

**Course: MD/AT Health II**  
**Unit #/ Unit Name: Unit 2, Defensive Driving**

**Year of Implementation: 2019-2020**

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### **Stage One - Desired Results**

Link(s) to New Jersey Student Learning Standards for this course:

#### 9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### 9.3 Career and Technical Education

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **Unit Standards:**

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

- *D. Safety*

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

- *B. Decision-Making and Goal Setting*

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

- *B. Strategy*

**Transfer Goal(s): Students will be able to independently use their learning to develop proper defensive driving techniques.**

*Enduring Understandings*

Students will understand that . . .

*EU 1*

- defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves.

*EU 2*

- effective drivers constantly adapt to the various traffic, road, and weather conditions.

*EU 3*

- defensive driving responsibilities also extend to the passenger.

*EU 4*

- distracted driving has an impact on themselves and others.

*Essential Questions*

*EU 1*

- How would a driver anticipate potential hazards during the driving scene?

*EU 2*

- How does a driver's decision making change during bad weather or road conditions?
- What are the qualities of a good driver?

*EU 3*

- What is the role of the passenger?
- How does a passenger affect the driving of others?

*EU 4*

- Does distracted driving affect others?
- How can distracted driving be harmful to yourself and others?

*Knowledge*

Students will know. . .

*Skills*

Students will be able to. . .

*EU 1*

- hazards/consequences of inattentive driving.
- defensive driving strategies.

*EU 2*

- how road conditions are affected by certain weather and traffic conditions.
- explain the 1 car length and the 3 second rule.

*EU 3*

- how to identify hazards or distractions on the road.
- explain when it is appropriate or inappropriate to address a driver.

*EU 4*

- how to identify distractions while driving.
- the consequences of distracted driving.

*EU 1*

- recognize inattentive/aggressive drivers.
- identify tools for being a defensive driver.

*EU 2*

- know how to respond safely to altered weather or traffic conditions.
- when it is necessary to increase their following distance

*EU 3*

- know how to be an active passenger
- when it is necessary to speak up to the driver.

*EU 4*

- recognize the difference between internal and external distractions.
- identify various types of distracted driving
- match the legal consequences with distracted driving decisions.

**Stage Two - Assessment**

*Other Evidence:*

- Test and Quizzes (Defensive driving, traffic, road, and weather conditions, roles of a passenger)
- Worksheets
- Textbooks Worksheets
- Class discussion
- Driving Simulators

## Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Show and discuss defensive driving videos. (A) (EU1, EU2)
- Use the internet to research the most common causes of accidents. (A) (EU1, EU2, EU3)
- Design a checklist for proper defensive driving techniques. (A) (EU1, EU2)
- Students will work independently to evaluate their own defensive driving habits. (A, M) (EU1, EU2)
- Compare and contrast defensive driving techniques in normal and inclement weather. (M) (EU1, EU2)
- Identify good defensive driving habits. (A, M) (EU1, EU2)
- Create a checklist of their own driving habits. (T) (EU1, EU2)
- Analyze driving scenes to identify potential hazards. (M) (EU1, EU2, EU3)
- Students will calculate stopping distance and following in various driving conditions. (M,T) (EU1, EU2, EU3)
- Students will practice driving through a simulated scenario in various driving conditions. (M,T) (EU1, EU2, EU3)
- Identify when it is appropriate and inappropriate to address a driver. (A, M) (EU3)
- Demonstrate or role play how to be an active passenger. (T) (EU3)
- Match the legal consequences with distracted driving decisions. (M) (EU4)
- Teacher discussion about internal vs external distractions. (A) (EU4)
- Identify and demonstrate appropriate ways to handle internal and external distractions. (M, T) (EU4)
- Guest speakers. (A, M)