

Fair Lawn Public Schools

Fair Lawn, NJ

**Health Education:
Driver
Education
Grade 10**

August

2015

**Revised August 2015
Developed August 2015**

Driver Education is a classroom-based theory program taught to all tenth grade students. The course of study will focus on motor vehicle safety, including the NJ motor vehicle laws and regulations, defensive driving, responsible driving, etc. Students will be able to acquire the knowledge, skills, attitudes, and behaviors necessary to drive safely. The course ends with the NJMVC's knowledge exam.

**Comprehensive
Health & Physical
Education**

Fair Lawn School District

Committee Credits

Written By

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Health Education 9-12

I. Course Synopsis

Health, Safety, and Physical Education (N.J.S.A.18A:35): requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate **at least two and one-half hours** in each school week, or proportionately less when holidays fall within the week.

NJDOE MODEL CURRICULUM: <http://www.nj.gov/education/modelcurriculum/peh/>

II. Philosophy & Rationale

The Comprehensive Health & Physical Education program is an integral part of the Fair Lawn Public School education program for all students. Through the health education curriculum students learn to access valid information in ten content areas and strive to attain health literacy.

The Drive Right Driver Education Theory Program is designed to help novice drivers develop the knowledge, skills, and attitudes necessary to become safe, low-risk, responsible drivers. Since the driving task is primarily a thinking task, an organized decision-making process is necessary for beginning drivers to manage the many risks the students will encounter on the roadway.

Defensive driving is a way of life that will promote calm, non-stressful, confident drivers that will be a positive asset to the roadways.

III. Scope & Sequence:

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
Responsibility & Decision-making ----- Attitudes & Behavior CH 1 NJ Driver License System	Altitudes & Behavior CH 3 Driver Responsibility CH 7 Driver Privileges & Penalties	Vehicle Maintenance CH 9 Vehicle Information	Road Test & Basic Maneuvers CH 4 Safe Driving Rules & Regulations	IPDE & The Smith system CH 8 Sharing the Road	Traffic Controls/City & Highway Driving CH 5 Defensive Driving	Physics & Seat Belts ----- Adverse Conditions & Driving Emergencies	Accidents & Insurance ----- DUI & Underage Drinking CH 6 Drinking, drugs, & health	Dui & Underage Drinking ----- State Written Exam CH 2 NJ Drivers Testing

UNIT DESCRIPTIONS

UNIT 1: DRIVER EDUCATION (Wellness & Integrated Skills)

<p>NJCCCS Progress Indicators</p> <ul style="list-style-type: none"> • 2.1.12.A.1 • 2.1.12.D.1,3-5 • 2.1.12.E.1-4 • 2.2.12.B.1 • 2.2.12.C.2 • 2.2.12.D.1 • 2.2.12.E.1 	<p>Wellness</p> <ul style="list-style-type: none"> • Safety & Injury Prevention • Drivers Education
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Enduring Understanding:

1. Risk is always present while driving, but it can be altered and managed if you are a defensive driver.
2. The driving process is a series of adjustments that you must decide upon as you travel. Each different trip will present many variations that will need your thoughts and judgments to be crisp and clear, not altered in any way.
3. Safe driving will incorporate all of your senses, and aid you in operating a motor vehicle at optimal levels.

Essential Questions:

1. What are the risks associated with driving?
2. How does being a defensive driver help reduce the risk of being in a collision?
3. What are the requirements and basic rules of the road?
4. How does understanding basic vehicle handling (such as steering, braking, taking on turns, and negotiating weather situations while driving) help you to avoid collisions?
5. Why is driving a privilege and not a right?
6. What impairs driver's mental and physical skills?
7. How do other roadway users present a risk to you in your vehicle?

Learning Objectives:

1. Discuss the mental and physical effects of emotions, fatigue, and alcohol/drugs on the driving task.
2. Establish a basic understanding of physics, and to convince students to wear their seat belts
3. Determine the proper responses to adverse driving conditions and specific driving emergencies
4. Relate the responsibilities incumbent on a driver after a car accident; and to scrutinize one's insurance options
5. Administer the NJ state written driver examination and to distribute the appropriate certification for successful completion of it
6. Discuss the teenage driver's responsibility and decision-making when driving.
7. Explain the GDL, the NJ Point System for moving violations, as well as state requirements for renewals/fees
8. Interpret motor vehicle law
9. Examine the main causes of car accidents
10. Discuss the systems of the car, their upkeep, and NJ vehicle inspection
11. Practice, in theory, basic maneuvers such as steering, turning, braking, and backing
12. Compare and contrast city and highway driving, along with right-of-way rules
13. Discuss the IPDE (Identify, Predict, Decide, Execute) concept into driving

Diverse Learners (ELL, Special Ed., Gifted & Talented)- Differentiation strategies may include, but are not limited to, learning centers and cooperative learning activities in either heterogeneous and homogeneous groups depending on the learning objectives and the number of students that need further support and scaffolding, versus those that need more challenge and enrichment. Modifications may also be made as they relate to the special needs of students in accordance with their Individualized Education Programs (IEPs) or 504 plans, or of English Language Learners (ELL). These may include, but are not limited to, extended time, availability of class notes, refocusing strategies, preferred seating, study guides, and/or suggestions from special education or ELL teachers.

Interdisciplinary Connections:Math:

- Research and display in table graph format the number of teenage driving accidents due to speeding

Social Studies:

- Investigate the variety of driving rules and processes around the world, such as driving on the right side of the road vs. the left side.

Language Arts:

- Write a letter to the Editor of a local newspaper on a topic related to teenage driving & speeding and having too many passengers in the car.

Science:

- Design a poster of the different alcohol blood percentages for a variety of alcohol products.

Technology: interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available	
21st Century Themes- Global Awareness, Financial, Economic, & Civic Literacy, Health Literacy, Environmental Literacy	21st Century Skills- Creativity and Innovation, Critical Thinking and Problem solving, Communication and Collaboration, Information, Literacy, Communications and Technology Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, productivity and Accountability, Leadership and Responsibility

UNIT 2: DRUGS & MEDICINES (Wellness, Integrated Skills, & Drugs & Medicines)

NJCCCS Progress Indicators	Drugs & Medicines
<ul style="list-style-type: none"> • 2.1.12.A.1 • 2.1.12.D.1-5 • 2.2.12.B.1 • 2.2.12.C.2 • 2.3.12.A.3 • 2.3.12.B.1-5 • 2.3.12.C.1-3 	<ul style="list-style-type: none"> • OTC and RX drugs • Alcohol & Tobacco • Marijuana • Other drugs • Steroids

Enduring Understanding:

1. Driving impaired or under the influence greatly increases your risk of being involved in a collision.
2. Drugs, alcohol, tobacco, and individual emotions will have adverse effects on your driving abilities.
3. The driving process is a series of adjustments that you must decide upon as you travel. Each different trip will present many variations that will need your thoughts and judgments to be crisp and clear, not altered in any way.

Essential Questions:

1. How and why do drugs, alcohol, and tobacco affect your brain activity?
2. Why do people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
3. How important is it to establish personal boundaries in reference to drugs, alcohol, tobacco, marijuana, and other drugs, including OTC and RX drugs?
4. How important is it for each driver to understand the effects of all drugs on their abilities whenever they are driving a motor vehicle?

Learning Objectives:

1. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
2. Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids and other drugs) on individuals, especially while driving.
3. Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities.
4. Relate personal abuse of prescription and over-the-counter medicines to wellness.
5. Discuss the potential risks that OTC drugs and commonly abused drugs may have on the drivers.

Diverse Learners (ELL, Special Ed., Gifted & Talented)- Differentiation strategies may include, but are not limited to, learning centers and cooperative learning activities in either heterogeneous and homogeneous groups depending on the learning objectives and the number of students that need further support and scaffolding, versus those that need more challenge and enrichment. Modifications may also be made as they relate to the special needs of students in accordance with their Individualized Education Programs (IEPs) or 504 plans, or of English Language Learners (ELL). These may include, but are not limited to, extended time, availability of class notes, refocusing strategies, preferred seating, study guides, and/or suggestions from special education or ELL teachers.

Interdisciplinary Connections:

Math:

- Research and display in table graph format the number of driving accidents and fatalities that result from the misuse of alcohol and drugs.

Social Studies:

- What means have law enforcers come up with to identify substance abuse drivers and prevent them from further-hurting themselves and others?

Language Arts:

- Write a letter to an imaginary friend explain what you have learned in this unit about the dangers of substance abuse and combining that with driving.
- Write a letter to the Editor of a local newspaper on a topic related to teenage driving & DUI

Science:

- Discuss reaction time, how important it is to driving and how it can be impaired by substance abuse.
- Design a poster of the different alcohol blood percentages for a variety of alcohol products

Technology: interactive whiteboard, student computers, LCD projector, calculators, radio, television, DVD or CD player, iPod, etc. as available

21st Century Themes- Global Awareness, Financial, Economic, & Civic Literacy, Health

21st Century Skills- Creativity and Innovation, Critical Thinking and Problem solving,

Literacy, Environmental Literacy	Communication and Collaboration, Information, Literacy, Communications and Technology Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, productivity and Accountability, Leadership and Responsibility
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V. Course Materials & Resources

Core (Required) Texts:

- Johnson, Margaret L, et. al. Drive Right textbook, 10th edition, Pearson Ed., Prentiss Hall
- NJ Driver’s Manual

Additional Resources:

- Health & Wellness, Meeks & Hecht, 2005
- “Driver Ed in a Box”, The Textbook. Katy, TX. Driver Ed in a Box, LLC, 2005
- Responsible Driving, 2006. DeSoto, TX. Glencoe/McGraw-Hill, 2006

Website resources:

- American Driving Traffic Safety Education Association: office@adtsea.org
- Distracted Driving Info/Teen Driving Behaviors...on Webcam

http://newsroom.aaa.com/wpcontent/uploads/2015/03/TeenCrashCausation_2015_FACTSHEET_3.pdf

- Children’s Safety Network - csninfo@edc.org
- Marijuana findings/Safe Sleep Campaign in NYC | Teen Driver Toolbox in NH
- National Organization for Youth Safety - info@noys.org
- Seat Challenge/Global Youth Traffic Safety Month/Distracted Driving Posters Infographics

Supplemental Resources:

- <http://www.njteendriving.com/>
- SMITH SYSTEM of Driving
<http://www.smith-system.com/>
- IPDE Method of Driving
http://www.safemotorist.com/articles/IPDE_Method.aspx
- www.DMV
- www.distraction.gov
- www.turnthephoneoff.com/distracted1.htm
- www.madd.org
- www.golocalnet.net/drive (Online study guide for student drivers)
- SHAPE America: National Standards
HEALTH: <http://www.shapeamerica.org/standards/health/index.cfm>
PHYSICAL ED.: <http://www.shapeamerica.org/standards/pe/index.cfm>
DANCE: <http://www.shapeamerica.org/standards/dance/index.cfm>
SPORTS: <http://www.shapeamerica.org/standards/coaching/index.cfm>
ADAPTED PE: <http://www.shapeamerica.org/standards/adapted/index.cfm>

VI. Assessments

Classroom assessments are included to primarily guide instruction (formative assessment) and to support decisions made beyond the classroom (summative assessment).

Assessments include:

1. Quizzes/Tests
2. Classwork
3. Homework
4. Writing assignments
5. Class discussions
6. Current Events
7. Rubrics: teacher selected or generated, and student generated for self-assessment
8. NJ Driver's Education Exam
9. Class debates
10. Peer assessment
11. Teacher observation
12. Authentic assessment projects
13. Review of student outlines
14. Portfolios

All Fair Lawn High School grading procedures will be followed.

VII. Alignment to Technology standards

- NJCCCS Model Curriculums
<http://www.state.nj.us/education/modelcurriculum/>
- NJCCCS Comprehensive Health/Physical Education (2009 & 2014 standards)
<http://www.state.nj.us/education/cccs/2014/chpe/>
- NJCCCS Comprehensive Health/Physical Education 1996 (Framework resources)
<http://www.state.nj.us/education/cccs/1996/>
<http://www.state.nj.us/education/cccs/1996/frameworks/chpe/>
- NJCCCS 21ST Century Standards:
<http://www.state.nj.us/education/cccs/2014/career/9.pdf>
- **New Jersey Core Curriculum Content Standards**
<http://www.state.nj.us/education/cccs/2014/tech/>
 - 8.1 Educational Technology
 - 8.2 Technology Education, Engineering, Design, and Computational Thinking
Programming NJCCCS Technology Resources
- **Resources**
<http://www.state.nj.us/education/aps/cccs/tech/resources.htm>

Districts may find the following web sites useful in obtaining information and services.
The New Jersey Department of Education does not recommend or endorse any

materials. Web site addresses frequently change and searching titles may result in different addresses.

VIII. Interdisciplinary Connections and Alignment to Technology standards

Comprehensive health & physical education classes in the Fair Lawn Public schools promote career-readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Fair Lawn Public Schools District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples: 9.2B: Career exploration in each unit of study. Students are encouraged to explore careers related to health.

In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

Examples: 8.1A: Use spreadsheets to analyze & interpret data from health statistics, 6-12.
Use the internet to increase productivity and efficiency, 9-12.
8.1B,C: Use data to solve real-world problems, 6-12.
Use online platforms to collaborate & address global issues, 9-12.
8.1F: Collect and analyze data using internet and data simulations, 6-12.
8.2B: Become aware of the global impacts on technology, 6-12.

For additional detail on how these standards are integrated throughout the Fair Lawn Schools curriculum, review the Fair Lawn Public Schools District Alignment to Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix.