

Health

10

Prepared by:

Matt Jimenez

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2021

Health 10 - Driver Education

Course Description:

Driver's Education is designed to educate and adequately prepare the students for adjusting to the demands of driving. The course emphasizes the skills, responsibilities, and license requirements for driving. Students will learn about the legal, financial, environmental, and social responsibilities associated with driving. This course also explains traffic laws, basic vehicle operation, basic vehicle maneuvers, managing risk, effects of driver condition, alcohol and drugs effect on driving, managing distractions, negotiating intersections, driving in adverse weather conditions, handling emergencies, and planning travel. Lastly, this course provides students with knowledge and understanding needed to make an informed decision about organ and tissue donation.

Course Sequence:

- Unit 1: You Are the Driver - 2 weeks
- Unit 2: Signs, Signals, and Roadway Markings - 2 weeks
- Unit 3: Basic Vehicle Operations - 2 weeks
- Unit 4: Performing Basic Vehicle Maneuvers - 2 weeks
- Unit 5: Managing Risk with the IPDE Process - 2 weeks
- Unit 6: Effects of Driver Condition - 2 weeks
- Unit 7: Alcohol, Other Drugs, and Driving - 1 week
- Unit 8: Managing Distractions - 1 week
- Unit 9: Negotiating Intersections - 1 week
- Unit 10: Driving in Adverse Weather Conditions - 1 week
- Unit 11: Handling Emergencies - 1 week
- Unit 12: Planning Your Travel - 1 week
- Unit 13: Organ and Tissue Donation - 1 week
- Unit 14: Personal Wellness and Awareness - 1 week

Pre-requisite:

Health 9

Unit Title: You Are The Driver	
Grade Level: Driver Education 10	
<p>Core Ideas:This unit introduces students to the skills, responsibilities, and license requirements needed to navigate the highway transportation system. Students will learn about the different parts of the highway transportation system, as well as how national safety laws affect drivers and passengers. Students will also learn about the skills needed to become responsible, low-risk drivers. Students also learn the steps in the IPDE process. This unit also has students learn about the legal, financial, environmental, and social responsibilities associated with driving. Students will learn about the process of becoming a licensed driver, as well as key concepts in a quality driver education program.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. ex Lawrence Kiyoshi "Larry" Shinoda,
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. ex Harriet Tubman
LGBTQ	inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and

	teaching them more about the diverse people and families in the world.
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)

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Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- What are the parts and purpose of the highway transportation system?
- How is the HTS regulated?
- What is the purpose of the National Highway Safety Act and how it affects states and local governments?
- What is the purpose of the National Traffic and Motor Vehicle Safety Act and how does it keep drivers and passengers safe?
- How do mental, social, and physical habits help you in the driving task?
- How do you use the IPDE Process in the driving task?
- What are three financial responsibilities that drivers have in maintaining and operating a vehicle?
- What are the three stages of a graduated driver's license program?
- How can a GDL program help you become a responsible driver?
- What are three key concepts of a quality driver education program?

Unit Enduring Understandings:

- The highway transportation system (HTS) has three parts: roadway users, vehicles, and roadways.
- To perform the driving task with low risk, you must develop habits for using knowledge and visual skills, judging speed, time and space, and anticipating how your car will respond.
- The IPDE process is an organized system for seeing, thinking, and responding during the driving task.
- IPDE is an acronym for identify, predict, decide, and execute.
- The Zone Control System is a method for managing space around your car.
- Operating costs for a car include costs for fuel, oil, and tires.
- A graduated driver licensing program (GDL) requires young drivers to progress through a series of licensing stages.
- The GDL has a learner's permit stage, an intermediate license stages, and a fullprivilege license stage.

Evidence of Learning**Formative Assessments:** • Tests • Activities • Skills • Applications**Summative/Benchmark Assessment(s):** • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries**Alternative Assessments:** • Oral Reports • Exhibitions • Portfolios**Resources/Materials:**www.dcmp.org<https://www.state.nj.us/mvc/>**Key Vocabulary:**

HTS

GDL

IPDE

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	You Are Part of the System	Part of the System	1 Day
2	Your Driving Task	Driving Task	1 Day
3	Your Driving Responsibilities	Driving Responsibilities	1 Day
4	Your Driver's License	Driver's License	1 Day

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5	Review		1 Day
6	Test		1 Day

Teacher Notes:

Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #2	
Content Area: Health	
Unit Title: Signs, Signals, and Roadway Markings	
Grade Level: Driver Education 10	
<p>Core Ideas: This unit explains how traffic signs, signals, and roadway markings communicate roadway regulations, warnings, and other essential information. Students will learn the meanings of the shapes and colors of traffic signs. Students will also learn the appropriate action that each sign requires. Students will also learn the meanings of the various traffic signals – including traffic lights, arrows, flashing signals, and hand signals – and how to respond to each one. This unit also covers the meanings of various roadway markings such as lines, arrows, symbols, and words, and how to respond to each marking.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:

Performance Expectations (NJSL)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	

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8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
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Interdisciplinary Connection	
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6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)

WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)

Companion Standards

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- What are the shapes and colors of regulatory and warning signs and how do you respond to each one? • How to regulatory signs control traffic? • How do guide signs and international signs help you when driving? • What does a green light, a yellow light, and a red light mean? • What is the meaning of arrows, flashing lights, and lane signals? • What actions should I take with pedestrians and traffic control officers’ signals? • What are the proper actions to take with broken and solid yellow and white lane markings? • What are the meanings of special roadway markings, highway exit ramps, railroads and school crossings? • What are rumble strips and raised roadway markers?

Unit Enduring Understandings:

- Regulatory signs are signs that set limits or give commands. • Examples of regulatory signs are stop signs, yield signs, and speed limit signs. • Most regulatory signs are rectangles. • A warning sign alerts you to hazards or changes in the road condition ahead. • Examples of warning signs are pedestrian or school-zone signs, railroad advance signs, construction signs, and slowmoving vehicle signs. • Guide signs mark routes, intersections, service areas, and other points of interest or information. • International signs convey information by symbols rather than words. • Traffic lights are found at intersections and other places where heavy traffic comes together. • Traffic lights have three colors: red, yellow, and green. • A roadway marking gives warning or direction. • Yellow lane markings separate traffic traveling in opposite directions on twoway roads. • White lane markings are

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	used on highways that have traffic moving in the same direction.
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Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications

Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts •

Class discussions • Class work • Lesson Summaries

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org

<https://www.state.nj.us/mvc/>

Key Vocabulary:

Regulatory Signs

Roadway Markings

Traffic Lights

Guide Signs

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Traffic Signs	Traffic Signs	2 Days
2	Traffic Signals	Traffic Signals	2 Days
3	Roadway Markings	Roadway Markings	2 Days
4	Review		1 Day
5	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and

follow IEP accommodations/modifications	assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors			follow IEP accommodations/modifications
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Unit #3
Content Area: Health
Unit Title: Basic Vehicle Operation
Grade Level: Driver Education 10
Core Ideas: This unit teaches students the purpose and operation of vehicle instruments, devices, and controls. Students will learn the procedures for preparing to drive and starting, stopping, and steering a vehicle. Students will also learn the

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purpose and operation of vehicle instruments, devices and controls. In this unit, students learn safety procedures for checking a vehicle's inside and outside conditions and a method for safely getting into the vehicle. Students will also learn the procedures for smooth and controlled starting, steering, accelerating, braking, parking, and exiting a vehicle. Lastly, students will learn the basic mechanical operation of a manual transmission and summarize the advantages of driving a vehicle with a manual transmission.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
Interdisciplinary Connection	
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Companion Standards	
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W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience

W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are the operational controls of a vehicle? • What are the communication and comfort devices found in most vehicles? • Where are the gauges and warning lights on an instrument panel? • What outside checks can you make before getting into a vehicle? • Why should you make smooth acceleration and braking actions? • How do targets help develop good visual searching and steering habits? • What does a transmission do? • What are the advantages and disadvantages of manual transmissions? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The most common vehicle controls are the steering wheel, shift lever, cruise control, accelerator pedal, brake pedal and parking break. • The shift indicator shows the gear positions: park, reverse, neutral, and drive. • Devices for safety, communication, and comfort include safety belts, head restraints, inside and outside rearview mirrors, hazard-flasher controls, turnsignal lever, windshield wipers and washers, light switches, hood release lever, heater, air conditioner, and defroster, sun visor and seat adjustment lever. • Important vehicle gauges are the fuel gauge, temperature gauge, oil pressure gauge, alternator warning light, brake system warning light, speedometer, tachometer, odometer, ABS light, safety belt light, air bag light, turn-signal indicator, high beam indicator, check engine light and message center. • The purpose of a transmission is to convert engine speed into power to turn the wheels of a vehicle. • The purpose of the clutch is to connect the rotating engine shaft to the gears in the transmission.
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Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications
Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries • “Under the Hood” Drawing Project
Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

<p>Resources/Materials: www.dcmp.org https://www.state.nj.us/mvc/</p>	<p>Key Vocabulary: Instrument Panel Acclerator ABS Alternator Targeting</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Controls, Devices, and Instruments	Controls, Devices, and Instruments	2 Days
2	Getting Ready to Drive	Getting Ready to Drive	2 Days
3	Starting, Stopping, Steering, and Targeting	Starting, Stopping, Steering, and Targeting	1 Days
4	Driving with a Manual Transmission	Driving with a Manual	1 Day

		Transmission	
5	Review		1 Day
6	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
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<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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Unit #4

Content Area: Health

Unit Title: Performing Basic Vehicle Maneuvers

Grade Level: Driver Education 10

Core Ideas: This unit discusses methods drivers can use to accurately and safely perform maneuvers such as changing lanes, turning, stopping, backing, and parking. Students will learn about when to check rear-view and outside mirrors, as well as steps for safely backing a vehicle. Students will also learn what factors to consider before making a turnabout and methods for how to turn around safely. This unit will also discuss the advantages and disadvantages of different parking maneuvers and how to perform each parking maneuver.

Unit # - Standards

Standards (Content and Technology):

CPI#:	Statement:
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Performance Expectations (NJSL)

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 hand-held devices).
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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.
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Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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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.
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9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
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Computer Science and Design Thinking

8.2.12.NT.2:	: Redesign an existing product to improve form or function.
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8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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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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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

Interdisciplinary Connection

6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
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6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- When should the rearview and outside mirrors be checked?
- What is a convex mirror and how can it be used?
- Why is backing a high-risk maneuver?
- How can I safely back a vehicle?
- When do I use signal lights?
- How do I make left and right turns?
- What are the methods for making turnabouts?
- When should I use turnabouts?
- What is angle, perpendicular, and parallel parking?
- How and when do I use angle, perpendicular, or parallel parking?

Unit Enduring Understandings:

- Three mirrors that come as standard equipment in a car are the inside rearview mirror, the outside mirrors, and convex mirrors.
- There are many procedures to follow for backing, backing straight, and backing left or right.
- The most common way of communicating with other drivers is by using signals.
- There are many procedures to follow for entering traffic flows, making right and left turns, lane changes, and turning the vehicle.
- The 3 basic ways to park are angle, perpendicular, and parallel.

Evidence of Learning

Formative Assessments: ● Tests ● Activities ● Skills ● Applications

Summative/Benchmark Assessment(s): ● Teacher observation ● Written responses ● Checking concepts ● Class discussions ● Class work ● Lesson Summaries

Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios

Resources/Materials: www.dcmp.org https://www.state.nj.us/mvc/	Key Vocabulary: Convex Traffic Flow Maneuver Perpendicular Parallell
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Mirror Usage and Backing Procedures	Mirror Usage and Backing Procedures	1 Day
2	Basic Driving Maneuvers	Basic Driving Maneuvers	2 Days

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3	Parking Maneuvers	Parking Maneuvers	2 Days
4	Review		1 Day
5	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and

follow IEP accommodations/modifications	assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors			follow IEP accommodations/modifications
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Unit #5

Content Area: Health

Unit Title: Managing Risk with the IPDE Process

Grade Level: Driver Education 10

Core Ideas: This unit discusses how learning and using the IPDE Process helps new drivers become responsible, low-risk drivers. Students will learn about the factors that contribute to higher degrees of risk while driving. Students will also revisit the steps of the IPDE Process, as well as the Zone Control System and how the two systems work together. In this unit, students will learn about the eight steps of an orderly visual search pattern and how knowledge and experience contribute to making accurate predictions. Students will also learn about the three essential decisions involved in the IPDE Process as well as the most important actions to take to avoid conflict. Students will learn about the selective use of the IPDE Process and are reassured that it takes time to learn and use the process effectively.

Unit # - Standards

Standards (Content and Technology):

CPI#:	Statement:
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Performance Expectations (NJSL)

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 hand-held devices).
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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.
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Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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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.
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9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
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Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- What are three factors that contribute to the degree of risk you face when driving?
- What are the four steps in the IPDE Process?
- What are the three steps in the Zone Control System?
- What does it mean to identify as it relates to the IPDE Process?
- What are the eight steps of an orderly visual search pattern?
- How do knowledge and experience help you make accurate decisions?
- What are three decisions you must make when applying the IPDE Process?
- What are three different lane positions available to you within your lane?
- What are the three most important actions you can take to avoid conflict?
- What is meant by selective use of the IPDE Process?
- Why does the IPDE Process take time to learn?

Unit Enduring Understandings:

- The three factors that contribute to the degree of risk you face while driving are driver-contributed factors, vehicle-contributed factors, and roadway-and environment contributed factors.
- The IPDE process is an organized system of seeing, thinking, and responding.
- IPDE represents the four steps for safe driving: identify, predict, decide, and execute.
- The Zone Control System is an organized method for managing 6 zones of space surrounding your vehicle.
- The Zone Control System includes the following steps:
 1. See a zone change.
 2. Check other zones.
 3. Create time and space.

Evidence of Learning

Midland Park Public Schools

Formative Assessments: • Tests • Activities • Skills • Applications**Summative/Benchmark Assessment(s):** • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries**Alternative Assessments:** • Oral Reports • Exhibitions • Portfolios**Resources/Materials:**www.dcmp.org<https://www.state.nj.us/mvc/>**Key Vocabulary:**

IPDE

Zone Control System

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	The IPDE Process	The IPDE Process	1 Day
2	Identify and Predict	Identify and Predict	2 Days
3	Decide and Execute	Decide and Execute	2 Days
4	Using the IPDE Process	Using the IPDE Process	1 Day
5	Review		1 Day
6	Test		1 Day

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language	Gifted and Talented Students	Students at Risk	508Students
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	Learners			
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #6
Content Area: Health
Unit Title: Effects of Driver Condition
Grade Level: Driver Education 10
<p>Core Ideas: This unit discusses how physical, mental, and emotional conditions affect driving ability. Students will learn to recognize and manage limitations. Students to learn how emotions affect driving, specifically on the concepts of aggressive driving and road rage. This unit provides methods for managing emotions to ensure driving competence. Students will also learn how physical senses are involved in driving by addressing sensory limitations and distractions. Lastly, students will learn to recognize and compensate for temporary and permanent physical limitations that affect driving abilities with emphasis on how to combat drowsiness and fatigue.</p>
Unit # - Standards

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Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	

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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
Interdisciplinary Connection	
6.2.12.Hist ory UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.Hist ory CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)
Companion Standards	

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How do emotions affect your ability to drive? • How do passengers help or hinder a driver? • What influence do emotions have on your willingness to accept risk? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are mental and physical effects of emotions on your driving ability. • Aggressive driving is driving without regard for others' safety. • Road rage is driving
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<ul style="list-style-type: none"> • How can you manage your emotions while driving? • What is visual acuity and your field of vision? • What are the factors that can affect and limit your vision? • How do your senses help you drive? • What is the importance of managing sensory distractions? • What can you do to combat fatigue? • How do medicines, carbon monoxide, and smoking affect a driver? • How do drivers who have permanent disabilities compensate? 	<ul style="list-style-type: none"> with the intent to harm others. • Sorrow, depression, and anxiety are other emotions that can adversely affect driving. • Your emotions have a big influence on the amount of risk you are willing to take. • Drivers should learn how to cope with and manage emotions. • Visual acuity is the ability to see things clearly. • Your field of vision is all the area that you can see around you while you are looking straight ahead. • There are three types of vision: central vision, peripheral vision, and fringe vision. • Visual factors that may affect driving include: color blindness, depth perception, night vision, and glare. • Sensory distractions include: audio and cell phone. • Temporary and permanent disabilities may affect your driving. • Chronic illness may affect your driving.
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Evidence of Learning

<p>Formative Assessments: • Tests • Activities • Skills • Applications</p> <p>Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries</p> <p>Alternative Assessments: • Oral Reports • Exhibitions • Portfolios</p>

Resources/Materials: www.dcmp.org https://www.state.nj.us/mvc/	Key Vocabulary: Road Rage Sensory Distractions Peripheral Vision Central Vision Fringe Vision
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Emotions and Driving	Emotions and Driving	1 Day
2	Physical Senses and Driving	Physical Senses and Driving	2 Days
3	Physical Limitations	Physical Limitations	1 Day
4	Review		1 Day
5	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and

follow IEP accommodations/modifications	<ul style="list-style-type: none"> word • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors 		Provide rewards as necessary	follow IEP accommodations/modifications
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Unit #7

Content Area: Health

Unit Title: Alcohol, Other Drugs, and Driving

Grade Level: Driver Education 10

Core Ideas: This unit discusses the effect alcohol and other drugs have on driving safely. Students will learn how alcohol affects the mental and physical abilities needed for driving safely, as well as other alcohol facts. Students will learn how different drugs, including over-the-counter and prescription medicine, affect a driver. Students will also learn the effects of combining alcohol with drugs. In this unit, students will also learn about laws and procedures concerning the use of alcohol and driving, including implied consent and zero tolerance. Lastly, students will learn about positive and negative peer pressure, as well as the steps needed to make responsible decisions in response to peer pressure.

Unit # - Standards

Standards (Content and Technology):

CPI#:	Statement:
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Performance Expectations (NJSL)

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 hand-held 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.

Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

Computer Science and Design Thinking

8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.

Interdisciplinary Connection

6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)

Companion Standards

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RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- How does alcohol affect the mental and physical abilities needed for driving safely?
- What is blood-alcohol concentration (BAC)?
- What are the factors that affect bloodalcohol concentration?
- What are the myths and truths about the use of alcohol?
- What is the difference between over-the-counter medicine and prescription medicine?
- How do depressants, stimulants, and hallucinogenic drugs affect a driver?
- What are the effects of combining alcohol with other drugs?
- What is meant by the implied consent law?
- What are zero tolerance levels of impairment?
- What actions should a driver take when stopped by a police officer?
- How do peer influences and peer pressure affect a person's decision about drinking and driving?
- What are five steps involved in making a responsible decision?
- What is the meaning of peer education?
- Why should peers share the responsibility of preventing friends from drinking and driving?
- What are five different ways to say no to peer pressure?

Unit Enduring Understandings:

- Alcohol has many effects on the central nervous system, judgment and reasoning, vision, and reflexes.
- Blood alcohol concentration (BAC) is the amount of alcohol detected in a person's bloodstream.
- A designated driver decides not to drink in order to stay sober so that he can drive without impairments.
- Over-the-counter medicines, prescription medicines, depressants, stimulants, and hallucinogens affect a driver's ability.
- Driving while intoxicated (DWI) and Driving under the influence (DUI) are terms to describe drivers who are convicted of operating a vehicle above the legal limit.
- Chemical testing and field sobriety testing are used to evaluate a person suspected of DWI or DUI.

Evidence of Learning**Formative Assessments:** • Tests • Activities • Skills • Applications**Summative/Benchmark Assessment(s):** • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries**Alternative Assessments:** • Oral Reports • Exhibitions • Portfolios**Resources/Materials:**www.dcmp.org<https://www.state.nj.us/mvc/>**Key Vocabulary:**

BAC

DWI

DUI

Impairment

OTC

Peer Pressure

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Effects of Alcohol on Driving Safely	Effects of Alcohol on Driving Safely	1 Day
2	Other Kinds of Drugs and Driving	Other Kinds of Drugs and Driving	2 Days

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3	Traffic Laws Governing the Use of Alcohol	Traffic Laws Governing the Use of Alcohol	1 Day
4	Coping with Peer Pressure	Coping with Peer Pressure	1 Day

5	Review		1 Day	
6	Test		1 Day	
Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #8
Content Area: Health
Unit Title: Managing Distractions
Grade Level: Driver Education 10
<p>Core Ideas: This unit discusses how to manage distractions that take focus away from the driving task. Students will learn about the difference between driver inattention and distracted driving. Students will also learn four categories of driving distractions. In this unit, students will learn about the five categories of inside-the-vehicle distractions and how a driver can reduce distractions inside the vehicle. Finally, students will learn about types of outside-the-vehicle distractions and how they differ from distractions inside the vehicle.</p>

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

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 hand-held 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.

Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3:

Design a personal budget that will help you reach your long-term and short-term financial goals.

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.

9.2.5.CAP.4:

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

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Computer Science and Design Thinking

8.2.12.NT.2:

: Redesign an existing product to improve form or function.

8.2.12.ITH.2

Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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.

Interdisciplinary Connection6.2.12.Hist
ory UP.2.a:

: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.Hist
ory CC.2.c:

Assess the impact of the printing press and other technologies developed on the dissemination of ideas

RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
(HS-PS3-4)

WHST.9-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)

WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)

Companion Standards

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- What differentiates distracted driving from inattentive driving?
- What steps and actions can drivers take to avoid driving inattentively or being distracted?
- What categories are associated with inside-the-vehicle distractions?
- What steps or actions can a driver do to reduce distractions inside their vehicle?
- How does hands-free technology help drivers from becoming distracted?
- What are the four categories of outside-the-vehicle distractions?
- What might cause the driver of a vehicle to become a distraction to others?

Unit Enduring Understandings:

- Driver inattention takes place when a driver’s focus and attention are not on the driving task for any reason.
- Almost every driving distraction can be labeled as a cognitive, visual, auditory, or biomechanical distraction.
- Using a cell phone can divert a driver’s mental and visual attention from the driving task.
- Drivers can minimize distractions within their vehicles by following a few simple steps.
- Outside-the-vehicle distractions are usually related to people, animals, objects, or events.

Evidence of Learning

Formative Assessments: ● Tests ● Activities ● Skills ● Applications

Summative/Benchmark Assessment(s): ● Teacher observation ● Written responses ● Checking concepts ● Class discussions ● Class work ● Lesson Summaries

Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios

Resources/Materials: www.dcmp.org https://www.state.nj.us/mvc/	Key Vocabulary: Inattentive Driving Distracted Driving Cognitive Distraction Visual Distraction Auditory Distraction Biomechanical Distraction
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Driver Inattention and Distractions	Driver Inattention and Distractions	1 Day
2	Distractions Inside the Vehicle	Distractions Inside the Vehicle	2 Days
3	Distractions Outside the Vehicle	Distractions Outside the Vehicle	2 Day
4	Review		1 Day
5	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	511Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

	Give tests orally, as needed • Allow spelling errors			
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Unit #9
Content Area: Health
Unit Title: Negotiating Intersections
Grade Level: Driver Education 10
<p>Core Ideas: This unit discusses the skills needed to approach, enter, and exit different types of intersections safely. These skills involved proper searching techniques; judgments of time, space, and distance; and yielding the right of way. Students will learn how to identify, search, and enter an intersection. Students will also learn to approach and negotiate an intersection at the proper times and distances. In this unit, students will learn about yielding the right of way in various situations and judging gaps, the amount of space and time needed to enter traffic safely. Students will also learn the correct procedures for negotiating and entering intersections controlled by signs or traffic lights. Students also learn about unprotected left turns and turns on red. Students will learn the correct procedures for approaching and negotiating an uncontrolled intersection, as well as how to identify who has the right of way. Students will also learn how to distinguish between passive and active railroad crossings and to proceed safely at railroad tracks. Lastly, students will learn the correct procedures for driving through roundabouts and how roundabouts benefit drivers and pedestrians.</p>

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Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Interdisciplinary Connection	
6.2.12.Hist ory UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.Hist ory CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- What factors make intersections particularly dangerous?
- What actions should you take if you arrive at an intersection before a vehicle on you left arrives?
- What are the three locations at an intersection where drivers must come to a full

Unit Enduring Understandings:

- Identifying intersections early will prepare you to merge with traffic or go straight through safely.
- You must yield the right of way at Stop and Yield signs, at uncontrolled intersections, and as you enter roadways from alleys and

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stop? • What should you predict when approaching an uncontrolled intersection? • In what direction should you check before you cross railroad tracks? • What lane should you be in to travel straight through an intersection?

driveways. Emergency vehicles always have the right of way. • Controlled intersections are regulated by traffic lights or Stop or Yield signs. • Uncontrolled intersections do not have traffic signs, signals, or markings to manage traffic. • As you approach an uncontrolled intersection, use the IPDE Process. • Expect a train at all crossings and check for multiple track signs. Obey all active crossing controls. At passive crossings, look carefully, listen, and be prepared to stop.

Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications

Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org

<https://www.state.nj.us/mvc/>

Key Vocabulary:

Intersection

Front Zone

Controlled and Uncontrolled Intersection

Line of Sight

Path of travel

Roundabouts

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Searching Intersections	Searching Intersections	1 Day
2	Determining Right of Way and Judging Gaps	Determining Right of Way and Judging Gaps	2 Days
3	Controlled Intersections	Controlled Intersections	1 Day
4	Uncontrolled Intersections	Uncontrolled Intersections	1 Day
5	Railroad Crossings	Railroad Crossings	1 Day
6	Roundabouts	Roundabouts	1 Day
7	Review		1 Day

8	Test		1 Day	
Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	512Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignments, as needed 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications

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	<ul style="list-style-type: none"> • Give tests orally, as needed • Allow spelling errors 			
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Unit #10

Content Area: Health

Unit Title: – Driving in Adverse Conditions

Grade Level: Driver Education 10

Core Ideas: This unit teaches students techniques for safely managing the effects of hazardous weather on driving conditions. Students will learn how to properly handle a variety of situations with reduced visibility and lessons on night driving and proper use of high-beam and low-beam headlights. Students will also learn how to identify and properly handle a variety of reduced traction situations. Students will also discuss techniques including hydroplaning, correcting skid situations, and controlled braking. Lastly, students will learn precautions for driving in extreme winds and temperatures and be able to identify extreme weather conditions that may require them to stop driving.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

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 hand-held devices).
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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.
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Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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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.
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9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
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Computer Science and Design Thinking

8.2.12.NT.2:	: Redesign an existing product to improve form or function.
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8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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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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Interdisciplinary Connection

6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
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6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
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WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do you apply the IPDE Process to manage risks in bad weather? ● What can you do to help others see you at dawn and dusk? ● What special driving techniques can you use for night driving? ● What happens to traction during rain and snow? ● What steps can you take to avoid hydroplaning? ● How do you correct an understeer skid in a front-wheel-drive vehicle? ● How do you use controlled braking in a vehicle without ABS? ● How can you control your vehicle in windy conditions? ● What precautions can you take for driving in extremely hot or cold weather? ● What should you do to maintain vehicle control during winter driving? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● When visibility is poor, slow down, allow extra space, and actively scan and search. ● Proper use of high- and low-beam headlights helps drivers see better and prevents blinding by oncoming drivers. ● Driving with your headlights on helps others see you, especially at dawn and dusk. Whenever the road surface is wet or snow-covered, traction is reduced. ● When a vehicle's tires rise on top of standing water, the tires lose traction and the vehicle does not respond to steering. ● Understeer and oversteer conditions, if not quickly corrected, can put a vehicle out of control. ● Strong side winds can cause your vehicle to shift lane positions. ● Extreme temperatures place demands on a vehicle's heating and cooling systems. ● Snow can adversely affect a driver's vision and a vehicle's traction.
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Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications

Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org

<https://www.state.nj.us/mvc/>

Key Vocabulary:

hydroplaning

oversteer

understeer

IPDE Process

ABS

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Reduced Visibility	Reduced Visibility	2 Days
2	Reduced Traction	Reduced Traction	2 Days
3	Other Adverse Weather Conditions	Other Adverse Weather Conditions	1 Day
4	Review		1 Day
5	Test		1 Day

Teacher Notes:

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Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	513Students
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<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications
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Unit #11	
Content Area: Health	
Unit Title: – Handling Emergencies	
Grade Level: Driver Education 10	
<p>Core Ideas: This unit discusses how to handle emergency conditions, including situations caused by vehicle malfunction and driver error. Students will learn how to react to common vehicle malfunctions including tire, brake, steering, and engine failure. Students will learn about how to get back on the road when two or more wheels are off the road, as well as when to use an emergency swerve. Students will also learn how to react to situations involving roadway hazards such as potholes, deep water, and sharp curves. In this unit, students will learn how to avoid and reduce vehicle damage caused by various types of collisions and what immediate and follow-up steps to take if a collision occurs. Lastly, students will learn about financial liability and factors that affect the cost of insurance.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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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.
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- How do you respond to a tire blowout?
- How can you compensate for steering failure?
- Why might it be better to swerve around a stopped car in front of you than to brake?
- What is the best way to avoid a pothole while staying in your lane?
- What is the first rule to remember when trying to reduce the effects of a collision?
- What is the first step to take if you are in a crash?
- What is the most important type of car insurance?
- What are four factors that can change your insurance premium?

Unit Enduring Understandings:

- A total brake failure is, and needs to be treated as an extreme emergency.
- Engine failures include a flooded engine, an overheated engine, and an engine blowout.
- Rain, sleet, fog, and headlights that fail cause loss of forward vision.
- Driving completely or partially off-road is a dangerous situation.
- Knowing how to safely stop or swerve around a car ahead can avoid a crash.
- Normal roadway problems like potholes or debris in the road can cause damage to your car.
- Driving in water can create dangerous conditions you need to avoid.
- If a collision happens, taking immediate action can help reduce the consequences.
- Every state has a financial responsibility law that drivers must follow.
- There are different types of auto insurance.

Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications

Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org
<https://www.state.nj.us/mvc/>

Key Vocabulary:

Insurance
 Financial Responsibility

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Tire Blowout
 Brake Failure

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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1	Vehicle Malfunctions	Vehicle Malfunctions	2 Days
2	Driver Errors	Driver Errors	2 Days
3	Roadway Hazards	Roadway Hazards	1 Day
4	Collisions	Collisions	1 Day
5	Insurance	Insurance	1 Day
6	Review		1 Day
7	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	514Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #12

Content Area: Health

Unit Title: Planning Your Travel	
Grade Level: Driver Education 10	
<p>Core Ideas:This unit discusses important details drivers should consider before taking long trips or driving in their communities. Students will learn how vehicles affect the environment, as well as how drivers can reduce the effects driving has on the environment. Students will also learn how to prepare for and what questions to ask before making short trips. In this unit, students will learn how to prepare for long-distance travel and how maps and GPS help drivers find their destination. Lastly, students will learn how maneuvering special vehicles differs from maneuvering passenger vehicles and the special equipment needed when pulling a trailer.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:

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Performance Expectations (NJSLs)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world.

Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Unit Essential Question(s): <ul style="list-style-type: none"> Why do owners of older cars have to be concerned about environmental concerns? How does an on-board 	Unit Enduring Understandings: <ul style="list-style-type: none"> Air pollutants, such as CFCs from automobile air conditioners, are eroding the ozone layer. Before

diagnostic system help protect the environment? • What effect does driving with a cold engine have on fuel efficiency? • Why is it important to do a routine check of the tire pressure, coolant level, and windshield-washer fluid when you fill your fuel tank? • How can you use a map's legend to plan your travel? • What is a GPS receiver and how can it help you find a destination? • How can the Internet help you with trip planning? • Why is vehicle preparation important? • How is driving a special vehicle different from driving a passenger vehicle? • Why is it important to distribute weight in a trailer? • What systems do you need to check before pulling a trailer?

driving, consider whether the trip is necessary and whether or not you have enough time. • Know your route and destination before heading on a trip. • Using satellites, the GPS can pinpoint your exact location on Earth. • Maps are an essential component of any long-distance trip. • Before any long trip, check brakes, exhaust, steering, engine, and accessory systems. • Special vehicles have a limited range of visibility to the side and behind the vehicle. • When driving a special vehicle, increase your following distances to four or more seconds. • In order to drive an RV with a trailer safely you must know how to attach and load the trailer.

Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications
Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries • Road Trip Project
Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:
www.dcmp.org
<https://www.state.nj.us/mvc/>

Key Vocabulary:
 Air pollutants
 GPS
 Distribute Weight
 Fuel Efficiency
 Diagnostic System

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Environmental Concerns	Environmental Concerns	1 Day
2	Local Travel	Local Travel	2 Days
3	Long-Distance Travel	Long-Distance Travel	2 Days
4	Special Vehicles and Trailers	Special Vehicles and Trailers	1 Day
5	Review		1 Day
6	Test		1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language	Gifted and Talented	Students at Risk	515Students
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	Learners	Students		
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and

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follow IEP accommodations/modifications	<ul style="list-style-type: none"> • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors 		Provide rewards as necessary	follow IEP accommodations/modifications
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Unit #13

Content Area: Health

Unit Title: – Organ and Tissue Donation

Grade Level: Driver Education 10

Core Ideas: This unit provides students with the knowledge and understanding needed to make an informed decision about organ donation. Emphasis is placed on the benefits of organ and tissue Midland Park School District donation to the health and well-being of society generally, and to individuals whose lives are saved by organ and tissue donation. Myths and misunderstandings regarding organ and tissue donation are discussed. Options available are explained, including the option of designating a decision-maker to make the donation decision on one's behalf. Students are encouraged to share this information with family, friends, fellow students and the community.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)	
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 hand-held 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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.
9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Essential Question(s):

- What are the benefits of organ and tissue donation? • What are the facts and myths related to organ and tissue donation? • How does the decision to become an organ or tissue donor affect the lives of others? • Which organs can be donated? • Which tissues can be donated? • How can I sign up to be an organ and tissue donor?

Unit Enduring Understandings:

- Just one donor can save the lives of up to eight of the nearly 4,500 men, women and children who are waiting for a lifesaving transplant in NJ. • There are currently more than 103,000 men, women and children who are on the national waiting list for organ transplants. • Just one tissue donor can provide up to 50 life-enhancing transplants. • Organs that can be donated are: the lungs, heart, kidneys, liver, pancreas, and intestines. • Tissues that can be transplanted are: corneas, bone, tendons, ligaments, skins, saphenous veins, heart valves and fascia lata

Evidence of Learning

Formative Assessments: • Tests • Activities • Skills • Applications

Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts •

Class discussions • Class work • Lesson Summaries • Road Trip Project

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org

<https://www.state.nj.us/mvc/>

Key Vocabulary:

Tissue Donor

Organ Donor

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	The Jason Ray Story	The Jason Ray Story	1 Day
2	Ray Of Hope	Ray Of Hope	1 Days
3	The Wait	The Wait	1 Day

4	How to Become a Hero	How to Become a Hero	1 Day	
Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	516Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow

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<ul style="list-style-type: none"> • extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications
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Unit #14

Content Area: Health

Unit Title: Personal Wellness and Awareness

Grade Level: Driver Education 10

Core Ideas: This unit provides students with the knowledge and understanding needed to make personal wellness and awareness decisions regarding CPR/AED training, Cancer Awareness, Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids. This unit also covers Lyme Disease, Sexual Assault, Suicide Prevention, Dating Violence, Accident and Fire Prevention, Bullying Prevention, Domestic Violence, Breast Self-Exam, and Stress Abstinence.

Unit # - Standards

Standards (Content and Technology):

CPI#:	Statement:
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Performance Expectations (NJSLs)

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 hand-held 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.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.HCD M. 2:	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
2.3.12.HCD M. 6:	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
2.3.12.DS DT. 1:	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance
2.3.12.DS DT. 2:	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
2.3.12.DS DT. 3:	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
2.3.12.DS DT. 4:	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
2.3.12.DS DT. 5:	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Career Readiness, Life Literacies, and Key Skills

9.1.12.PB.3:	Design a personal budget that will help you reach your long-term and short-term financial goals.
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.

9.2.5.CAP.4:	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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.
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to

	display information flexibly and dynamically.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Why is CPR and AED training important? • How often should an adult woman perform a Breast Self-Exam? • What types of cancer are common in teens? • What are the implications of using and abusing Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids • What is Lyme Disease? • What is Sexual Assault and Dating Violence? • What is Suicide and how to prevent it? • What are common ways to prevent accidents and fires? • How do we prevent bullying? • What is Domestic Violence and Child Abuse? • What is abstinence? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • CPR and AED training is important because it helps save lives. • An adult woman should perform a Breast Self-Exam once a month. • Common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and Sarcomas. • Drugs, Alcohol, Tobacco, CDS, and Steroids are all readily used and abused. • Lyme Disease is transmitted to humans from an infected tick • Sexual Assault and Dating Violence are common in teens. • Suicide is the taking of ones life. It can be prevented by noticing the signs that someone is struggling. • Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. • Domestic Violence is violence amongst family members. Child Abuse is abuse or neglect directed at a child. • Abstinence is abstaining from having sex
Evidence of Learning	

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<p>Formative Assessments: • Tests • Activities • Skills • Applications</p> <p>Summative/Benchmark Assessment(s): • Teacher observation • Written responses • Checking concepts • Class discussions • Class work • Lesson Summaries • Road Trip Project</p> <p>Alternative Assessments: • Oral Reports • Exhibitions • Portfolios</p>	
<p>Resources/Materials:</p> <p>https://www.redcross.org/</p> <p>https://www.nationalbreastcancer.org/breast-self-exam</p> <p>https://www.cancer.gov/types/aya Midland Park School District</p> <p>http://headsup.scholastic.com/teachers/14-drug-education-activities</p> <p>https://www.cdc.gov/lyme/index.html</p> <p>https://www.loveisrespect.org/understanding-teen-dating-violence-and-sexual-assault/</p> <p>https://save.org/</p> <p>https://www.usfa.fema.gov/prevention/</p> <p>https://www.stopbullying.gov/</p> <p>https://injury.research.chop.edu/violence-prevention-initiative/types-violence-involvingyouth/domestic-violence-and-child-abuse#.XegKi-3Yq00</p> <p>https://www.kff.org/womens-health-policy/fact-sheet/abstinence-education-programs-definition-funding-and-impact-on-teen-sexual-behavior/</p>	<p>Key Vocabulary:</p> <p>CPR</p> <p>AED</p> <p>Lyme Disease</p>
Suggested Pacing Guide	

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	CPR/AED and Accident and Fire Prevention, Lyme Disease	CPR/AED and Accident and Fire Prevention, Lyme Disease	1 Day
2	Cancer Awareness and Breast Self-Exam	Cancer Awareness and Breast Self Exam	1 Days
3	Bullying and Suicide Prevention	Bullying and Suicide Prevention	1 Day
4	Sexual Assault, Dating Violence, Domestic Violence, Child Abuse, and Abstinence	Sexual Assault, Dating Violence, Domestic Violence, Child Abuse, and Abstinence	1 Day
5	Drugs, Alcohol, and Tobacco	Drugs, Alcohol, and Tobacco	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	517Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP

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accommodations/modifications	assessments/assignments, as needed			accommodations/modifications
	<ul style="list-style-type: none"> ● Give tests orally, as needed ● Allow 			

	spelling errors			
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