

Pine Hill Public Schools Curriculum

Content Area:		Health Education	
Course Title/ Grade Level:		Driver Education Grade 10	
Unit 1:	The Driving Task		8 Days
Unit 2:	Being a Responsible Driver		9 Days
Unit 3:	Controlling Your Vehicle		13 Days
Unit 4:	Driving in Different Environments		8 Days
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: The Driving Task		Unit #: 1
Course or Grade Level: Grade 10		Length of Time: 8 Days
Date Created:		BOE Approval Date:
Pacing	Day : 1: You are the Driver 2-3: Signs, Signals, and Roadway Markings 4-5: Basic Vehicle Operation 6-7: Performing Basic Vehicle Maneuvers 8: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How will being able to drive change your life? • How important do you think it is to maintain a good driving record? • Why is it essential to understand the meanings of road signs? • What should a driver know before beginning to drive? • Are there benefits to being an organ donor? 	
Content	<ul style="list-style-type: none"> • Driving responsibilities, the driving task, drivers licensing • Signs, Signals, and Roadway Markings • Basic Vehicle Operation • Performing Basic Vehicle Maneuvers • Organ donation 	
Skills	<ul style="list-style-type: none"> • Describe the three parts of the highway transportation system. • Explain how the National Traffic and Motor Vehicle Safety Act helps keep drivers and passengers safe. • Explain how understanding the social, physical and mental skills related to driving helps you be a low-risk driver. • Identify and explain the four steps in the IPDE Process. • Discover ways drivers can protect the environment. • Outline the financial responsibilities drivers have and give examples of each. • Design a chart that describes the stages of a graduated driver license program. • Explain the implied consent program. • Defend organ donation. 	
Assessments	Formative: <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion and participation • Teacher observation • Worksheet/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Outline and chart • Contract: driving responsibilities Summative: <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • projects 	

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Vocabulary Preview • Pre reading strategies • Translate notes in to native language • Use process sheets during lecture • Note taking, graphic organizers and assistance
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math – finance • English – reading , essay writing, comprehension • Art – Drawing activities
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos • Materials from the NJ motor vehicle services • www.state.nj.us/mvc/ • www.aaa.com/ • www.organdonor.gov

2009 NJCCCS

Standard:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand(s):

Safety
Advocacy and service

Content Statement(s):

CPI # / CPI(s):

Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

2.1.12.D.4.
2.1.12.D.5.

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

2.2.12.D.1.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	x	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Being a Responsible Driver		Unit #: 2
Course or Grade Level: Grade 10		Length of Time: 9 Days
Date Created:		BOE Approval Date:
Pacing	Day: 1-3 Managing risk with the IPDE process. 4-5 Effects of driver condition 6-7 Alcohol, other drugs, and driving 8 Managing distractions 9 Assessment	
Essential Questions	<ul style="list-style-type: none"> • What can drivers do to manage risks posed by other drivers, cyclists, or pedestrians? • How can emotionally reacting to other drivers and traffic conditions affect your ability to drive? • How does alcohol effect the mental and physical abilities needed for driving? • How can a driver best manage distractions that take focus away from the driving task? 	
Content	<ul style="list-style-type: none"> • Managing Risk • Emotions and driving • Dangers of Aggressive driving • Road Rage • Physical senses and driving • Effects of alcohol on driving safety • Coping with peer pressure • Managing distractions 	
Skills	<ul style="list-style-type: none"> • Describe three factors that contribute to the degree of risk you face when driving. • Identify the eight steps of an orderly visual search pattern. • Name the three decisions you must make when applying IPDE process. • Explain why the IPDE process takes time to learn and use. • Analyze the effects of drinking on driving. • Describe how emotions can affect your ability to drive. • Explain how road rage affects a driver. • Define aggressive driving. • Explain how your senses help you drive. • Examine how medicines, carbon monoxide, and smoking affect a driver. 	
Assessments	Formative: <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion and participation • Teacher observation • Worksheet/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Brochure Summative: <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • projects 	

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Vocabulary Preview • Pre reading strategies • Translate notes in to native language • Use process sheets during lecture • Note taking, graphic organizers and assistance
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English – reading , essay writing, comprehension • Art – Drawing activities • Science – physiological changes in body
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos • Materials from the NJ motor vehicle services • www.state.nj.us/mvc/ • www.aaa.com/

2009 NJCCCS

Standard:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.3 Drugs and medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand(s):

Safety

Medicines

Content Statement(s):	CPI # / CPI(s):
Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.12.D.3
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).	2.1.12.D.5
Medicines come in a variety of forms (prescription medicines, over the counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.12.A.3

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	X	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Controlling Your Vehicle		Unit #: 3
Course or Grade Level: Grade 10		Length of Time: 13 Days
Date Created:		BOE Approval Date:
Pacing	Day: 1-2 Natural laws and car control 3-4 Negotiating Intersections 5-7 Sharing the Roadway 8-9 Driving in adverse conditions 10-12 Handling emergencies 13 Assessment	
Essential Questions	<ul style="list-style-type: none"> • What potential dangers to drivers face? • How can weather affect driving? • How can a driver manage other drivers driving errors? 	
Content	<ul style="list-style-type: none"> • Tires and traction • Stopping distance • Controlling force of impact • Searching intersections • Right of way • Controlled/uncontrolled intersections • Railroad crossings • Roundabouts • Pedestrians • Bicycles, mopeds, motorcycles and scooters • Trucks, buses, and emergency vehicles • Reduced visibility • Reduced traction • Adverse weather conditions • Vehicle malfunctions • Driver errors • Roadway hazards • Collisions • Insurance 	
Skills	<ul style="list-style-type: none"> • Describe how inertia affects your vehicle while going straight and while driving through a curve. • Explain how traction controls your car. • Define center of gravity. • Describe the three actions that determine total stopping distance. • Justify the proper use of safety belts. • Explain how child passengers can be protected. • Describe the actions to take as you approach an intersection. • Describe situations in which the driver must yield the right of way. • Describe the correct action to take at green, yellow and red traffic lights. • Summarize the actions to take as you approach an uncontrolled intersection. • Distinguish between passive and active railroad crossings. • Compare the flow of traffic through a traffic circle to that of an intersection with a signal. • List factors that put pedestrians at risk. • Paraphrase why riders of bicycles and mopeds are vulnerable on the roadway. 	

	<ul style="list-style-type: none"> • Analyze the dangers of highway driving with regards to trucks, buses and emergency vehicle. • Compare night driving to day driving. • Discover the steps to follow to avoid hydroplaning. • List precautions to take in adverse weather situations. • Identify the procedures to follow in case of steering, brake, tire or engine failure. • List the steps necessary to return to the road when wheels are off the road. • Tell how to escape from a vehicle that is sinking in water. • List the immediate steps to take if a collision occurs. • List three factors that affect the cost of insurance.
Assessments	<p>Formative:</p> <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion and participation • Teacher observation • Worksheet/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Power point (student developed) <p>Summative:</p> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Vocabulary Preview • Pre reading strategies • Translate notes in to native language • Use process sheets during lecture • Note taking, graphic organizers and assistance
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English – reading , essay writing, comprehension • Technology – computer lab • Physics – vehicle movement
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos • Materials from the NJ motor vehicle services • www.state.nj.us/mvc/ • www.aaa.com/
2009 NJCCCS	
Standard:	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand(s):	
Safety	
Content Statement(s):	CPI # / CPI(s):
Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.12.D4

Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).		2.1.12.D5	
<u>21st Century Themes</u>			
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy Health Literacy
<u>21st Century Skills</u>			
Creativity and Innovation		Critical Thinking and Problem Solving	Communication and Collaboration Information Literacy
Media Literacy		ICT Literacy	Life and Career Skills

**Pine Hill Public Schools
Curriculum**

Unit Title: Driving in Different Environments		Unit #: 4
Course or Grade Level: Grade 10		Length of Time: 8 Days
Date Created:		BOE Approval Date:
Pacing	Day: 1-2 Driving in city traffic 3 Driving in rural areas 4-6 Driving on highways 7 buying and maintaining a vehicle 8 Assessment	
Essential Questions	<ul style="list-style-type: none"> • How can drivers adjust to driving in different areas? • 	
Content	<ul style="list-style-type: none"> • Adjusting to city traffic • Managing space • Characteristics of rural driving • Passing on rural roads • Driving on highways • Entering and exiting highways • Highway hypnosis • Buying a vehicle • Vehicle maintenance • Fuel efficiency 	
Skills	<ul style="list-style-type: none"> • Name two factors that can make city driving difficult. • Describe how to use the three-second plus rule. • Describe how far ahead you should look in city traffic. • Explain proper lane positioning when turning. • List roadside hazards common in rural driving. • List situations where passing should never be attempted. • Explain the procedures to follow when entering and exiting highways. • Define highway hypnosis • Compare and contrast the advantages and disadvantages of purchasing a new or used vehicle. • Describe how to use jumper cables. • List five techniques for fuel-efficient driving. 	
Assessments	Formative: <ul style="list-style-type: none"> • Cooperative activities • Graphic organizers • Class discussion and participation • Teacher observation • Worksheet/process sheets • Quizzes • Homework • Grading rubrics will be posted with student work • Notebook • Power point (student developed) Summative:	

	<ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Vocabulary Preview • Pre reading strategies • Translate notes in to native language • Use process sheets during lecture • Note taking, graphic organizers and assistance
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English – reading , essay writing, comprehension • Math – consumer economics • Geography
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Topic related websites • Videos • Materials from the NJ motor vehicle services • www.state.nj.us/mvc/ • www.aaa.com/

2009 NJCCCS

Standard:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand(s):

Safety

Content Statement(s):

Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

CPI # / CPI(s):

2.1.12.D.5

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

Revised: August 25, 2015