



Health Curriculum

Grade 10

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Grade 10 Health Scope and Sequence		
Unit Name	Description	Number of Sessions
Unit 1: Driver's Education	In this unit, students will demonstrate knowledge of the highway transportation system; including sign, signals, and roadway markings. Students will analyze the role of being the driver on different types of roadways and understand why graduated driver licensing programs have been developed.	36

Grade 10 Unit 1: Driver's Education

Summary and Rationale

Students will understand the risks when driving, and how to increase safe driving techniques by becoming a defensive driver. Students will discover that the driving process is a series of adjustments that are made during each driving session. Each session will present many variations that will need thoughts and judgements to be crisp and clear. Students will learn that safe driving will incorporate all of your senses, and aid you in operating a motor vehicle at a safe level.

Recommended Pacing

36 lessons

Standards

Personal Safety

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).
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.

Interdisciplinary Connections

Standard x.x

RL9.10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where text leaves matters uncertain.
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Integration of Technology	
	Chromebooks
	Schoology
	NJ Virtual Driver's Manual
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> - Students will understand that risk is always present while driving, but can be altered and managed if defensive driving techniques are used. - Students will discover the driving process is a series of adjustments that must be decided upon as you travel. Each trip will present many variations that will be needed for their thoughts and judgements to be clear and crisp , and not altered in any way. - Students will learn that safe driving will incorporate all your senses, and aid them in operating a motor vehicle in a safe manner. 	<ul style="list-style-type: none"> - How are the risks associated with driving important to understand? - How does being a defensive driver help reduce the risk of being in a collision? - How does understanding basic vehicle handling (such as steering, braking, taking on turns, and negotiating weather situations while driving help to avoid collisions?) - How is driving considered a privilege and not a right? - How do other roadway users present a risk to you and your vehicle?
Evidence of Learning (Assessments)	
State driving test, quizzes, projects, worksheets, group work, informal observations and class participation.	
Objectives (SLO)	

Students will know:

- The purpose and usage of the Highway transportation system, along with how it is regulated.
- The characteristics of the driving tasks.
- The different meanings of shapes and colors of traffic signs.
- How graduated licensing programs have lowered the rate of teen deaths and car crashes.

Students will be able to:

- Analyze the different road surfaces, vehicles, and people who travel on the roadways.
- Compare and contrast the characteristics of the social, physical, and mental skills of driving.
- Create a chart based on color or shape and label each meaning.
- Develop strategies that individuals can use to prevent giving into peer pressure and breaking the one passenger law.

Suggested Resources/Technology Tools

Chromebooks, Chrome Extensions, Google Workspace, Schoology, Realtime, Email, Various Online Applications.

Virtual NJ Driver's Manual

- <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

Modifications

Special Education -

- Modify assignments for student understanding.
- Allow extra time on assignments/Eliminate penalties for late submissions
- Limit workload by 25%.
- Supply resources to be available outside of school.

ELL - Modify assignments to ELL students.

- Refer to ELL documentation provided by the World Language department.
- Use visuals as much as possible.
- Supply demonstrations when applicable.
- Turn on Closed Captions to Spanish for videos.
- Limit workload.
- Allow the use of a Translator, and to paraphrase for written work.

Gifted and Talented

- Modify assignments by challenging gifted and talented students.
- Provide Gifted students with the most challenging topics and research.
- Give students the opportunity to assist in presentation of material.
- Give open-ended additional questions for assessments.

504 - Modify assignments/lessons to accommodate each student's 504 plan.

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>