

**Winslow Township School District**  
**10<sup>th</sup> Grade Health**  
**Driver Education- Road Signs, Signals and Markings**

**Overview:** This unit will help students begin to recognize the importance and meanings of various signs and signals. Understanding what a certain sign or signal means is vital to ensuring that you are doing your part in the Highway Transportation System and are keeping yourself as well as other safe.

Overview	Standards	Unit Focus	Essential Questions
<b>Road Signs, Signals and Markings</b>	<ul style="list-style-type: none"> <li>• 2.3.12.PS.3</li> <li>• 2.3.12.PS.4</li> <li>• WIDA 1</li> </ul>	Students will recognize various traffic signs, signals and road markings and explain how when used in compliance with the New Jersey motor vehicle laws and regulations they control the flow of traffic.	<ul style="list-style-type: none"> <li>• How so signs, signals and lane markings keep the Highway Transportation System safe and flowing?</li> </ul>
<b><i>Enduring Understandings</i></b>	<ul style="list-style-type: none"> <li>• Traffic signs, signals and road markings are set up to control the flow of traffic, making streets and highways safer for motorists, bicyclists and pedestrians.</li> <li>• A safe driver always watches for and obeys all traffic signals, signs and road markings.</li> <li>• During heavy traffic or in an emergency, a police officer may direct traffic, they can overrule traffic signals and Law enforcement orders or directions must always be obeyed.</li> </ul>		<ul style="list-style-type: none"> <li>• How do the varying colors and shapes of signs allow visually impaired drivers to drive safely?</li> </ul>

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> <li>• <b>Road Signs, Signals and Markings</b></li> </ul>	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).	5	13
	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.	5	
	Assessment, Re-teach and Extension		3	

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<b>Grade 10</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
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	
<ul style="list-style-type: none"><li>• Assess student’s knowledge in the form of a written test.</li><li>• Survey student’s knowledge through a K-W-L-A chart</li><li>• Teacher observation of skills</li><li>• Self-evaluation</li><li>• Peer evaluation</li><li>• Current Event Article Summary</li><li>• Questioning Strategies</li><li>• Polls/Surveys</li><li>• Exit Tickets</li><li>• Student Demonstrations</li><li>• Individual, partner or group work</li></ul>	<p>Alternative Assessments:</p> <p>Videos with discussion/enrichment</p> <p>Written Rubrics on identified activities</p> <p>Worksheets/Packets</p> <p>Guided Notes from PowerPoint presentation</p> <p>Warm up Questions</p>

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Resources	Activities
<ul style="list-style-type: none"> <li>• Text book</li> <li>• Chapter PowerPoints</li> <li>• Study Guides</li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ol style="list-style-type: none"> <li>1. Associate different road signs by color and shape.</li> <li>2. List the order of colors on a traffic signal from top to bottom</li> <li>3. Diagram different lane markings and their meaning</li> <li>4. Illustrate a road sign to indicate its shape, color and meaning</li> </ol>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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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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**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:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in driving practices in students home country</li> <li>• Speak and display terminology and movement</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<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"> <li>• Students can complete extend research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul> <p>❖ <a href="#">Gifted Programming Standards</a></p> <p>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></p> <p>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></p>
Interdisciplinary Connections	
<p><b>ELA</b></p> <p><b>NJSLSA.SL1</b> 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><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Interdisciplinary Standards</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RST.6-8.3</b> 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

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

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.