



## **BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT**

**WHERE INSPIRING EXCELLENCE IS OUR STANDARD  
AND STUDENT ACHIEVEMENT IS THE RESULT**

# **10th Grade Health Syllabus-Driver Education**

### **Course description:**

Driver Education is offered as part of the Health/Physical Education II program. The course consists of driving and traffic safety in order to prepare students to drive safely by developing proper attitudes and acquiring the necessary knowledge. This is accomplished through class discussion and written material from the following general areas: law, rules of the road, substance use/abuse, and basic driving safety. This course does not include behind the wheel training. In order for the student to obtain their driving permit, they must earn an 80% or better on the NJ driving test and have 6 hours behind the wheel training. The behind the wheel training must be set up through an outside company (fees vary). A passing grade in the course does not guarantee the permit. Students may pass the course but fail the test and vice versa.

### **Class Expectations**

1. Be on time- sitting in your assigned seat by the time the bell rings. Lateness may result in a discipline referral.
2. Come to class prepared: Pen/pencil, notebook, folder/binder, agenda every day, assignments when due, and computer.
3. Respect the teacher and other students, period.
4. No making fun of others- Remember our HIB policy
5. One person speaks at a time- this helps to better class discussion and shows respect.
6. Stay seated unless otherwise instructed until the bell.
7. It is the student's' responsibility to get work or assignments that are missed on the first day back from an absence. Please check the Google Classroom often for updates and assignments.
8. **Students cannot and will not be issued their State Driving Test Card until they have passed the written State Driving Examination with a grade of 80% or higher and have passed the Health 10 and Driver Education course. The State Driver Examination will be included as part of the Grade 10 P.E. and Driver Education final exam which is given at the end of the year.**
9. **Assignments should be handed in before or by the due date, assignments handed in late will be accepted up until a week after the due date with a deduction of credit for lateness.**
10. As per school policy, cell phones, iPods, and other electronic devices must be turned off and out of sight during class (unless otherwise specified). Students not adhering to this policy may face disciplinary action.
11. No eating or drinking in class.

**Content: The following topics will be covered**

- A. Preparing for your state driving exam (2.1.12E, 3.4)
- B. Purchasing a car (2.1.12.D.5)
- C. Emergency response (2.1.12.D.6)
- D. Natural laws and driving (2.1.12.D.5)
- E. Sharing the roadway (2.1.12.D.5)
- F. Driving environment (2.1.12.D.5)
- G. Distractions while Driving (2.1.12.D.4)
- H. Basic driving skills (2.1.12.D.5)
- I. Starting, Steering, and Stopping (2.1.12.D.5)
- J. Getting to know your vehicle (2.1.12.D.5)
- K. Rules of the road (2.1.12.D.5)
- L. Learning the basics (2.1.12.D.5)
- M. Handling social pressures (2.1.12C.2, 3; 2.1.12.D.4)
- N. Knowing yourself (2.2.12B, 3.4)
- O. Assessing and managing risks (2.1.12.D.1)
- P. Organ donation (2.1.12.D.5; 2.2.12.D.1)
- Q. Substance use/abuse (2.1.12.D.3)

**Grading**

Your grades will be weighed as follows:

- a. Class participation 20%
- b. Homework and Classwork 20%
- c. Notebooks and projects 20%
- d. Minor assessments (quizzes) 20%
- e. Major Assessments (tests) 20%

Quizzes-may be given at any time (unannounced).

Notebooks: will be checked 5 times throughout the marking period. At the end of the marking period, notebooks will be collected and checked for contents. \*\*The notebook is a course requirement-failure to turn in a notebook may cause you to fail the course!!

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Health II/Driver Education**

**Course Number:000201**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> <b>Driver's Education</b></p> <p><b>Unit 1: The Task of Driving and The GDL process</b></p> <p><b>Grade Level(s):</b> <b>10</b></p>	<p><b>Unit Summary:</b> In unit 1 students will be introduced to, and comprehend, procedures and requirements regarding New Jersey motor vehicle laws. Students will also develop and understanding of the regulations related to obtaining and maintaining the privilege of a New Jersey Driver’s License. At the end of the course, students will take the NJ State written drivers education test.</p>
<p><b>Essential Question(s):</b></p> <p>What are the consequences (especially unforeseen) of our choices in terms of wellness?</p> <p>How do I make the “right” decisions in the face of peer, media and other pressure?</p> <p>What is the difference between healthy and unhealthy risks?</p> <p>How do I overcome negative influences when making decisions about my personal health?</p> <p>How and when would you notify the MVC for personal information changes?</p> <p>How would you prepare for the NJ knowledge and road tests?</p> <p>What are the requirements for your vehicle upon arrival for the road test?</p> <p>Which “road” to obtaining a license best suits your personal</p>	<p><b>Enduring Understanding(s):</b></p> <p>Current and future personal wellness is dependent upon applying health-related concepts and skill in everyday lifestyle behaviors.</p> <p>Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</p> <p>Driving is a privilege not a right.</p> <p>Keep all personal information up to date and carry proper documentation at all times.</p> <p>There are various paths a person can take for obtaining a driver license depending on age.</p> <p>When driving, YOU are responsible for your vehicle, the safety of all passengers, other motorist and pedestrians who share the road.</p> <p>Most accidents are caused by driver error and drivers can reduce the chances of accidents by knowing and using defensive driving techniques and avoiding distracted driving</p>

needs?

How can improper posture and noncompliance with the seatbelt and child-restraint laws lead to potential collisions and/or personal injury?

How could your lack of compliance with traffic laws impact the health and safety of others in the Highway Transportation System?

How do traffic laws and safety change as the environment and conditions change?

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<p>1. The students will be able to display responsible driving behaviors when alone and with peers.</p>	<p>1. HPE.2.1.12. D.1</p>
<p><b>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</b></p>	<p>2. HPE.2.3.12.B.CS1</p>
<p>2. The students will be able to identify and analyze the physical and psychological conditions that affect driver performance.</p> <p><b>There are immediate and long-term consequences of risky behavior associated with substance abuse.</b></p>	<p>3. HPE.2.1.12. D.</p> <p>4. HPE.2.1.12. D.5</p> <p>5. HPE 2.2.12.D.1</p> <p>6. HPE 2.3.12.B.1</p> <p>7. HPE 2.3.12.C</p>
<p>3. The students will be able to demonstrate a working knowledge of the rules and procedures of operating a motor vehicle.</p> <p><b>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</b></p>	
<p>4. The students will be able to apply their knowledge, processes and skills to become safe, competent users of the highway transportation system.</p> <p><b>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).</b></p>	
<p>5. The students will demonstrate knowledge of what it means to be an organ donor/ tissue donor and how it can save lives.</p> <p><b>Plan and implement advocacy strategy and to stimulate action on state, national or global health issues, including but not limited to, organ/tissue donation.</b></p>	

### Inter-Disciplinary Connections:

- LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system

TECH.8.1.12 - [Standard] - 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.

### **Students will engage with the following text:**

**Students will engage with the following text: “Drive Right”  
NJ Driver’s Manual**

### **Students will write:**

Compare and contrast the statistics of young drivers since the State implemented the graduated driving license

Write a one page, response to current event article answering corresponding questions.

Complete “Do Now’s”

State Exam Practice Questions

Describe ways to make a car a safer place.

Guess the age group that is involved in the most accidents and explain why.

Write down what you think the 2nd leading cause of accidents is.

Create an original safe driving slogan and write a persuasive essay describing the importance of this issue

WebQuest - Project on buying a vehicle, purchasing insurance.

Driver profile: interview and evaluate a driver

Exit Tickets

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

Student will be engaged in Google Slide presentations, worksheets/Google Docs, videos and class discussions on the below topics.

Worksheets/Google Docs correspond with the textbook used and videos can be found on the discovery health network and YouTube.

Materials and Supplies:

Google Slide presentations – can be found and shared on Google Docs

### **Chapter #1 – The New Jersey Driver’s License System**

Steps to a Valid License, Type of Licenses, Laws Governing Licenses, 6 Point ID Program, Safety and Graduated driver’s license system, Special learners permit, examination permit, out of state drivers, organ donation, CDL.

### **Chapter #2 – New Jersey Driver Testing**

Requirements for Basic Driver's License, Safety pledge to Nikhil, Voter registration, Road test, Reason for rejection

### **Chapter #3 - Driver Responsibility**

Buckle up New Jersey seat belt law, car seats, Child passenger safety law, Airbags, Car condition, carbon monoxide poisoning, starting a parked car, steering, stopping distances, proper braking, driving signals, driving in reverse, turning and parking.

### **Chapter #4 – Safe Driving Rules and Regulations**

Move over law, Speed control, passing, keep to the right, yielding to the right, yielding the Right-of-Way, Pedestrians in a crosswalk, intersections, entering highways, entering/leaving parkways and turnpikes, special highway, parkway and turnpike conditions, curves, interchanges, turning regulations, stopping regulations, using headlights, parking regulations, cell phones and littering.

### **Chapter #5 - Defensive Driving**

Preventing collisions, aggressive driving/road rage, distractions, electronic devices, tired drivers (Megan's Law), highway hypnosis, communication and driving, keep a safe distance/do not tailgate, following distance, changing lanes and passing, passed by another vehicle, road conditions, reduced visibility, night driving, driving situations, reacting to driving problems, vehicle failure, Collisions, what to do in case of a collision.

### **Chapter #8 - Sharing the Road with Others**

People, vehicles and animals

### **Chapter #9 - Vehicle Information**

Vehicle title and registration, license plates, vehicle inspection, insurance.

### **Chapter #10 - Driver Safety**

Traffic signals and signs, road markings

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM’S LEVELS.**



### **Formative Assessments:**

**Knowledge:** List the steps in the GDL Process. State the meaning of the eight shapes and eight colors used for traffic signs. Comprehension: Identify the potential road hazards. Identify the different laws governing drivers' licenses. Describe the three parts of the driving task.

**Application:** Create a visual aide to illustrate the importance of safe driving habits.

**Analysis:** Question the need for proper vehicle information including registration, inspection and insurance. Compare and contrast the differences between daytime and night time driving.

**Synthesis:** Propose how a graduated driver licensing program can help you drive more safely.

**Evaluation:** Argue the options that can be taken to prevent motor vehicle accidents. Create a project that displays the reality of car ownership.

### **Accommodations/Modifications:**

Use graphic organizers

Provide a study guide for all assessments

Spelling errors do not count. Encourage the use of spell check for spelling errors

Extended time on assessment

Repeat/clarify directions

Retest failures after meeting and completing previous assignments in a timely manner

Repeat/clarify directions and check for understanding frequently; have student orally restate directions

Assist student with breaking down projects and long term assignments into manageable parts and specify time lines and short term goals

Break down or modify major writing assignments into a step by step process

Break down or modify reading assignments to ensure student is able to comprehend passages

Orally read any long passages on classwork/homework assignments

Grade projects based on content not creativity

### **Summative Assessments:**

Tests including various multiple choice questions and the New Jersey State Driver's Exam as the final assessment

### **Accommodations/Modifications:**

Retest failures after meeting and completing previous assignments in a timely manner



### **Performance Assessments:**

Class participation  
Homework and classwork assignments  
Quizzes  
Driving Rules and Regulations  
Poster Project  
WebQuest Project  
Driver Profile

### **Accommodations/Modifications:**

Provide guided notes and/or copy of PowerPoint during lectures  
Limit oral reading unless student volunteers  
Extended time on assessments  
Repeat/clarify directions if necessary  
Break down or modify reading assignments to ensure student is able to comprehend passages  
Orally read any long passages on classwork/homework assignments  
Provide a study guide for all assessments  
Orally read all assessments (per IEP)  
Redirect student attention through cueing  
Repeat/clarify directions and check for understanding frequently; have student orally restate directions  
Assist student with breaking down projects and long term assignments into manageable parts and specify time lines and short term goals  
Break down or modify major writing assignments into a step by step process  
Spelling errors do not count. Encourage the use of spell check for spelling errors  
Grade projects based on content not creativity  
Retest failures after meeting and completing previous assignments in a timely manner  
Extended time  
Provide a study guide for all assessments  
Spelling errors do not count. Encourage the use of spell check for spelling errors  
Testing in small group  
Orally read assessment (per IEP)  
Use word banks  
Guided notes  
Chunk notes

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title: Unit 2 Driver's Education Drinking, Drugs, Driving Health. Privileges and Penalties</b>	<b>Unit Summary:</b> In unit 2 students will be introduced to the ways that alcohol and certain drugs can affect the driving task. Students will also learn the repercussions of not obeying the rules of the road. At the end of the course, students will take the NJ State written drivers education test.
<b>Grade Level(s): 10</b>	
<b>Essential Question(s):</b>  What are the consequences (especially unforeseen) of our choices in terms of wellness?  What are some reasons people may choose to use alcohol, tobacco and other drugs when they are aware of their detrimental effects and how can we help them?  How do I make the "right" decisions in the face of peer, media and other pressure?  What is the difference between healthy and unhealthy risks?  How do I overcome negative influences when making decisions about my personal health?  What actions could lead to a license suspension?  How do the effects of alcohol affect the driving task?  How could a DUI conviction affect you, your family and friends?	<b>Enduring Understanding(s):</b>  Current and future personal wellness is dependent upon applying health-related concepts and skill in everyday lifestyle behaviors.  Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. There are many resources that can help individuals and families struggling with substance abuse.  Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.  Decision-making can be affected by a variety of influences that may not be in a person's best interest.  The best way to avoid an accident related to alcohol is to not drive after drinking at all.  Your poor decision to drive under the influence can have a huge impact on not only your life, but also your family, friends and others that may be involved in a potential accident.  The higher your BAC goes, the higher your risk of being in an accident.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<p>1. The students will be able to display responsible driving behaviors when alone and with peers.  <b>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</b></p>	<p>1. HPE.2.1.12. D.1            2. HPE.2.3.12.B.CS1            3. HPE.2.1.12. D.</p>
<p>2. The students will be able to identify and analyze the physical and psychological conditions that affect driver performance.  <b>There are immediate and long-term consequences of risky behavior associated with substance abuse.</b></p>	<p>4. HPE.2.1.12. D.5            5. HPE 2.2.12.D.1            6. HPE 2.3.12.B.1            7. HPE 2.3.12.C</p>
<p>3. The students will be able to demonstrate a working knowledge of the rules and procedures of operating a motor vehicle.  <b>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.</b></p>	
<p>4. The students will demonstrate a working knowledge of how different types of substances can affect driving performance.  <b>Compare and contrast the incidence and the impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on an individual and communities in the United States and other countries.</b></p>	
<p>5. The students will be able to identify the consequences (in terms of driving) of using banned substances when driving.  <b>Analyze the societal impact of substance abuse on the individual, family and the community</b></p>	

### Inter-Disciplinary Connections:

<p>LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which</p>
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the development, organization, and style are appropriate to task, purpose, and audience.

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TECH.8.1.12 - [Standard] - 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.

### **Students will engage with the following text:**

**Students will engage with the following text: “Drive Right”**

**NJ Driver’s Manual**

### **Students will write:**

Compare and contrast the statistics of fatalities in collisions involving drugs and alcohol abuse

Write a one page, response to current event article answering corresponding questions.

Complete “Do Now’s”

State Exam Practice Questions

Write a reaction paper on the story of the “Precious Gems”

Create an original safe driving slogan and write a persuasive essay describing the importance of this issue

Exit Tickets

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

Student will be engaged in Google Slide presentations, worksheets/Google Docs, videos and class discussions on the below topics.

Worksheets/Google Docs correspond with the textbook used and videos can be found on the discovery health network and YouTube.

#### **Materials and Supplies:**

Google Slide presentations – can be found and shared on Google Docs

#### **Chapter #6 - Drinking Drugs and Health**

Effects of alcohol, how much is too much? Drinking and driving, good hosts and drinking driver, designated drivers, drugs and driving and healthy driving.

### Chapter #7 - Driver Privileges and Penalties

The driving privilege, driving under the influence (DUI), Breath test, Ignition interlock device, Intoxicated driver resource center, motor vehicle violation, driver programs, violations surcharges and point violations, point systems.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

**Knowledge:** Define blood alcohol concentration, the 4 factors that determine BAC, and list the dangers of substance use while driving. List the signs of a drunk driver

**Comprehension:** Associate different moving violations with their point value. Explain steps that can be taken to avoid a lawsuit as a party host. Explain the Implied Consent Law

**Application:** Create a visual aide to illustrate the importance of safe driving habits. Recognize the effects that alcohol and drugs have on the body

**Analysis:** Analyze the impact to oneself after a DUI. Compare and contrast the different penalties for a DUI conviction (over 21/under 21) (1st/2nd offense). Analyze the different types of alcohol and how their strengths vary.

**Synthesis:** Propose how a graduated driver licensing program can help you drive more safely. Create a slogan and essay to encourage safe driving.

**Evaluation:** Argue the options that can be taken to prevent motor vehicle accidents.

### Accommodations/Modifications:

Use graphic organizers

Provide a study guide for all assessments

Spelling errors do not count. Encourage the use of spell check for spelling errors

Extended time on assessment

Repeat/clarify directions

Retest failures after meeting and completing previous assignments in a timely manner

Repeat/clarify directions and check for understanding frequently; have student orally restate directions

Assist student with breaking down projects and long term assignments into manageable parts and specify time lines and short term goals

Break down or modify major writing assignments into a step by step process  
Break down or modify reading assignments to ensure student is able to comprehend passages  
Orally read any long passages on classwork/homework assignments  
Grade projects based on content not creativity

**Summative Assessments:**

Tests including various multiple choice questions and the New Jersey State Driver's Exam as the final assessment

**Accommodations/Modifications:**

Retest failures after meeting and completing previous assignments in a timely manner

**Performance Assessments:**

Class participation  
Homework and classwork assignments  
Quizzes  
Driving Rules and Regulations  
Slogan Project

**Accommodations/Modifications:**

Provide guided notes and/or copy of PowerPoint during lectures  
Limit oral reading unless student volunteers  
Extended time on assessments  
Repeat/clarify directions if necessary  
Break down or modify reading assignments to ensure student is able to comprehend passages  
Orally read any long passages on classwork/homework assignments  
Provide a study guide for all assessments  
Orally read all assessments (per IEP)  
Redirect student attention through cueing  
Repeat/clarify directions and check for understanding frequently; have student orally restate directions  
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Extended time

Provide a study guide for all assessments

Spelling errors do not count. Encourage the use of spell check for spelling errors

Testing in small group

Orally read assessment (per IEP)

Use word banks

Guided notes

Chunk notes