

Cedar Grove School District

Health -Grade 10

Approved by the Cedar Grove Board of Education

February 2017

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mr. Peter Prvulovic
Mr. David Schoner
Mr. Vincent Vollero



Health – Grade 10

The Driver's Education course will allow students gain awareness of the driving task and the responsibilities that accompany it. They demonstrate knowledge of traffic laws and regulations that help provide safe and efficient traveling patterns. Students will understand the impact that natural forces and conditions have on the road. They learn to identify hazardous conditions and react appropriately to avoid or minimize problems. Students develop an overall philosophy of safe, courteous, and defensive driving.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for
Comprehensive Health and Physical Education**

The standards are located at
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>



The Driving Privilege & Licensing

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

D. Safety

- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 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).

2.2 Integrated Skills

C. Character Development

- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

D. Advocacy and Service

- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

Enduring Understandings

A driver's license is an important responsibility that must be earned and not given.

Driving is a privilege, not a right

Responsible drivers are familiar with the systems of their vehicle and how they work together to facilitate safety and optimal function.

Essential Questions

What is the difference between a right and a privilege?

What is a graduated licensing system?

Why should organ donation be an option?

In what ways can personal factors effect a driver's ability to perform safely on the road?

What systems of the car are responsible for its optimal function and safe operation ?

Why is vehicle maintenance an important driver responsibility?

Content

- A. Graduated driver's license
- B. The organ donor designation
- C. Physical And psychological readiness to drive

Skills

- A.1 Describe the purpose of the GDL and steps needed to obtain a drivers license

- D. Vehicle systems and their function
- E. Administrative laws, costs and impacts of driving

- A2. Understand the laws of the GDL and the restraints placed upon the driving privilege
 - B1. Discuss the organ donation option as it pertains to licensing in New Jersey
 - B2. Debate the pros and cons of organ donation
 - C1. Establish a positive attitude on the road
 - C2. Examine the effect that emotions and fatigue have on drivers
 - C3. Discuss ways physical condition may impact driving
 - C4. Evaluate the ways peers as passengers can impede safe driving and suggest ways to reduce incidences of inattention.
 - D1. List procedures for a pre-driving vehicle check including seat, mirror and steering wheel position.
 - D2. Name and describe the component parts of the comfort and control system
 - D3. Name and describe the component parts of the visibility and protective system
 - D4. Name and describe the component parts of the information and communication systems
 - E1. Cite the purpose of the cars's certificate of title and vehicle registration
 - E2. Understand the Financial burden placed on those who use a motor vehicle
 - E3. Explore impact of cars on the environment and the role of new car technology in reducing that impact
 - E4. Collect information about the highway transportation system, how it works and how it could break down.

Stage 2: Assessment Evidence

Assessments

Participation

Summative: Lecture/seminar

Teacher observation of participation

Current Event

Formative: Other written assessments

Students will search the internet, magazine or newspaper circuit to find an appropriate article pertaining to driving & safety on the road. Students will also summarize the article and be ready to present it to the class.

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative learning situations
- Guided Practice
- Simulation Activities

Resources

- Responsible Driving*. McGraw Hill Glencoe, 2006
- The New Jersey Driver Manual-New Jersey Motor Vehicle Commission-*
www.njmvc.gov
-  <http://www.drivedred.glencoe.com>



Signs, Signals & Markings

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

D. Safety

- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 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).

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

C. Character Development

- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

D. Advocacy and Service

- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

Enduring Understandings

Signs, Signals and Road Markings are in place to create an organized roadway system. Knowing them will help you get to where you want to go in the safest way possible.

Essential Questions

How do signs, signals and markings contribute to a safe driving experience?
How and why do signs differ in shape and color?

Content

- A. Sign types, sign shapes, sign colors
- B. Road and pavement markings
- C. Traffic signals
- D. Right of way rules for uncontrolled intersections
- E. Basic speed laws

Skills

- A1. Be able to identify the five different types of signs based on color and purpose.
- A2. Explain that information and guide signs are blue and brown
- A3. Explain that regulatory tell you what to do or what not to do. (speed limit, no passing, pass with care, no u-turn, left turn only)
- A4. Explain that warning Signs are for road conditions that need caution for specific hazards that you may encounter in the near future. (curved road, road slippery when wet, railroad crossing, merge)
- B1. Identify the different road markings on the pavement and how they pertain to passing & two way travel

C1. Analyze the different traffic light signals and how they direct traffic at an intersection safely.
D1. Correctly follow right of way procedures when dealing with intersections, pedestrians, and emergency vehicles.
E1: Evaluate weather conditions and make adjustments in speed for optimal safety.
E2. Control a car's speed relative to the driving environment (residential, highway, school zone, etc.)

Stage 2: Assessment Evidence

Assessments

Tests and Quizzes

Summative: Written Test

Road Sign Project

Formative: Personal Project

Teacher Observation

Other oral assessments

Stage 3: Learning Plan

Learning Activities

Lecture
Class Discussions
Cooperative learning situations
Guided Practice
Simulation Activities

Resources

Responsible Driving Textbook. McGraw Hill Glencoe, 2006
The New Jersey Driver Manual. New Jersey Motor Vehicle Commission-
www.njmvc.gov



Driving Rules and Regulations

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

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

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

D. Safety

- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 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).

Enduring Understandings

A successful driver must know the rules & regulations of the road.

There are consequences for drivers who break the law.

Essential Questions

What does it mean to yield and how can it be accomplished safely?

What are the different kinds of intersections?

What process can we use to make decisions quickly while driving?

Content

A: Safe driving

B: Driving regulations

C: SIPDE process

Skills

A1. Understand the importance of speed Control

A2. Follow safety rules for Passing other vehicles on the roadway

A3. Validate that keeping to the right is always the safest way to travel

A4. Observe the right-of-way rules and how they apply to intersections and pedestrians

A5. Explore the different types of intersections and the rules for navigating each one

A6. Understand the importance of acceleration/deceleration lanes on a high speed road

B1. Gather information about using headlights properly and in a way that promotes safety of all drivers on the road.

B2. Reflect on why using cell phones and texting is so dangerous while driving

C1. Discuss how Search-Identify-Predict-Decide-Excute is a beneficial way to break down our decision making skills on the roadway.

Stage 2: Assessment Evidence

Assessments

Written Test

Summative: Written Test

Littering Project

Formative: Personal Project

Current Event

Formative: Student Portfolio

Stage 3: Learning Plan

Learning Activities

Lecture
Notes
Class Discussions
Cooperative learning situations
Guided Practice
Simulation Activities
*Poster Project Anti-Litter

Resources

Responsible Driving Textbook. McGraw Hill Glencoe, 2006

The New Jersey Driver Manual. New Jersey Motor Vehicle Commission-
<http://www.njmvc.gov>



Defensive Driving & Handling Emergencies

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

D. Safety

- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 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).

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.5 Motor Skill Development

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

- 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

B. Strategy

- 2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- 2.5.12.B.2 Apply a variety of mental strategies to improve performance.

Enduring Understandings

Being a defensive driver minimizes risk for all other drivers on the road.

Being prepared for emergency situations helps to handle them safely and efficiently.

Essential Questions

Why is it important to have driver's understand how to drive defensively?
What types of emergencies can driver's expect to encounter?

Content

- A. Driving in adverse conditions
- B. Responding to emergencies
- C. The defensive driver

Skills

- A1. Manipulate poor visibility situations (i.e darkness, sun glare, fog, rain, snow) with attention to speed, headlight use and stopping distance considerations.
- A2. Describe the safest way to react to a skid
- B1. Realize that different accommodations are required for vehicle malfunctions, driver error and roadway hazards.

- B2. Describe and recount proper steps to handling an engine, braking or steering failure
- B3. Impart advice on safe handling of tire failure
- B4. Verify the steps necessary to handle the aftermath of collision
- C1. Compare the attitudes and behaviors of the defensive driver with one who is not

Stage 2: Assessment Evidence

Assessments

Participation

Formative: Lecture/seminar

Teacher Observation

Other oral assessments

Stage 3: Learning Plan

Learning Activities

Lecture
Class Discussions
Cooperative learning situations
Guided Practice
Simulation Activities

Resources

Responsible Driving Textbook. McGraw Hill Glencoe, 2006

The New Jersey Driver Manual. New Jersey Motor Vehicle Commission-
<http://www.njmvc.gov>



Drinking, Drugs & The Road

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

D. Safety

- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

2.2 Integrated Skills

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

A. Interpersonal Communication

- 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

C. Character Development

- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

D. Advocacy and Service

- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

2.3 Drugs and Medicines

B. Alcohol, Tobacco, and Other Drugs

- 2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
- 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

C. Dependency/Addiction and Treatment

- 2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
- 2.3.12.C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- 2.3.12.C.3 Analyze the societal impact of substance abuse on the individual, family, and community.

Enduring Understandings

Any substances that take away from your 100% attention on the road are dangerous.

Essential Questions

How does alcohol affect both the body and mind?
What are the risks of drinking alcohol/using drugs & driving?

Content

- A. Effects of alcohol on driving safely
- B. Other drugs and driving
- C. Traffic laws governing the use of alcohol
- D. Coping with peer pressure

Skills

- A1. Establish how alcohol affects behavior
- A2. Explore Levels of intoxication
- B1. Assess the effect of other illegal drugs on driving
- B2. Discuss the probability that over-the-counter drugs could effect driving
- B3. Assess how combining drugs is dangerous
- C1. Rsearch the implied consent law
- C2. Increase understanding of tests for intoxication
- D1. Suggest ways to resist the pressure to use substances

Stage 2: Assessment Evidence

Assessments

Class Dicussions

Formative: Other oral assessments

Essay

Formative: Other written assessments

Teacher Observation

Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Cooperative learning situations
- Guided Practice
- Simulation Activities

Resources

Responsible Driving Textbook. McGraw Hill Glencoe, 2006

The New Jersey Driver Manual. New Jersey Motor Vehicle Commission. 
<http://www.njmvc.gov>



Penalties & Consequences

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

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

A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

D. Safety

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 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).

2.2 Integrated Skills

B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

D. Advocacy and Service

- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

Enduring Understandings

There are consequences to breaking laws. Being able to safely and legally share the road is key for all drivers.

New Jersey publishes a compendium of driving laws and penalties that is available at Motor Vehicle Commission offices throughout the State.

Essential Questions

In what ways are drivers penalized for failure to adhere to the rules of the road?

Content

- A. Point system
- B. Penalties for driving under the influence
- C. Penalties for moving violations

Skills

- A1. Locate a description of the New Jersey 12 point system within the driver manual.
- A2. Identify the fines and points assessed when a rule is broken and a driver is ticketed.
- A3. Understand that a higher point total leads to higher insurance and surcharge costs.
- A4. Discuss the consequences of loss of the driving privilege.

B1. Explain the combination of consequences imposed for DUI offenses (click link)

C1. Find in the manual and discuss the various consequences of breaking the motor vehicle laws while the car is maneuvering

 Point System Brochure.pdf

Stage 2: Assessment Evidence

Assessments

Chapter Assignments

Formative: Other written assessments

Point System Calculations

Formative: Other written assessments

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

Lecture Videos

Class Discussions


Cooperative learning situations

Guided Practice

Simulation Activities

Resources

The New Jersey Driver Manual. New Jersey Motor Vehicle Commission, 
<http://www.njmvc.gov>

NSNJ Point Schedule. New Jersey Motor Vehicle Commission, 
http://www.state.nj.us/mvc/Violations/penalties_pointSchedule.htm



Driving Skills and the Road Test

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.1 Wellness

D. Safety

- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 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).

2.2 Integrated Skills

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

A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

Enduring Understandings

There is a minimum skill level that needs to be demonstrated to obtain licensure in New Jersey.

Essential Questions

What skills are needed to be a safe and competent driver?

Content

- A. Control tasks
- B. Maneuvering the vehicle
- C. Sharing the roadway
- D. The road test

Skills

- A1. Discuss all the different turns that are made and how to safely carry out each one.
- A2. Use an automatic transmission
- A3. Understand the difference between automatic and manual transmission
- A4. Employ speed control tactics
- A5. Describe hand position for maximum steering control and hand-over-hand steering technique
- B1. Describe how space, time and visibility contribute to safe movement in and out of traffic.
- B2. Relate how planning and execution are integral to successful lane changes
- B3. Utilize the sequence of check, choose, communicate and position to prepare for and execute a right or left hand turn.
- B4. Demonstrate how to use the hand and arm to signal maneuvering intentions to drivers.
- B5. Describe how to steer in reverse.

- B6. List steps necessary to complete a two point or three point turn, or a U-turn.
- B7. Differentiate between skills needed for angle parking, perpendicular and parallel parking.
- B8. Show understanding of the requirements for safe parking on hills.
- C1. Delineate a list of steps to utilize for safe passage of other vehicles.
- C2. Recognize that being passed necessitates driver reaction for safety of both vehicles.
- C3. React to pedestrians in the roadway.
- C4. Avoid collisions with animals.
- C5. Recognize and reduce the risks of driving with cyclists, motorcyclists and large trucks?
- C6. Acknowledge the difference between city, suburban and rural driving
- D1. Recount the skills that should be practiced with driving instructors and other licensed drivers who may supervise practice driving.

Stage 2: Assessment Evidence

Assessments

Jeopardy

Formative: Other written assessments

quizzes and tests jeopardy format review games

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

Class discussion
 Textbook reading
 Review games
 Video clips
 Internet research

Resources

Responsible Driving Textbook. McGraw Hill Glencoe. 2006

The New Jersey Driver Manual. New Jersey Motor Vehicle Commission.

-  <http://www.njmvc.gov>

- www.drivedr.glencoe.com