



Nutley Public Schools

Health Grade 10 Driver's Education

Unit 1: NJ Driver's License/Driver and Passenger Safety	
Summary and Rationale	
<p>The classroom course, which is offered in the tenth grade, emphasizes sound principles of highway safety, students' responsibility in the operation of a motor vehicle, and endeavors to show students the effect of physical, mental, and emotional traits on safety. This course includes presentations and discussions on defensive driving, alcohol and drugs, traffic laws and enforcement, driving attitudes, automobile insurance, vehicle maintenance, driver fitness, pedestrian safety, and basic and advanced driving techniques.</p>	
Recommended Pacing	
3 weeks	
Standards	
Safety	
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
Social and Emotional Health	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
Decision-Making and Goal Setting	
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Character Development	
2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
Advocacy and Service	
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Dependency/Addiction and Treatment	
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
2.3.12.C.2	Predict the societal impact of substance abuse on the individual, family, and community.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Driving choices and behaviors have a profound impact on personal, family, and community members. Following the rules of the NJ driving system is imperative for safety of all on the roadways. Consistently employing safe and healthy behaviors (seat belt use, designated drivers, distraction free driving) helps reduce the incidence and severity of injuries.</p>	
Essential Question	
<p>How do personal health choices impact your own driving ability as well as others? Why is it so difficult to educate people about risky driving behaviors? Why do some people still engage in unsafe driving behaviors despite knowing the inherent risks and possible outcomes?</p>	
Evidence of Learning (Assessments)	
<p>Tests Quizzes Rubrics Projects- COMPETENCY I: COLLABORATION • Working Cooperatively Homework</p>	

Peer/Self-Assessment
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • NJ driver licensing system • Point system for obtaining a NJ driver license • Steering and speed control • Safe braking and stopping distances • Proper signal use <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify laws related to NJ driver licensing system • Differentiate between different types of driver license and identify license restrictions • Describe the point system for obtaining a NJ driver license • Explain the Graduated Driver License (GDL) • Explain how steering and speed control contribute to driver safety • Explain how proper use of braking and stopping distances contribute to safe driving • Explain how use of signals contributes to driver safety • Explain how proper parking, turning and reversing practices contribute to driver safety
Integration
Technology Integration
<p>Chrome Books Driving Simulator</p>
Writing Integration
<p>Open Ended Questions</p>
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility
Suggested Resources
<p>Driver's Manual Simulator http://www.herocampaign.org/ http://health.discovery.com/ http://www.donatelifenj.org/ http://www.thinkfirst.org/ http://oli.org/ http://www.aaafoundation.org/home/ http://www.nhtsa.gov/drivereducationprogram http://www.njdrivereducation.com/teacher-resources</p>

Role play various situations in which teenagers handle a friend who wants to drive intoxicated.
Identify the “myths” and “facts” about driving under the influence.
Apply the decision making model to decisions about your own driving conflicts.
Invite guest speakers to give presentations to students concerning HERO campaign, Organ Donation, “Click-it or Ticket”, GDL (graduated drivers law), Casey’s law/pedestrian safety.
Create brochure about responsibilities of driving.
Use worksheets to reinforce DMV manual materials
Have class debates



Nutley Public Schools

Health Tenth Grade Driver's Education

Unit 2: Rules of the Road and Traffic Safety	
Summary and Rationale	
<p>The goal of this unit is to introduce the student to traffic control devices, including signs, signals and pavement markings, as well as traffic laws specific to the state of New Jersey, including right-of-way laws, obeying a police officer and speed restrictions.</p>	
Recommended Pacing	
3 weeks	
Standards	
Safety	
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
Social and Emotional Health	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
Decision-Making and Goal Setting	
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
Character Development	
2.2.12.C.1	Analyze the impact of competition on personal character development.

2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
Advocacy and Service	
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Dependency/Addiction and Treatment	
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
2.3.12.C.2	Predict the societal impact of substance abuse on the individual, family, and community.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Driving choices and behaviors have a profound impact on personal, family, and community members. Following the rules of the NJ driving system is imperative for safety of all on the roadways. Consistently employing safe and healthy behaviors (seat belt use, designated drivers, distraction free driving) helps reduce the incidence and severity of injuries.</p>	
Essential Question	
<p>How do personal health choices impact your own driving ability as well as others? Why is it so difficult to educate people about risky driving behaviors? Why do some people still engage in unsafe driving behaviors despite knowing the inherent risks and possible outcomes?</p>	
Evidence of Learning (Assessments)	
<p>Tests Quizzes Rubrics Projects – COMPETENCY I: COLLABORATION • Working Cooperatively Homework Peer/Self-Assessment</p>	

Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Traffic control devices • Meaning of traffic signs • Pavement markings • Role of a police officer and traffic safety • Safe passing practices • Safe entry and exit highway practices • Headlight and cell phone laws <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define and identify the purpose of traffic control devices. • Recognize and identify the color, shape and meaning of traffic signs. • Recognize and identify the meaning of traffic control signal lights. • Recognize and identify the meaning of pavement markings. • Describe state specific laws pertaining to the required response by the driver to traffic signs, signals and pavement markings and the directions of a police officer. • Describe safe driving and passing practices • Describe right of way, yielding, and safe entry and exit in highway driving • Explain how to safely maneuver turns and interchanges • Identify turning, stopping and parking regulations • Describe proper use of headlights • Identify state cell phone use laws
Integration
Technology Integration
<p>Chrome Books Driving Simulator</p>
Writing Integration
<p>Open Ended Questions</p>
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility
Suggested Resources
<p>Driver's Manual Simulator http://www.herocampaign.org/ http://health.discovery.com/ http://www.donatelifenj.org/</p>

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<http://oli.org/>

<http://www.aaafoundation.org/home/>

<http://www.nhtsa.gov/drivereducationprogram>

<http://www.njdrivereducation.com/teacher-resources>

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Identify the “myths” and “facts” about driving under the influence.

Apply the decision making model to decisions about your own driving conflicts.

Invite guest speakers to give presentations to students concerning HERO campaign, Organ Donation, “Click-it or Ticket”, GDL (graduated drivers law), Casey’s law/pedestrian safety.

Create brochure about responsibilities of driving.

Use worksheets to reinforce DMV manual materials

Have class debates



Nutley Public Schools

Health

Grade: 10

Driver's Education

Unit 3: Distracted Driving and Risks	
Summary and Rationale	
<p>The goal of this unit is to help the student understand the substantial negative effects of distractions on a driver's ability to safely perform the driving task. Research and statistics demonstrate that distractions represent a significant factor in motor vehicle crashes, especially for novice drivers. This unit will explore the definition of driving distractions, the various types of driver distractions, the effects of distractions on the driving task, costs related to crashes due to distracted driving, prevention of driving distractions and strategies for students to disseminate information on the distracted driving problem.</p>	
Recommended Pacing	
3 weeks	
Standards	
Safety	
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2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
Social and Emotional Health	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
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Advocacy and Service	
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Dependency/Addiction and Treatment	
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
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Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
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Essential Question	
<p>How do personal health choices impact your own driving ability as well as others? Why is it so difficult to educate people about risky driving behaviors? Why do some people still engage in unsafe driving behaviors despite knowing the inherent risks and possible outcomes? What is organ donation?</p>	
Evidence of Learning (Assessments)	
<p>Tests Quizzes Rubrics Projects – COMPETENCY I: COLLABORATION</p>	

- Working Cooperatively
- Homework
Peer/Self-Assessment

Objectives

Students will know or learn:

- Distractions that affect driving performance
- The meaning of driving under the influence
- Point system
- The dangers of cell phone use while driving
- How the organ donation system works

Students will be able to:

- Define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes.
- Describe potential distractions that could occur inside the vehicle and their effects on the driving task.
- Describe potential distractions that could occur outside the vehicle and their effects on the driving task.
- Develop a plan to prevent distractions before getting behind the wheel.
- Develop a plan to address distractions while driving
- Commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their parents, and the community.
- Discuss the organ donation system.
- Describe effects of alcohol in the body and how they affect driving performance.
- Define driving under the influence (DUI).
- Describe the point system and identify point violations.
- Describe how cell phone use and distracted driving affects road safety.

Integration

Technology Integration

Chrome Books
Driving Simulator

Writing Integration

Open Ended Questions

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively

COMPETENCY V: SELF AWARENESS and DIRECTION

- Social Responsibility

Suggested Resources

Driver's Manual
<http://www.herocampaign.org/>

<http://health.discovery.com/>
<http://www.donatelifenj.org/>
<http://www.thinkfirst.org/>
<http://oli.org/>
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