



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Course Title: Driver Education

Content Area: Health

Grade Level(s): 10

Curriculum Writer(s): Steven Stabile

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: This course will cover everything a student will need on and off the roadways for his or her pursuit of acquiring a driver's license. Students will learn how to make responsible decisions and will learn the life skills necessary to be a safe driver. The course begins with New Jersey's Graduated Driver License (GDL) Program, which is the tiered process of how a student obtains the following: Student Learner's Permit (16 years old), Examination Permit, Probationary Driver License, and Basic Driver License. The course continues with a focus on basic car nomenclature, driver safety (i.e. rules of the road), sharing the road (i.e. safe and defensive driving as well as the proper procedure when involved in an auto accident), and driving under the influence of alcohol and other drugs (including prescription and over-the-counter medications). The course will also offer a section on tissue and organ donation and conclude with the New Jersey State Written Examination.

Pacing Guide

Unit 1: Introduction to Novice Driver Responsibilities and the Licensing System (New Jersey's Graduated Driver License Program)	Unit 1: 3 weeks
Unit 2: Getting Acquainted with the Vehicle, Preparation for Travel, and Getting on the Road	Unit 2: 3 weeks
Unit 3: Traffic Control Devices, Rules of the Road, Violations, and the New Jersey Point System	Unit 3: 2 weeks



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Unit 4: The Effects of Fatigue, Emotions, Distractions, and Impaired Driving, Quarter Review, and New Jersey State Written Driver Examination

Unit 4: 3 weeks

Unit 1: Introduction to Novice Driver Responsibilities and the Licensing System (New Jersey's Graduated Driver License Program)

Unit Summary: In this unit, students (and parents/guardians) will learn about the New Jersey Graduated Driver License (GDL) Program that is designed to take a student through gradual steps in obtaining their Basic Driver License. It begins with taking this class and ends when they obtain their Basic (Unrestricted) Driver License at the minimum age of 18. This unit will introduce the students to the GDL steps and procedures explaining how each of them will help them become responsible and safe drivers by learning about the nomenclature of a car, passenger and times of driving restrictions, and how to minimize risks by making responsible decisions.

Interdisciplinary Connections:

English Language Arts: (reading, comprehending, researching, and written assignments from the New Jersey Driver Manual)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and interacting with other users of the roadway including police officers)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action and take a position and support it (e.g., healthcare, education, transportation).

Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
- 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSLS Number	NJSLS Content
2.3.12.PS.1	Apply a thoughtful decision making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
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 handheld devices).



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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.
2.3.12.DSDT.3	Examine the drug laws and regulations of the State of New Jersey, other states, and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Following the rules and safety procedures creates a safer roadway. ● It is essential to recognize the ramifications of their actions when behind the wheel of an automobile. ● Distractions could be deadly for the driver, passengers, and other drivers sharing the road. ● A driver must make responsible decisions to ensure the safety of themselves, their passengers, and other drivers on the road. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the licensing procedure in New Jersey? ● How old do I have to be in order to obtain a permit? ● What documents do I need to have in my possession when driving? ● What are the risk factors involved in driving? ● How could I utilize my knowledge and skills to make healthy decisions for myself when driving?
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<p>Instructional Outcomes:</p> <ul style="list-style-type: none"> ● SWBAT: Identify the steps involved in the New Jersey Graduated Driver License Program. ● SWBAT: Explain the difference between the Early Bird Road, the Young Adult, and the Adult Road permit procedures. ● SWBAT: Explain the rules, regulations, and restrictions for a Student Learner Permit, Examination Permit, and a Probationary License.
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- SWBAT: Explain the definition of visual acuity, how it is measured on an “eye chart,” and what the minimal measurement requirement is in order to drive in New Jersey with and without corrective lenses.
- SWBAT: Explain why an application for a driver license and/or road exam may be rejected (e.g., failure in road test, expired inspection sticker, missing GDL, “Red” license plate decals, and failure to possess valid registration and insurance card).

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Class discussion introducing Driver Education to the students; handing out and navigating the manual; and defining, gathering, and organizing your six points of identification for your permit and license.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Class discussion covering New Jersey's State Driver Education Program and Licensing System (GDL); class discussion on requirements for passing the class and written examination, the difference between getting your permit at 16 (Student Learners Permit), and waiting until your 17-21 (Examination Permit).
- Class discussion on GDL "Red" decals - when and why they became law, who is required to display them, and when they could be removed from the license plate.
- Define what a dependent is in their own words then have a class discussion and compare their answers to New Jersey's definition of what a dependent is and how it fits into the Restrictions of Student Learner/Examination Permits and Probationary Licenses. Continue to explain the rest of the restrictions such as times to drive, electronic devices, and number of passengers covering how they are put in place to reduce distraction for novice drivers.
- Review of the Graduated Driver License; complete worksheet on all previous topics discussed.
- Exam covering the Graduated Driver License.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection/elementary-school-curriculum?authuser=0>

Notes/Comments:

- This unit is to make sure that the students have everything needed to prepare for not only the rest of the quarter, but to gather all they need to prepare for the next steps of the GDL process all the way up until they receive their Basic Driver Licenses.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Unit 2: Getting Acquainted with the Vehicle, Preparation for Travel, and Getting on the Road

Unit Summary: In this unit, students will become acquainted with a vehicle through the introduction of the following concepts: making routine checks prior to entering a vehicle, how to compensate for the area around the vehicle that cannot be seen, how to perform pre-drive procedures, why safety restraints are important, how to locate and operate the vehicle information and control devices, how to interpret the control and information device symbols, how to set and use mirrors, how to use reference points, and how to read and use a vehicle owner's manual. The unit will also focus on preparing the students for the basic skills of driving on the road.

Interdisciplinary Connections:

English Language Arts: (reading, comprehending, researching, and written assignments from the New Jersey Driver Manual)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and interacting with other users of the roadway including police officers)

- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action and take a position and support it (e.g., healthcare, education, transportation).

Mathematics/Science: (reading the speedometer and odometer, understanding how many gallons your gas tank holds and how many miles you could drive before needing more fuel, and braking distance)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays (HS-PS1-2), (HS-PS1-3), (HS-PS1-4), (HS-PS1-5), (HS-PS1-7), (HS-PS1-8).
- HS-PS2-4 Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- S-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
- 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

NJSLS Number	NJSLS Content
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

2.3.12.PS.1	Apply a thoughtful decision making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
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 handheld devices).
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.
2.3.12.DSDT.3	Examine the drug laws and regulations of the State of New Jersey, other states, and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Understanding driver and passenger safety is essential in your ability to keep everyone safe and avoid hazardous situations. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I identify standard and personal reference points so that I know where my vehicle is positioned? Why is it important to perform routine checks before I travel in my vehicle? How do I position my mirrors correctly? What is the meaning of the symbols that illuminate in a vehicle when starting the car? Why do I need to position my hands at nine and three o’ clock? How can I park alongside a curb? What is the proper procedure to enter back into traffic when parked alongside the curb?
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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| | <ul style="list-style-type: none">● Why does the state of New Jersey require a driver to put one hand behind the passenger seat when driving in reverse?● How do I perform the hand-over-hand steering method? |
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Instructional Outcomes:

- SWBAT: Describe pre-entry checks to be made around a vehicle.
- SWBAT: Identify the obscured areas around the vehicle.
- SWBAT: Demonstrate knowledge of and proper usage of protective devices available to occupants of motor vehicles.
- SWBAT: Identify and describe location, function and operation safety, communication, comfort, convenience, and control devices as well as control and information device symbols found in a passenger vehicle in preparation for starting a vehicle.
- SWBAT: Describe the pre-drive procedures used after entering the vehicle and demonstrate knowledge of enhanced mirror settings and mirror usage.
- SWBAT: Explain the S.I.P.D.E. (Search, Identify, Predict, Decide, Execute) and Line of Sight/Path of Travel (LOS/POT) methods and how to use them in city limits, highway driving, and open country driving.
- SWBAT: Demonstrate knowledge of standard and personal vehicle reference points to know where the vehicle is positioned in relation to the roadway.
- SWBAT: Describe the purpose and proper use of the vehicle owner's manual.
- SWBAT: Demonstrate the procedural steps for starting the engine and moving the vehicle forward.
- SWBAT: Explain the steps for moving a vehicle alongside a curb/side of the road and entering back onto the roadway.
- SWBAT: Demonstrate the proper way to hold the steering wheel and the hand-over-hand steering method.
- SWBAT: Demonstrate how to stop and secure a vehicle.
- SWBAT: Demonstrate the proper way to drive in reverse.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Hand out charts of dashboard gauges; students will label these, and the class will discuss the meaning of each.
- Observe and then demonstrate pre-entry checks around a vehicle and why this procedure is important.
- Observe and demonstrate pre-drive procedures and how to adjust and position their mirrors; explain “blindspots” and how to properly check them without the use of electronic indicators.
- Observe and explain how to make sure their tires are safe, particularly having the proper tire tread; demonstrate using a penny to read proper tire tread.
- Observe and then explain how to properly change a flat tire.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Review of how to measure vision and the minimal requirement to drive in New Jersey. Explain what they should observe while driving, which will lead to a discussion on the different types of vision we use in order to drive.
- Students will observe specific roadways on Google Maps as well as certain situations in video clips and use them as a platform on how to share the road with other drivers and pedestrians as well as how to reduce the risks of collisions.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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Notes/Comments:

- Weather permitting students could demonstrate pre-entry and tire checks outside.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: Traffic Control Devices, Rules of the Road, Violations, and the New Jersey Point System

Unit Summary: In this unit, students will be introduced to traffic control devices, including signs, signals, and pavement markings. The unit will also cover specific traffic laws of New Jersey including right-of-way, uncontrolled intersections, sheltered left turns, speed restrictions, obeying a police officer who is directing traffic and/or pulling you over, the Move Over Law, New Jersey point system, insurance surcharges, and suspension of driving privileges.

Interdisciplinary Connections:

English Language Arts: (reading, comprehending, researching, and written assignments from the New Jersey Driver Manual)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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Social Studies: (communicating and interacting with other users of the roadway including police officers)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Mathematics/Science: (braking distance, knowing how many points would add up before your license is suspended, duration of suspension, insurance surcharges, and how much premiums will go up)

- HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays (HS-PS1-2), (HS-PS1-3), (HS-PS1-4), (HS-PS1-5), (HS-PS1-7), (HS-PS1-8).
- HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
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Career Readiness, Life Literacies, and Key Skills:

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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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NJSLS Number	NJSLS Content
2.3.12.PS.1	Apply a thoughtful decision making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
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 handheld devices).
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.
2.3.12.DSDT.3	Examine the drug laws and regulations of the State of New Jersey, other states, and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Enduring Understandings:

- Obeying traffic signs, traffic signals, and pavement markings is important for driver safety and for the safety of other drivers and pedestrians.

Essential Questions:

- What is the difference between a regulatory and a warning sign?
- What is the meaning of a sheltered left turn?
- What is the difference between a double broken yellow pavement marking (lines) and two solid yellow pavement marking (lines)?
- What pavement markings allow me to pass?
- What should I do if there is a police officer directing traffic at an intersection?
- What should I do if a police officer pulls me over?
- If I come to a four-way stop at the same time as three other cars, do I have the right-of-way?
- What do I do if I approach an intersection with no light, signs, or pavement markings?

Instructional Outcomes:

- SWBAT: Explain the purpose of traffic control devices.
- SWBAT: Recognize and identify the color, shape, and meaning of traffic signs.
- SWBAT: Recognize and identify the meaning of traffic control signal lights.
- SWBAT: Recognize and identify the meaning of specific pavement markings.
- SWBAT: Describe New Jersey laws pertaining to the required response by the driver to traffic signs, signals, pavement markings, and the directions of a police officer.
- SWBAT: Explain the New Jersey point system and how it could affect one's driving privilege.
- SWBAT: Explain the different types of insurance coverage and how moving violations and collisions could affect one's premiums.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Students will receive a worksheet (Kami) of specific “familiar” traffic signs with only shapes (no colors or words). Students will have to identify those signs. Traffic signs will be displayed around the classroom. Students will receive a handout of every sign around the room, but they will be unmatched. The students will work in groups and do a station rotation and match up the signs displayed with the proper meaning on their worksheets.
- Class discussion will continue explaining the difference between and among regulatory, warning, destination, and roadside information.
- Using Google Maps via Chromebooks, students will be brought to local roads with specific pavement markings. They will have to list what signs and pavement markings are present and how they would negotiate their vehicle through the specific roadways and intersections. Class discussion will



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

follow comparing and contrasting all other students' interpretations. Discussion of the specific rules and clarifying anything that may have confused the students will occur.

- Students will watch a video clip of what to do if they get pulled over by a police officer. Class discussion will follow on what the New Jersey point system is and how it will affect their insurance premiums.
- Students will go over the New Jersey point system listed in the Driver Manual. They will research what a moving violation is and explain what the specific points and surcharges to their insurance may be. Class discussion will follow explaining that points could be deducted from a driving record, but violations are on our records forever.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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Notes/Comments:

- This unit brings procedures, regulations, and consequences of potential irresponsible decision making on the roadways.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: The Effects of Fatigue, Emotions, Distractions, and Impaired Driving, Quarter Review, and New Jersey State Written Driver Examination

Unit Summary: In this unit, students will understand the substantial negative effects fatigue, emotions, distractions, and impaired driving have on a driver's ability to safely perform the driving task.

Interdisciplinary Connections:



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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Mathematics/Science: (braking distance, knowing how many points would add up before your license is suspended, duration of suspension, insurance surcharges, and how much premiums will go up)

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Career Readiness, Life Literacies, and Key Skills:



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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Technology Integration:

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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.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

2.3.12.DSDT.3	Examine the drug laws and regulations of the State of New Jersey, other states, and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Driving is a social task, and drivers are responsible for the safety of their passengers and other users of the roadway. Their actions could affect so many others, not just themselves. ● Driving is the most dangerous when it becomes too easy and when we do not expect the unexpected and take unnecessary risks. ● A vehicle operator must realize the importance of taking responsibility and not use alcohol and other drugs before operating a motor vehicle. ● Nobody gets sober by drinking black coffee or taking a cold shower. Time is the only thing that could help a person become sober. ● All emotions including anger and happiness could affect driving negatively if a driver allows them to distract their ability to operate the vehicle. ● Driving while drowsy is dangerous and affects more drivers than people who drive under the influence. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are other distractions in a vehicle besides a cell phone? ● What is the Stop for Nikhil Pledge? ● What is the definition of intoxication in the state of New Jersey? ● What is the only way a person could become sober? ● What is the penalty for driving under the influence in New Jersey? ● What is the legal limit a person could register on a breathalyzer test if he or she is over 21 years of age? ● What does implied consent mean? ● What are the causes of fatigue? ● How could other emotions besides anger (i.e. road rage) affect one's driving?
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Instructional Outcomes:

- SWBAT: Define and describe the effects of distracted driving and the nature of the problem of distracted crashes.
- SWBAT: Describe potential distractions that could occur inside the vehicle and their effects on the driving task.
- SWBAT: Describe potential distractions that could occur outside the vehicle and their effects on the driving task.
- SWBAT: Develop a plan to prevent distractions before getting behind the wheel.
- SWBAT: Describe a plan to address distractions while driving.
- SWBAT: Commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their parents, and the community.
- SWBAT: Make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.
- SWBAT: Recognize the nature of the alcohol-related traffic collision problem.
- SWBAT: Explain the definition of intoxicated according to New Jersey state law and explain the penalties associated with driving under the influence.
- SWBAT: Describe the effects of alcohol on space management including perception, vision, reaction time, and risk taking.
- SWBAT: Identify the common signs of the drinking driver.
- SWBAT: Explain how drugs other than alcohol affect the driving task.
- SWBAT: Describe the causes of fatigue and how it affects a driver's abilities.
- SWBAT: Describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving.
- SWBAT: Describe aggressive driving and road rage characteristics and the different types and degrees of aggression.
- SWBAT: Develop strategies for anger management and for responding to aggressive driving and road rage.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Students will receive a chart with faces of everyday people and describe if they believe that they are good drivers. Class discussion will take place after all inquiries are made. Clarification that anybody could be distracted while driving and that driving while distracted knows no face will be provided.
- Revisiting a car nomenclature, students will receive a worksheet and discuss how that same equipment could lead to distracted driving such as the radio and changing the radio station. Class discussion will take place after all inquiries. Video clips of various instances where people were involved in collisions that involved in-vehicle distractions will be viewed.
- Weather permitting (hallway/cafetorium for inclement weather), students will simultaneously perform a task such as dribbling a basketball while texting the teacher on the remind app. Students then have to write a reaction as to how they think performing that task while texting would relate to driving while texting. Class discussion will follow the activity covering research and statistics of the dangers of texting and driving.
- Students will receive a list of major life events (i.e. prom, marriage, loss of job, loss of loved one, breakup, win of major sporting event). Students have to describe how each of these events could affect one's ability to drive. Class discussion will follow, describing how even the “happy” events



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

could lead to negative outcomes if a driver blocks out his or her driving responsibilities and allows these events to be distracting. The class will then discuss strategies such as taking their time to get their emotions under control before getting behind the wheel.

- Students will receive a chart with a shot glass of whiskey, a bottle of beer, and a 5 oz glass of wine. They will then be asked what they have in common. This would lead to a class discussion informing the students that each of those items has the same amount of alcohol, but there are many other factors that could lead a person to become intoxicated.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection/elementary-school-curriculum?authuser=0>

Notes/Comments:

- This unit sums up the whole quarter. The information covered in this unit leads to the review for the State Written Exam. Much of the topics covered in this unit is on the exam, but more important is the understanding of the consequences of driving while impaired.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.