

# Black Horse Pike Regional School District

Course Name

Unit # & Name

Curriculum Date

Health 10

Unit #1 Driving Task and Basic Skills

July 2023

## Unit Overview

***This section describes WHAT comprises the unit in terms of content and student learning.***

This unit is designed to guide students' understanding of the procedures and requirements regarding New Jersey motor vehicle laws. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about understanding the regulations related to obtaining and maintaining the privilege of a New Jersey Driver's License and uses inquiry to engage students in learning processes that develop critical thinking about operating a motor vehicle.

Students will analyze and evaluate the rules of driving as they consider real-world connections to operating the motor vehicle and experiences relevant to the culture of learners in the classroom. Students will have agency to create driving procedures that are required for the safe operation of a vehicle. Assessment will engage students in the NJ State written drivers education test and be used to allow students to apply for their driver permit.

## Essential Questions:

***These questions establish WHY students are learning about the particular content;***

- Why is it important to be a courteous and cooperative driver?
- Why is it important to understand the Highway Transportation System?
- How are the rules of the road communicated to the driver?
- What are the functions and purpose of each of the car's systems?
- What are the checks that should be made before you start driving?
- What is the I.P.D.E. process and the Smith System?
- How do you identify and avoid risks?
- What are the various driving procedures required for the safe operation of a vehicle?
- What are the strategies that can be employed to avoid conflict with other highway transportation system users?

## Learning Targets & Standards

**This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.**

### **1. Understand the role of personal responsibility in maintaining and enhancing person, family, community and global wellness.**

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). (2.3.12.PS.1)*

### **2. Understand and determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). (2.3.12.PS.3)*

**3. Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.**

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).(2.3.12.PS.1)*

**4. Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). (2.3.12.PS.3)*

**5. To be a safe driver it is important to know the proper techniques incorporated in performing basic driving maneuvers and how to share the roadway with other users of the highway transportation system.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). (2.3.12.PS.3)*

**Assessments:**

**This section establishes HOW student learning will be evaluated.**

**Formative Assessments:**

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- WebQuest Prompts
- Driver Profile Assignment
- Quizzes

**Summative Assessments:**

- Chapter/Unit Test
  - After each Chapter in the manual, teachers will give a quiz reiterating information learned. (25 multiple choice)
  - “NJ State Exam “Pre-Test”
  - “What do you know” (for educator to gage what is already known by students”
  -
- Presentations
  - ”Design your own License Plate Project”
  - “Rule of Law’ Poster Project
- Problem Based Projects/Tasks
- New Jersey Motor Vehicle Assessment

### Instructional Strategies & Unit Resources:

This section establishes HOW student learning will be supported.

**Content:** All overview of Chapters can be found in the <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>

#### **The Task of Driving**

- **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*

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

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

Powerpoint/Google Slide presentations

Worksheets

Videos which include:

Discovery Health Network and Youtube

Edpuzzle

*Strategic Questioning*

*Teacher specific Google Classroom*

*For additional resources:*

*Link to shared Drive : Sophomore Health 2023*

**Objectives and Skills Learned by using resources stated above:**

- Students will be able to understand, identify, and/or demonstrate:
  - components of the Highway Transportation System
  - driving responsibilities
  - Licensing process
  - traffic control devices
  - Right of way rules
  - basic speed laws
  - systems of the car
  - checks and procedures to use before driving
  - I.P.D.E Process and Smith System
  - separate potential hazards relating to intersections and intersecting traffic.
  - respond correctly to roadway characteristics and/or regulations which may create potential conflict and to make necessary adjustments in vehicle speed or position as changing conditions warrant.
  - basic operating procedures
  - basic vehicle maneuvers
  - negotiate intersections

**Vocabulary**

***Tier 2 (high-frequency words used throughout the unit)***

- *Driver*
- *Error*
- *Wheel*
- *Roadway*
- *Identify*
- *Risk*
- *Predict*
- *Execute*
- *Decide*
- *Regulate*

***Tier 3 (discipline-specific words used throughout the unit)***

- HTS
- Low Risk
- Collisions
- IPDE

### **Accommodations & Modifications**

#### **Special Education Accommodations and Modifications for Assignments:**

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

#### **Special Education Accommodations and Modifications for Assessments:**

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

#### **ELL Accommodations and Modifications for Assignments:**

1. Provide a variety of concrete examples from familiar contexts
2. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
3. Provide oral and written instructions.
4. Extended time.
5. Provide a copy of notes.
6. Chunk assignments.
7. Teacher modeling

#### **ELL Accommodations and Modifications for Assessments:**

1. Extended time.
2. Word bank
3. Shorten assessments.

#### **G&T Accommodations and Modifications**

1. Provide assignment choices that require more detail and deeper understanding.

2. Use inquiry-based practices and allow students opportunities to conduct additional research.
3. Provide extra questions that prompt extensions of understanding.

### **Interdisciplinary Connections & 21st Century Themes & Skills**

- 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.
- Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.
- Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Unit Overview

***This section describes WHAT comprises the unit in terms of content and student learning.***

In this unit, students will learn what it takes in order to be a good driver. They will learn the importance of understanding how to manage visibility, time and space in different environments. They will also learn the importance of understanding how natural laws affect car control. These factors can be applied to driving situations to avoid risk.

This unit is designed to guide students' understanding of what it takes in order to be a good driver. Instructional design and discussion seeks to guide students in understanding the importance of understanding how to manage visibility, time and space in different environments. Students will identify a variety of risks on the road and how they can be prevented.

Students will analyze and evaluate the risks of driving as they consider real-world connections to operating the motor vehicle and experiences relevant to the culture of learners in the classroom. Students will have agency to create an environment of understanding how natural laws affect car control. Assessment will engage students in the NJ State written drivers education test and can be applied to driving situations to avoid risk.

Essential Questions:

***These questions establish WHY students are learning about the particular content;***

- What are the natural forces that affect driving?
- How do you identify and avoid risks?
- What is the difference between healthy and unhealthy risks?
- What actions could lead to license suspension?
- How do you manage visibility, time and space in different environments?
- What are the symptoms that identify potential vehicle malfunctions?
- What are the proper responses to various emergency situations?
- What are the demands that atmospheric and environmental conditions have on driving patterns?

Learning Targets & Standards

**This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.**

**1. The ability to manage visibility, time and space are keys to becoming a safe, defensive driver.**

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media)..3.12.PS.1)*

**2. Emergencies happen even to the most experienced and careful drivers. It is important to learn and handle emergencies safely, efficiently, and calmly. When one can do this, an emergency may not turn into disaster.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g.,*

*organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).* (2.3.12.PS.3)

**3. Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.**

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).*(2.3.12.PS.1)

**4. Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).* (2.3.12.PS.3)

**Assessments:**

**This section establishes HOW student learning will be evaluated.**

**Formative Assessments:**

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- WebQuest Prompts
- Driver Profile Assignment
- Quizzes

**Summative Assessments:**

- Chapter/Unit Test
  - After each Chapter in the manual, teachers will give a quiz reiterating information learned. (25 multiple choice)
  - Unit Test: reviewing material learned throughout unit stated above
- Problem Based Projects/Tasks: scenarios presented to students to answer according to previously learned content.
- New Jersey Motor Vehicle Assessment

**Instructional Strategies & Unit Resources:**

**This section establishes HOW student learning will be supported.**

**Content: All overview of Chapters can be found in the <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>  
*The Risks on the Road***

- **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 #7 - Driver Privileges and Penalties**

*Driving is a privilege, not a right. State law allows, or requires, an individual's driving privilege to be suspended for certain motor vehicle violations, which means the driver license will be taken away and the motorist may not drive for a stated period of time.*

**Materials and Supplies:**

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

*Powerpoint/Google Slide presentations*

*Worksheets*

*Videos which include:*

*Discovery Health Network and Youtube*

*Edpuzzle*

*Teacher specific Google Classroom*

*For additional resources:*

*Link to shared Drive : Sophomore Health 2023*

**Objectives and Skills Learned by using resources stated above:**

- Students will be able to understand, identify, and/or demonstrate:
  - Adaptations to driving in adverse conditions (reduced visibility, reduced traction, special weather conditions)
  - Responses to driving emergencies (vehicle malfunction, driver errors, roadway hazards, collisions)
  - Demonstrate the capability in emergencies to: keep the car under control, quickly find a way out, and when collision is unavoidable, to aim for objects to use up momentum that have the least damaging consequences
  - Recognize the symptoms and the need for correcting vehicle malfunctions before they become a major consequence.
  - Perform the proper procedures to maintain vehicle control when confronted with critical situations triggered by malfunctions of their own vehicle.
  - Demonstrate adequate self-control to resist incorrect, impulsive, emotional responses in emergencies.
  - Make driving adjustments to adverse conditions which reduce visibility and traction.

**Vocabulary**

***Tier 2 (high-frequency words used throughout the unit)***

- *Driver*
- *Peer Pressure*
- *Over the Counter Medications*
- *Prescription Medication*
- *Hallucinogen*
- *Stimulant*

- *Depressant*

**Tier 3 (discipline-specific words used throughout the unit)**

- *BAC (Blood Alcohol Concentration)*
- *Field Sobriety Test*
- *Implied Consent Law*
- *Inhibitions*
- *Zero Tolerance Law*
- *Euphoria*

**Accommodations & Modifications**

**Special Education Accommodations and Modifications for Assignments:**

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**ELL Accommodations and Modifications for Assignments:**

8. Provide a variety of concrete examples from familiar contexts
9. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
10. Provide oral and written instructions.
11. Extended time.
12. Provide a copy of notes.
13. Chunk assignments.
14. Teacher modeling

**ELL Accommodations and Modifications for Assessments:**

4. Extended time.

5. Word bank
6. Shorten assessments.

### **G&T Accommodations and Modifications**

4. Provide assignment choices that require more detail and deeper understanding.
5. Use inquiry-based practices and allow students opportunities to conduct additional research.
6. Provide extra questions that prompt extensions of understanding.

### **Interdisciplinary Connections & 21st Century Themes & Skills**

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.

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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.

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Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.

Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

**Unit Overview**

***This section describes WHAT comprises the unit in terms of content and student learning.***

This unit is designed to guide students' understanding of their responsibility for their safety as well as that of one's passengers and other roadway users. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about understanding the regulations related to obtaining and maintaining the privilege of a New Jersey Driver's License and uses inquiry to engage students in learning processes that develop critical thinking about being a responsible driver while operating a motor vehicle. Purchasing a new car requires mature judgment, evaluation of needs, and the ability to manage expenses. It is important to learn how to assess safety features, fuel efficiency, comfort and insurance needs to make a wise choice.

Students will analyze and evaluate long and short term consequences of risky behaviors associated with substance use and abuse as they consider real-world connections to operating the motor vehicle and experiences relevant to the culture of learners in the classroom. Students will have agency to create driving procedures that are required for the safe operation of a vehicle. Assessment will engage students in the NJ State written drivers education test and be used to allow students to apply for their driver permit.

**Essential Questions:**

***These questions establish WHY students are learning about the particular content;***

- How does alcohol affect both the body and the mind?
- What are the risks of drinking alcohol/using drugs and driving?
- How does one buy, finance, and insure a vehicle?
- Why is it important to learn the details of buying/financing and insuring a vehicle?
- 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?

**Learning Targets & Standards**

**This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.**

**1. Physical and emotional conditions contribute to how well and safely one drives. There are many responsibilities, legally and financially that go along with vehicle ownership.**

- *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.1)*

**2. Emergencies happen even to the most experienced and careful drivers. It is important to learn and handle emergencies safely, efficiently, and calmly. When one can do this, an emergency may not turn into disaster.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g.,*

*organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).* (HE.9-12.2.3.12.PS.3)

**3. Understand and analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.**

- *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.4)

**4. Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.**

- *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.1)

**5. Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.**

- *Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).* (HE.9-12.2.3.12.PS.3)

**Assessments:**

**This section establishes HOW student learning will be evaluated.**

**Formative Assessments:**

- Do Nows & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Poster Projects
- Homework
- WebQuest Prompts
- Driver Profile Assignment
- Quizzes

**Summative Assessments:**

- Chapter/Unit Test
  - After each Chapter in the manual, teachers will give a quiz reiterating information learned. (25 multiple choice)
  - “NJ State Exam “Pre-Test”
  - “What do you know” (for educator to gage what is already known by students”
  -
- Presentations
  - ”DUI: Dead in Five Seconds” - coincides with a video shown in class.
- Problem Based Projects/Tasks - scenarios presented to students to answer according to previously learned content.
- New Jersey Motor Vehicle Assessment

**Instructional Strategies & Unit Resources:**

**This section establishes HOW student learning will be supported.**

**Content:** All overview of Chapters can be found in the <https://www.state.nj.us/mvc/pdf/license/drivermanual.pdf>  
**Being a Responsible Driver -**

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

*Effects of alcohol, how much is too much? Drinking and driving, good host designated drivers, drugs and driving and healthy driving.*

- **Chapter #7 - Driver Privileges and Penalties**

*Driving is a privilege, not a right. State law allows, or requires, an individual's driving privilege to be suspended for certain motor vehicle violations, which means the driver license will be taken away and the motorist may not drive for a stated period of time.*

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

*People, vehicles and animals*

**Materials and Supplies:**

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

Powerpoint/Google Slide presentations

Worksheets

Videos which include:

Discovery Health Network and Youtube

Edpuzzle

Teacher specific Google Classroom

For additional resources:

Link to shared Drive : Sophomore Health 2023

**Objectives and Skills Learned by using resources stated above:**

- Students will be able to understand, identify, and/or demonstrate:
  - Understand the effects alcohol and other drugs have on one's ability to operate a motor vehicle.
  - Understand the State of New Jersey traffic laws governing the use of alcohol and the driving task
  - Develop coping tactics for dealing with peer pressure
  - Recognize the effect emotions and distraction play on the driving task.
  - Become an educated consumer on the purchase of a motor vehicle and automobile insurance.
  - Identify the effects emotions, distractions and physical disabilities have on the driving task
  - Identify the effects alcohol and other drugs have on the driving task.
  - Identify the traffic laws governing the use of alcohol.
  - Identify the Factors to consider when purchasing a vehicle.
  - Identify options and requirements for insuring a vehicle.

**Vocabulary**

**Tier 2 (high-frequency words used throughout the unit)**

- DUI (Driving under the Influence)

- *DWI (Driving while Intoxicated)*
- *BAC*
- *offense*
- *penalties*

***Tier 3 (discipline-specific words used throughout the unit)***

- *privilege*
- *violation*
- *point system*
- *insurance*
- *registration*

**Accommodations & Modifications**

**Special Education Accommodations and Modifications for Assignments:**

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
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**ELL Accommodations and Modifications for Assignments:**

15. Provide a variety of concrete examples from familiar contexts
16. Build background knowledge of content and vocabulary through familiar contexts prior to readings.
17. Provide oral and written instructions.
18. Extended time.
19. Provide a copy of notes.
20. Chunk assignments.
21. Teacher modeling

**ELL Accommodations and Modifications for Assessments:**

7. Extended time.
8. Word bank
9. Shorten assessments.

**G&T Accommodations and Modifications**

7. Provide assignment choices that require more detail and deeper understanding.
8. Use inquiry-based practices and allow students opportunities to conduct additional research.
9. Provide extra questions that prompt extensions of understanding.

**Interdisciplinary Connections & 21st Century Themes & Skills**

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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.

Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.

Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional,



physical and  
cognitive milestones, to provide comprehensive program offerings.