

**Course Title – Health II (Drivers Ed.)**

**Implement start year – 2015-2016**

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**Unit # 1, topic – Law, Regulations and Rules of Driving**

**Transfer Goal –**

Students will be able to independently use their learning to become more efficient in navigating and interpreting New Jersey roadway systems, laws, the licensing process, rules and regulations.

**Stage 1 – Desired Results**

**Established Goals**

**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

**2.3 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  
A. Medicines  
B. Alcohol, Tobacco, and Other Drugs

**21<sup>st</sup> Century Themes**  
**( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**21<sup>st</sup> Century Skills**

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability

	<input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>there are specific licensing stages for the requirements for the New Jersey GDL.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>there are negative effects and consequences of the use of drugs and alcohol on driving.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>there are rules and differences between laws and rules for different types of roadways.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>there are required documents to operate a motor vehicle.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>Is the age of 16 an appropriate age to begin the GDL process?</li> <li>Are the requirements for each type of license too stringent in the state of New Jersey?</li> <li>Are the GDL violations consequences fair?</li> <li>What pro and cons would new drivers face with the GDL program?</li> <li>How does becoming an organ donor affect your view on being a defensive driver?</li> <li>What factors should a driver take into consideration when choosing to become an organ donor?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>Should the consumption of any prescription or illegal drug, while driving, be a violation of the law?</li> <li>How does drug/alcohol consumption affect people differently?</li> <li>How could penalties for each DUI conviction be altered to increase future driver responsibility?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>Why do there need to be different rules for each type of roadway?</li> <li>Which risks increase for not following road signs and rules for each type of roadway?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>Which documents should be necessary or unnecessary at all times while driving?</li> <li>Where is the best location for a driver to put important documents?</li> </ul>

**Knowledge:***Students will know . . .**EU 1*

- the consequences for each moving violation.
- the differences and requirements for each type of license.
- the reasons for and against organ donation.

*EU 2*

- the effects of drugs/alcohol on driving and decision making skills.

*EU 3*

- the differences between each type of roadway
- the rules for each type of roadway.

*EU 4*

- types of documents required to operate a motor vehicle.
- the importance/meaning of each required document.
- types of documents required to operate a motor vehicle.

**Skills:***Students will be able to . . .**EU 1*

- identify restrictions for different aged drivers.
- compare and contrast the severity of each violation.
- match each method of transportation with its' specific license.
- sign up for organ donation if they desire to.

*EU 2*

- recognize short term and long term effects of alcohol and drug use on a driver.

*EU 3*

- identify how each roadway is marked, labeled and used.

*EU 4*

- understand how to complete each mandated document required for driving.
- explain how to get each type of document.

**Stage 2 – Assessment Evidence****Recommended Performance Tasks:****Other Recommended Evidence:**

- Class Discussions
- Group Presentations
- Quizzes/tests
- Worksheets
- Role Play

### Stage 3 – Learning Plan

#### Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Use the internet for researching effect of drugs/alcohol on drivers. (A)
- Video discussions about DUI and highway driving (A,M)
- Teen drivers project that assesses the student's ability to plan a road trip (M,T)
- Students will use drunk goggles to simulate the effects of drug/alcohol use (M,T)
- Drivers Manual/Worksheets on laws, regulations, rules of New Jersey Driving (A)
- Compare and contrast the stages of the GDL laws. (A,M)
- Guest speaker on insurance (A)
- Guest speaker on drugs/alcohol and driving (A)
- Guest speaker on organ donation (A)
- Class discussions on personal experiences on the different types roadway (M)
- Create classroom posters/pamphlets/bumper stickers/games. (A,M)
- Utilize simulator use for driver evaluation. (A,M,T)