

Winslow Township School District
10th Grade Health
Driver Education-Driver License System

Overview: In this unit, 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.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> • The NJ Driver License System • Driver Testing • Vehicle Information 	<ul style="list-style-type: none"> • 2.3.12.PS.3 • 2.3.12.PS.4 • WIDA 1 	<p>Students will develop an understanding of proper procedures and requirements regarding New Jersey motor vehicle laws and regulations related to obtaining and maintaining the privilege of a New Jersey Driver’s License.</p>	<ul style="list-style-type: none"> • How and when would you notify the MVC for personal information changes? • How would you prepare for the NJ knowledge and road tests? • What are the requirements for your vehicle upon arrival for the road test? • Which “road” to obtaining a license best suits your personal needs?
<p><i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Driving is a privilege not a right. • Keep all personal information up to date and carry proper documentation at all times. 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> • The NJ Driver License System • Driver Testing • Vehicle Information 	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).	6	16
	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.	7	
	Assessment, Re-teach and Extension		3	

Winslow Township School District
10th Grade Health
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Grade 10		
Core Idea	Indicator #	Performance Expectations
Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.	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).
Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.	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.

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Driver Education

Assessment Plan

- Assess student's knowledge in the form of a written test.
- Survey student's knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Current Event Article Summary
- Questioning Strategies
- Polls/Surveys
- Exit Tickets
- Student Demonstrations
- Individual, partner or group work

Alternative Assessments:

Videos with discussion/enrichment

Written Rubrics on identified activities

Worksheets/Packets

Guided Notes from PowerPoint presentation

Warm up Questions

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Resources	Activities
<ul style="list-style-type: none"> • Text book • Chapter PowerPoints • Study Guides <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ol style="list-style-type: none"> 1. List the proper documentation required while driving 2. Identify appropriate points of ID. 3. Analyze the difference between the early and young adult road. 4. List driver restrictions at various licensing stages. 5. Identify the requirements for testing 6. Define requirements for registration, license plates, inspection and insurance.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

- | | |
|--------------------|------------------------------|
| Equipment size | Modified rules |
| Pictures | Preferential Seating |
| Spacing / distance | Modifications to Equipment |
| Peer partnering | Study guides/notes |
| Larger print | Modifications of assignments |
| Relaxed rules | Modifications of due dates |
| Safe environment | Modified Tests/Quizzes |

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Driver Education-Driver License System

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in driving practices in students home country • Speak and display terminology and movement • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction <p>❖ Gifted Programming Standards</p> <p>❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</p> <p>❖ REVISED Bloom’s Taxonomy Action Verbs</p>
Interdisciplinary Connections	
<p>ELA</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Interdisciplinary Standards</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	

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Computer Science and Design Thinking

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.