

Course Title – Health II (Drivers Ed.)

Implement start year – 2015-2016

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Unit # 2, topic – Defensive Driving

Transfer Goal –

Students will be able to independently use their learning to develop proper defensive driving techniques.

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

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

21st Century Themes (www.21stcenturyskills.org)

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

21st 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

	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" 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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the time needed to stop or react is minimal, thus requiring anticipation and attention. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • effective drivers constantly adapt to the various traffic, road, and weather conditions. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • the use of the IPDE process improves driver performance. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • When would a driver anticipate potential hazards during the driving scene? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does weather and road condition play a factor into stopping and following distances? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does a driver's decision making change during bad weather or road conditions? • What are the qualities of a good driver? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does interacting with other drivers affect the use of the IPDE process?

Knowledge:

Students will know . . .

EU 1

- hazards/consequences of inattentive driving.

EU 2

- factors that affect total stopping distances.

EU 3

- how road conditions are affected by certain weather and traffic conditions.
- when it is necessary to increase their following distance.

EU 4

- recognize how to adjust to different driving situations.

Skills:

Students will be able to . . .

EU 1

- recognize inattentive/aggressive drivers.

EU 2

- explain how each factor can increase or decrease your total stopping distance.

EU 3

- know how to respond safely to altered weather or traffic conditions.
- explain the 1 car length and the 3 second rule.

EU 4

- implement the IPDE process in different driving situations.

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

- Test and Quizzes
- Worksheets
- Textbooks Worksheets

- Class discussion
- Guest speakers

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Show and discuss defensive driving videos. (A)
- Use the internet to research the most major causes of accidents. (A)
- Design a checklist for proper defensive driving techniques. (A)
- Students will work independently to evaluate their own defensive driving habits. (A, M)
- Compare and contrast defensive driving techniques in normal and inclement weather. (M)
- Identify good defensive driving habits. (M)
- Create a checklist of their own driving habits (T)
- Analyzing driving scenes to identify potential hazards (M)
- Students will calculate stopping distance and following in various driving conditions (M, T)