

Winslow Township School District
10th Grade Health
Driver Education-The Driving Task

Overview: In this unit, students will deepen their understanding of driver responsibility, safe driving rules, regulations and defensive driving. While learning about driver responsibility; seat-belts, child safety, car condition, stopping distance and turning will be analyzed. In the section on safe driving rules and regulations; students will be introduced to; speed control, passing, yielding, driving on highways, stopping regulations and parking. Defensive driving such strategies such as; avoiding distractions, safe following distance, safe road conditions, reacting to driving situations, and avoiding collisions will be covered.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> • Responsibility • Defensive Driving • Sharing the Road 	<ul style="list-style-type: none"> • 2.3.12.PS.3 • 2.3.12.PS.4 • WIDA 1 	<p>Students will demonstrate an understanding of the New Jersey motor vehicle laws and regulations and determine their impact on personal and public safety.</p> <p>Students will develop a rationale to persuade peers to comply with traffic safety laws to avoid driving distractors.</p>	<ul style="list-style-type: none"> • 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?
<p><i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • When driving, YOU are responsible for your vehicle, the safety of all passengers, other motorist and pedestrians who share the road. • 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. 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<ul style="list-style-type: none"> • Responsibility • Defensive Driving • Sharing the Road 	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	

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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	
<ul style="list-style-type: none">• 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	<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">• 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. Explain the NJ Seat Belt Laws2. Identify blind spots and recognize how to eliminate them3. Analyze how blind spots could affect the safety of you and others.4. List factors that change stopping distance5. Demonstrate proper hand signals, placement and posture for driving in a variety of situations6. List the proper sequence to parallel park7. Compare speed limits on various roads8. Identify proper driving techniques to ensure driver safety9. Determine proper lane position and choices when turning10. Explain various stopping regulations11. Identify various driving distractions and how to avoid them12. Explain how the standard accident prevention formula can prevent driving emergencies13. Compare different ways to determine safe following distance14. Recognize how varying road conditions and weather can affect driving15. Match driving emergencies with the proper reaction

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

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/>

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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

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 <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs
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.