will discuss restrictions that have to be followed by the individuals in the Graduated Driver License program and fines that come from breaking those laws.

### 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).

### Enduring Understandings

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- Obtaining and maintaining a driver's license is a critical role in a young adult's development.
- Understanding the importance of why they must follow certain protocols when it comes to having a driver license.

### Essential Questions

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- When can a holder of a probationary license, who is under the age of 21, drive unsupervised?
- At what age is the holder of a GDL special learner's permit eligible to obtain a basic driver license?
- Altering a driver's license, or showing an altered driver's license, may result in what?

## **Summative Assessment and/or Summative Criteria**

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- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

## **Resources**

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[www.njmvc.gov](http://www.njmvc.gov)

The NJ Driver Manual

Chrome Books

Handouts

## **Topic/Selection - Graduated Driver License Program**

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<b>Topic/ Selection</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>Standards</b>
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<p>The New Jersey Driver License System</p> <p>The NJ Driver Manual- Chapter 1</p> <p>2 Days</p>	<p>The students will be able to identify the various types of driver licenses available to them.</p>	<p>Identify and discuss the different types of Driver Licenses available.</p>	<p>Homework, reading assignments and preliminary exercises</p> <p>Written tests and quizzes</p> <p>Students will work on Chapter 1 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p>
<p>Obtaining Your License</p> <p>The NJ Driver Manual- Chapter 1</p> <p>2 Days</p>	<p>Students will be able to identify and explain the proper procedures and laws to obtain their Driver's License</p>	<p>Recall the proper order for obtaining a driver's license in New Jersey</p> <p>Discuss and explain examples of a person who would not get their driver's license</p>	<p>Homework, reading assignments and preliminary exercises</p> <p>Written tests and quizzes</p> <p>Create a poster listing how to obtain your driver's license</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p>

			Students will work on Chapter 1 Key Points worksheet	
Identify Verification & Driver License Endorsements\  The NJ Driver Manual- Chapter 1  1 Day	Students will be able to distinguish between a validated proof of identify and an invalid.  Students will demonstrate how to properly get an endorsement on their driver's license	Discuss the differences between various types identify verification and how to obtain ID's  Identify the different types of Endorsements available	Class participation  Written tests and quizzes  Create a diagram depicting what is needed for identity verification and for which endorsements  Students will work on Chapter 1 Key Points worksheet	HE.9-12.2.3.12.PS.1  HE.9-12.2.3.12.PS.3

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

## **Suggested Technological Innovations/Use**

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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation



# Unit 20: Driver Safety and the Rules of the Road

## Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **2 weeks**  
Status: **Published**

### Summary of the Unit

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- Students will learn and understand what a defensive driver is.
- Students will learn and understand the importance of following all the safety laws so they eventually become second nature
- Students will comprehend what do to if they are involved in a car accident

### Standards

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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.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).

### Enduring Understandings

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- Understanding your vehicle and how it is equipped is essential in your ability to control your car and avoid hazardous situation.
- Safety on the road and being able to predict how you should react to certain situations will put you in a better position behind the wheel.

### Essential Questions

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- Before turning, you must signal how many feet in advance?

- What should you do in order to back your car in a straight line?
- What is the meaning of a hand signal when a driver's hand and arm are upward?

### **Summative Assessment and/or Summative Criteria**

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- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

### **Resources**

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[www.njmvc.gov](http://www.njmvc.gov)

The NJ Driver Manual

Chrome Books

Handouts

<http://www.youtube.com/watch?v=Xk1vCqfYpos>

### **Topic/Selection & Instructional Activities Chart**

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Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/	Standards
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			<b>Assessments</b>	
<p>Driver Safety &amp; Rules of the Road/ Proper Communication</p> <p>The NJ Driver Manual- Chapters 3 &amp; 4</p> <p>3- 5 Days</p>	<p>Students will be able to identify the various types distractions on while driving</p> <p>Students will apply proper communication skills to other drivers while driving</p>	<p>Discuss the different types of distractions while driving and how to prevent getting distracted by them</p> <p>Demonstrate proper communication skills while driving</p>	<p>Create a list of things that can distract a person while they are driving and come up with ways to prevent those distractions</p> <p>Sort proper and improper ways of communicating while driving using a teacher-made worksheet</p> <p>Students will work on Chapter 3 &amp; 4 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>
<p>Following Distance, Changing Lanes, &amp; Visibility</p> <p>The NJ Driver Manual- Chapters 3 &amp; 4</p> <p>3 Days</p>	<p>Students will be able to identify and explain the proper procedures for changing lanes</p> <p>Develop a working knowledge of safe following distances</p>	<p>Recall the proper procedures for changing lanes</p> <p>Discuss and explain examples of safe following distances</p> <p>Discuss how visibility can change at</p>	<p>Sort a list of proper procedures for changing lanes using a teacher made worksheet</p> <p>Create a list of proper following distances per road</p>	<p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>

	Students will be able to identify how their driving changes with their about of visibility	anytime and how they must adapt when driving	conditions and speeds  Students will work on Chapter 3 & 4 Key Points worksheet	
Reacting to driving problems and crashes  The NJ Driver Manual- Chapters 3 & 4  2 Day	Students will be able to develop a working knowledge of how to react to various driving problems  Students will demonstrate how to properly report a motor vehicle crash and the steps following	Discuss the differences between correctly and incorrectly reacting to various driving problems  Identify the different steps when reporting a crash	Sort a list into correctly and incorrectly reacting to various driving problems  With a partner create a poster of how to report a automobile accident correctly  Students will complete Chapter 3 & 4 Key Points worksheet	HE.9-12.2.3.12.PS.3  HE.9-12.2.3.12.PS.4

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.

- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

## **Suggested Technological Innovations/Use**

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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation



# Unit 30: Defensive Driving Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **1 Week**  
Status: **Published**

## Summary of the Unit

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- Students will learn the importance of becoming a defensive driver and how that goes hand in hand with making the road a better place for everyone on it.
  
- Students will learn the importance of the accident prevention formula: “Be Alert, Be Prepared, Act in Time.”

## Standards

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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.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).

## Enduring Understandings

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- Driving safely incorporates everyone on the road
- Knowing what to do ahead of time in case something goes wrong will put you along with the other drivers on the road in a better spot.

## Essential Questions

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- If you have a tire blowout, what should you do?
  
- How far ahead should you look during city driving?

- In NJ, when are studded snow tires aloud to be used?

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### **Summative Assessment and/or Summative Criteria**

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

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### **Resources**

[www.njmvc.gov](http://www.njmvc.gov)

The NJ Driver Manual

Chrome Books

Handouts

<https://www.youtube.com/watch?v=u8T5uI3vDyo>

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### **Topic/Selection & Instructional Activies Chart**

Topic/ Selection	General Objectives	Suggested Benchmarks/ Assessments	Standards
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<p>Defensive Driving</p> <p>The NJ Driver Manual- Chapter 5</p> <p>3-5 Days</p>	<p>Students will be able to identify the various types distractions while driving</p> <p>Students will apply accident prevention formula</p> <p>Students will be able to develop an understanding of the importance of searching and giving meaning to their interaction with other drivers, pedestrians and other obstacles will driving a vehicle.</p> <p>Teacher will show video on Defensive Driving:  <a href="https://www.youtube.com/watch?v=u8T5ul3vDyo">https://www.youtube.com/watch?v=u8T5ul3vDyo</a></p>	<p>Students will add to assignment from previous lesson of any new distractions while driving that they learned in this lesson</p> <p>Students will write a summary of the Defensive Driving video and how the driver could have reacted differently</p> <p>Students will complete Chapter 5 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>
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### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g.

multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

### **Suggested Technological Innovations/Use**

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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

### **Cross Curricular/21st Century Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

# Unit 40: Drinking Drugs and Health / Driving Privileges and Penalties Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Summary of the Unit

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- Students will learn the effects that drinking and drugs will have on their driving abilities
  
- Students will learn the consequences for breaking any of NJ's driving laws and regulations

## Standards

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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.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).

## Enduring Understandings

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- Impairing a driver's mental and physical skills allows for a greater chance of an automobile accident to occur
  
- There are various factors that determine a person's blood alcohol content.

## Essential Questions

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- Driving under the influence of intoxicating beverages means what?
  
- If you are involved in a motor vehicle accident resulting in injuries while your driving privileges are

suspended, what are you subject to?

- The best way to reduce your chances of having an alcohol related accident is to do what?

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### **Summative Assessment and/or Summative Criteria**

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

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### **Resources**

[www.njmvc.gov](http://www.njmvc.gov)

The NJ Driver Manual

Chrome Books

Handouts

<https://www.youtube.com/watch?v=nfKd-80gLbE>

<http://youtu.be/bxfU0RCUDa8>

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### **Topic/Selection & Instructional Activities Chart**

<b>Topic/ Selection</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>Standards</b>
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<p>Effects of Alcohol &amp; Drugs while driving a motor vehicle</p> <p>The NJ Driver Manual-Chapter 6</p> <p>3-5 Days</p>	<p>Students will be able to identify the various effects of alcohol and drugs while driving</p>	<p>Discuss the different types of alcohol and drugs and how they impair the body</p> <p>Discuss the physiological and psychological impairments and how they affect all aspects of a person's life.</p> <p>Teacher will show the following video: "DUI Special."</p> <p><a href="https://www.youtube.com/watch?v=nfKd-80gLbE">https://www.youtube.com/watch?v=nfKd-80gLbE</a></p>	<p>Students will watch the "DUI Special" video and create a chart of how alcohol impairs the body</p> <p>Students will work on Chapter 6 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>
<p>Good Hosts &amp; Designated Drivers</p> <p>The NJ Driver Manual-Chapter 6</p>	<p>Students will be able to identify and explain the proper procedures for being a good host where alcohol</p>	<p>Recall the proper procedures for being a good host where alcohol is served</p> <p>Discuss and explain examples of when a designated driver is needed</p> <p>Review again the consequences of driving while impaired</p>	<p>Students will create with a group of list of how to be a proper host.</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>

2Days	<p>is served</p> <p>Students will be able to identify how and when a designated driver is needed</p>	<p>Teacher will show the following video: "Underage Drinking."</p>	<p>After watching the video students make any changes or add anything to their list</p> <p>Students will work on Chapter 6 Key Points worksheet</p>	
<p>Driving Privileges &amp; Penalties</p> <p>The NJ Driver Manual- Chapter 7</p> <p>3 Days</p>	<p>Students will be able to understand the privilege of driving</p> <p>Students will develop a knowledge of various types of driving penalties &amp; the consequences of each</p>	<p>Discuss the difference between a privilege and a penalty and how the privilege can be taken away</p> <p>Identify the different penalties and the consequences of each</p>	<p>Students will decide whether the statement is a privilege or a penalty \</p> <p>Students will complete Chapter 6 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

## **Suggested Technological Innovations/Use**

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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.



CAEP.9.2.12.C.8

Assess the impact of litigation and court decisions on employment laws and practices.

CAEP.9.2.12.C

Career Preparation

# Unit 50: Sharing the road with others Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **1 week**  
Status: **Published**

## Summary of the Unit

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- Students will learn the importance of staying focused on driving, while still being about to adjust to the vehicles around you
- Students will learn how vehicles will react during various circumstances and situations

## Standards

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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.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).

## Enduring Understandings

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- Practicing good safety habits is imperative while driving is a series of adjustments
- Driving is a series of adjustments
- A driver needs to understand the basic laws of physics and how they influence vehicle control

## Essential Questions

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- In adverse weather conditions, how much longer does a truck take to stop?
- When passing a large truck or bus, what is important to remember?
- If you approach an intersection and a large truck is stopped for the traffic light, what should you do?

## Summative Assessment and/or Summative Criteria

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- Class participation

- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

## **Resources**

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[www.njmvc.gov](http://www.njmvc.gov)

The NJ Driver Manual

Chrome Books

Handouts

<https://www.youtube.com/watch?v=DmIhjMwZs5A> (

## **Topic/Selection & Instructional Activities Chart**

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<b>Topic/ Selection</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>Standards</b>
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<p>Sharing the Road with Others (People, Vehicles, &amp; Animals)</p> <p>The NJ Driver Manual-Chapter 8</p> <p>3 Days</p>	<p>Students will be able to identify who and what they need to share the road with while operating a motor vehicle</p> <p>Students will be able to evaluate foundations of driving and the factors that affect vehicle control</p>	<p>Discuss the different ways a vehicle can properly share the road with other vehicles, people, and animals</p> <p>Demonstrate proper communication skills while driving</p> <p>Teacher will show the following video on "Young Driver's: The high risk years."</p> <p><a href="https://www.youtube.com/watch?v=DmlhjMwZs5A">https://www.youtube.com/watch?v=DmlhjMwZs5A</a></p> <p>(</p>	<p>Students will create mock situations in groups of how different things (vehicle, people, animals, etc.) need to share the road. They will present to the class and go over the proper procedures for sharing the road with that specific item, person, animal, or thing</p> <p>Students will write a summary of the video and how they can avoid many of the factors in the video</p> <p>Students will work on Chapter 8 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.P3</p> <p>HE.9-12.2.3.12.PS.4</p>
<p>No Zones</p> <p>The NJ Driver Manual-Chapter 8</p>	<p>Students will be able to identify front no zones &amp; back no</p>	<p>Recall the proper procedures for front and back no zones</p> <p>Discuss and explain examples of safely avoiding no zones while driving. following distances</p>	<p>Students will work in groups to create a teacher assigned poster for various no zones</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.P3</p> <p>HE.9-</p>

2 Days	zones  Students will be able to identify how to properly avoid no zone areas		Students will complete Chapter 8 Key Points worksheet	12.2.3.12.PS.4
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### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

### **Suggested Technological Innovations/Use**

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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

# Unit 60: Vehicle Information / Driver Safety Copied from: Curriculum Units, Copied on: 09/21/22

Content Area: **Science**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **2 weeks**  
Status: **Published**

## Summary of the Unit

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- Students will learn how to obtain a vehicle's title, registration and insurance that is mandatory for all drivers
- Students will learn how to read the important signs a driver will see on a daily basis
- Students will receive an overview of knowing what to do when it comes to getting their first car so it will make the experience at the MVC less stressful

## Enduring Understandings

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- Correctly identifying warning signs, guidance signs and regulatory signs help keep drivers and pedestrians safe
- Knowing how to correctly obtain a vehicles registration, insurance, and title are essential to being a driver of a vehicle in New Jersey

## Essential Questions

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- When you move into New Jersey from another state, you must do what with your Driver's license?
- What does a diamond shaped sign mean?
- What does an eight sided sign mean?

## Standards

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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.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).

## **Summative Assessment and/or Summative Criteria**

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- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects
- Cooperative activities
- Skills application

## **Resources**

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[www.njmvc.gov](http://www.njmvc.gov)

The NJ Driver Manual

Chrome Books

Handouts

## **Topic/Selection & Instructional Activities Chart**

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<b>Topic/ Selection</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>Standards</b>



<p>Vehicle Information</p> <p>The NJ Driver Manual- Chapter 9</p> <p>2 Days</p>	<p>Students will be able to identify how to properly obtain a vehicle's title, registration, and insurance</p> <p>Students will apply proper communication skills at MVC in order to obtain proper documents for a motor vehicle</p>	<p>Discuss the different types of documents needed in order to properly have motor vehicle on a NJ road.</p>	<p>Students will work on Chapter 9 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>
<p>Traffic Signals</p> <p>The NJ Driver Manual- Chapter 9</p> <p>3 Days</p>	<p>Students will be able to identify all traffic signals</p> <p>Students will be able to identify which traffic signals take precedent especially those from a police officer</p>	<p>Recall the proper traffic signals</p> <p>Discuss and explain the differences of various traffic signals</p> <p>Discuss how and when certain traffic signals take precedents over</p>	<p>Students will work in groups to complete the following categories of traffic signs and signals in drawings. (Warning, Guidance, &amp; Regulatory)</p> <p>Students will continue to work on Chapter 9 Key Points Worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>

		others		
Traffic Signs & Road Markings The NJ Driver Manual- Chapter 9 3 Days	<p>Students will be able to identify all traffic signs</p> <p>Students will demonstrate how to properly depict between a warning sign, regulatory sign, and road work sign</p> <p>Students will be able to identify all road markings</p>	<p>Discuss the differences between traffic signs</p> <p>Identify the different types of traffic signs and which are most important</p> <p>Discuss the various road markings</p>	<p>Students will work in groups to complete the following categories of traffic signs and signals in drawings. (Warning, Guidance, &amp; Regulatory)</p> <p>Students will complete Chapter 9 Key Points worksheet</p>	<p>HE.9-12.2.3.12.PS.1</p> <p>HE.9-12.2.3.12.PS.3</p> <p>HE.9-12.2.3.12.PS.4</p>

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
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## **Suggested Technological Innovations/Use**

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TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Cross Curricular/21st Century Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation