



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Physical Education & Health Grade 10

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September 16, 2014*

Physical Education 10

Through active participation in a wide variety of team sports, dual and individual sports, life time sports, and recreational activities, Physical Education develops skills, knowledge and attitudes which contribute directly to the development of physical efficiency and social competency. Fitness is an important component of the entire curriculum. Fitness activities and testing are done to complement the core curriculum. The program of instruction is fully co-ed. Students take Physical Education daily except when in Health Education.

Suggested Course Sequence:

Unit 1: Physical Fitness

Unit 2: Team Activities and Cooperative Games

Unit 3: Lifetime Activities

Pre-Requisite

Unit Overview			
Content Area:	Physical Education		
Unit Title:	Unit 1: Physical Fitness		
Target Course/Grade Level:	Grade 10		
Unit Summary In this unit students will be able to explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another. Students will also be able to analyze application of force and motion and modify movement to impact performance. Students will be able to design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships. Lastly, students will be able to critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.			
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills			
Learning Targets			
Standards: 2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle. <ul style="list-style-type: none"> A. Movement Skills and Concepts 			
CPI #	Cumulative Progress Indicator (CPI)		
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)		
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.		
2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance)		
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> How does stress affect the body and what are ways in which exercise can reduce the negative effects of stress What is the relationship between good fitness and life-long health? How does one design and implement fitness plan that addresses personal fitness goals? How does one assess the effectiveness of a fitness plan as well as make modifications to improve? What are the community resources available to assist in the fostering of a healthy life style? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Understanding the relationship between stress and overall health, and being able to employ stress reduction techniques, is essential to effectively decreasing the negative effects of stress on the body. Being able to design, implement and assess a personal fitness program is necessary in order to maintain good health throughout life. Identifying and utilizing community preventive health resources will enhance the effectiveness of personal fitness programs. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How does stress affect the body and what are ways in which exercise can reduce the negative effects of stress What is the relationship between good fitness and life-long health? How does one design and implement fitness plan that addresses personal fitness goals? How does one assess the effectiveness of a fitness plan as well as make modifications to improve? What are the community resources available to assist in the fostering of a healthy life style? 	Unit Enduring Understandings <ul style="list-style-type: none"> Understanding the relationship between stress and overall health, and being able to employ stress reduction techniques, is essential to effectively decreasing the negative effects of stress on the body. Being able to design, implement and assess a personal fitness program is necessary in order to maintain good health throughout life. Identifying and utilizing community preventive health resources will enhance the effectiveness of personal fitness programs.
Unit Essential Questions <ul style="list-style-type: none"> How does stress affect the body and what are ways in which exercise can reduce the negative effects of stress What is the relationship between good fitness and life-long health? How does one design and implement fitness plan that addresses personal fitness goals? How does one assess the effectiveness of a fitness plan as well as make modifications to improve? What are the community resources available to assist in the fostering of a healthy life style? 	Unit Enduring Understandings <ul style="list-style-type: none"> Understanding the relationship between stress and overall health, and being able to employ stress reduction techniques, is essential to effectively decreasing the negative effects of stress on the body. Being able to design, implement and assess a personal fitness program is necessary in order to maintain good health throughout life. Identifying and utilizing community preventive health resources will enhance the effectiveness of personal fitness programs. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Define cardiovascular fitness and defend the benefits of being physically fit. Compare and contrast the physiological response of the body to aerobic and anaerobic activities. Examine the relationship between good cardiovascular fitness and heart rate (resting heart rate, target heart rate, and recovery heart rate.) Explain and use assessment techniques to identify fitness strengths and weaknesses. Design a personal fitness plan which addresses fitness weaknesses and utilizes effective goal setting and the F.I.T.T principle. 			

- Explain the modifications one would make to a fitness plan based upon age, genetics, gender, or injury.
- Assess effectiveness of personal fitness plans based upon collected data.

Evidence of Learning

Summative Assessment (X days) 5

- Participation Assessment
Rubric
Teacher observation
Student/peer observation
- Skill Performance
Specific Skill Assessment Rubrics
Teacher observation
Skill testing
- Written Assessments
Open-ended questions
Quizzes/worksheets
Reports/labs

Equipment Needed: Various physical education equipment (balls, bats, bases, cones, weights, etc.)

Teacher Resources: Physical education texts, websites, workshops, guest speakers ,etc.

Formative Assessments

- | | |
|--|-------------------------------------|
| • Teacher Observation | • Preparation |
| • Class Participation (rubric for teamwork, sportsmanship, effort) | • Skill Performance |
| • Self and Peer Assessments | • Open-ended Questions |
| • Written Assessments | • Specific Skill Assessment Rubrics |
| • Fitness Testing | • Discussions |
| | • Preparation |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Fitness Testing	1 week
2	Weight Training	2 weeks
3	Cardiovascular Training	2 weeks
4	Fitness Testing	1 week

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.pecentral.com

<http://www.teachingideas.co.uk>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Unit Overview			
Content Area:	Physical Education		
Unit Title:	Unit #2 – Fitness/Team Activities/Cooperative Games		
Target Course/Grade Level:	Grade 10		
Unit Summary <p>In this unit, students will learn that individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. Students will also learn that self-initiated behaviors promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Students will demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Students will apply a variety of mental strategies to improve performance. Students will also be able to analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>			
Learning Targets			
Standards: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. <ul style="list-style-type: none"> • B. Strategy • C. Sportsmanship, Rules, and Safety 			
CPI #	Cumulative Progress Indicator (CPI)		
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.		
2.5.12.B.2	Apply a variety of mental strategies to improve performance		
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.		
2.5.12.C.1	Analyze the roles, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.		
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • How do I assess movement and correct errors to improve performance? • How does one enhance participation in activity through application of mental strategies and game strategies? • How do good sportsmanship, effort, and teamwork build confidence and support within a group? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> • Feeling competent in the execution of movement skills and game strategies increases the likelihood of participation in regular physical activity. • Skill development involves an understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Cooperation, sportsmanship, and preparation are necessary for successful </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • How do I assess movement and correct errors to improve performance? • How does one enhance participation in activity through application of mental strategies and game strategies? • How do good sportsmanship, effort, and teamwork build confidence and support within a group? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Feeling competent in the execution of movement skills and game strategies increases the likelihood of participation in regular physical activity. • Skill development involves an understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Cooperation, sportsmanship, and preparation are necessary for successful
Unit Essential Questions <ul style="list-style-type: none"> • How do I assess movement and correct errors to improve performance? • How does one enhance participation in activity through application of mental strategies and game strategies? • How do good sportsmanship, effort, and teamwork build confidence and support within a group? • What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Feeling competent in the execution of movement skills and game strategies increases the likelihood of participation in regular physical activity. • Skill development involves an understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Cooperation, sportsmanship, and preparation are necessary for successful 		

	<p>performance of movement.</p> <ul style="list-style-type: none"> • Knowing and executing effective game and mental strategies improves overall performance in game situations. • Discovering enjoyable, vigorous activities to participate in outside of school increases the likelihood of lifelong physical activity and fitness.
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Unit Learning Targets

Students will...

- Explain and apply performance points of movement skills in applied settings.
- Identify movement skill errors in self and others and utilize feedback to improve skill execution.
- Explain performance points of advanced movement skills in applied settings
- Assess the effectiveness of specific practice techniques used to improve performance including mental strategies.
- Explain and apply the movement concepts necessary for proficient skill performance.
- Discuss and analyze the historical and cultural influences on activity and predict the impact of globalization and technology on existing movement activities.
- Explain and apply game rules, safety, and scorekeeping during game play.
- Assess and defend the fitness benefits of a particular activity.
- Apply effective offensive and defensive strategies during game play which are chosen in consideration of opponent's weaknesses and strengths.
- Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship and effort.
- Determine whether a particular activity would be compatible with your personal fitness.

Evidence of Learning

Summative Assessment (X days) 5

- Participation Assessment
Rubric
Teacher observation
Student/peer observation
- Skill Performance
Specific Skill Assessment Rubrics
Teacher observation
Skill testing
- Written Assessments
Open-ended questions
Quizzes/worksheets
Reports/labs

Equipment Needed: Various physical education equipment (balls, bats, bases, cones, weights, etc.)

Teacher Resources: Physical education texts, websites, workshops, guest speakers ,etc.

Formative Assessments

- | | |
|--|------------------------|
| • Teacher Observation | • Preparation |
| • Class Participation (rubric for teamwork, sportsmanship, effort) | • Skill Performance |
| | • Open-ended Questions |

- Self and Peer Assessments
- Written Assessments
- Fitness Testing
- Specific Skill Assessment Rubrics
- Discussions
- Preparation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Flag Football	2 weeks
2	Softball	2 weeks
3	Soccer	2 weeks
4	Ultimate Frisbee	2 weeks
5	Volleyball	2 weeks
6	Handball	2 weeks
7	Basketball	2 weeks
8	Group Games	2 weeks

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.pecentral.com

<http://www.teachingideas.co.uk>

<http://www.pegames.org>

PE Games and Activities Kit, Ken Lumsden, Parker Publishing Co.;2001

Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Unit Overview	
Content Area:	Physical Education
Unit Title:	Unit #3 – Fitness/Lifetime Activities
Target Course/Grade Level:	Grade 10
Unit Summary In this unit, students are taught basic skills and have the opportunity to enhance their knowledge about sport, exercise, and other forms of physical activity. The focus of this unit is to develop immediate and lifelong benefits and enjoyment of regular physical activity. This unit focuses on skill instruction, knowledge of rules and etiquette, and strategy for effective play in lifetime activities. It is designed to offer a higher level of proficiency and more in-depth instruction in a variety of individual activities. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities.	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards: 2.5 Motor Skill Development: All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle. <ul style="list-style-type: none"> • A. Movement Skills and Concepts • B. Strategy • C. Sportsmanship, Rules, and Safety 	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
2.5.12.C.1	Analyze the roles, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Explain and apply game rules, safety, and scorekeeping during game play. • Discuss/analyze the historical and cultural influences on activity. • Explain and implement movement skills in isolated and applied settings. • Compare and contrast activities in terms of applied skills, rules, and strategies. 	

- Identify movement skill errors and modify in response to feedback.
- Explain and apply the movement concepts regarding stability, weight transfer, absorption of force and increasing of force in enhancing skill execution.
- Compare and contrast activities in terms of applied skills, rules, and strategies.
- Explain and demonstrate effective offensive and defensive game strategies.
- Assess personal and team behaviors for evidence of effective teamwork, effort, and sportsmanship.

Evidence of Learning

Summative Assessment (X days) 5

- Participation Assessment
Rubric
Teacher observation
Student/peer observation
- Skill Performance
Specific Skill Assessment Rubrics
Teacher observation
Skill testing
- Written Assessments
Open-ended questions
Quizzes/worksheets
Reports/labs

Equipment Needed: Various physical education equipment (balls, bats, bases, cones, weights, etc.)

Teacher Resources: Physical education texts, websites, workshops, guest speakers ,etc.

Formative Assessments

- Teacher Observation
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Self and Peer Assessments
- Written Assessments
- Fitness Testing
- Preparation
- Skill Performance
- Open-ended Questions
- Specific Skill Assessment Rubrics
- Discussions
- Preparation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Badminton	2 weeks
2	Pickleball	2 weeks
3	Tennis	2 weeks
4	Strength Training	1 weeks
5	Cardiovascular Training	1 week

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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<http://www.pegames.org>

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Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988

Health 10 – Driver Education

Course Description:

Driver's Education is designed to educate and adequately prepare 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 conditions, handling emergencies, and planning travel. Lastly, this course provides students with the knowledge and understanding needed to make an informed decision about organ and tissue donation.

Suggested Course Sequence:

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

Pre-requisite:

Content Area: Health	
Unit Title: Unit #1 – You Are The Driver	
TargetCourse/GradeLevel: Driver Education 10	
Unit Summary: <p>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>	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> • D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> • 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 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 <ul style="list-style-type: none"> • 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 full-privilege license stage.

Unit Learning Targets*Students will...*

- Describe the three parts of the highway transportation system.
- Explain how the National Highway Safety Act affects drivers.
- Explain how the National Traffic and Motor Vehicle Safety Act helps keep drivers and passengers safe.
- Explain how understanding the social, physical, and mental skills related to driving helps you to be a low-risk driver.
- Identify mental, social, and physical factors that might affect your ability to be a safe driver.
- Identify and explain the four steps in the IPDE process.
- List three kinds of financial responsibilities drivers have and give an example of each.
- List ways drivers can protect the environment.
- Identify and explain your responsibilities to yourself and others.
- Describe the stages of a graduated driver license program.
- Explain how a graduated driver license program can help you become a safer driver.
- Explain the implied consent law.
- List the key concepts in a quality driver education program.

Evidence of Learning**Summative Assessment (X days) 4**

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.**Teacher Resources:** Drive Right textbook, Drive Right study companion, Drive Right videos**Formative Assessments**

- Teacher observation
- Written responses
- Class discussions
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	You Are Part of the System	1 day
2	Your Driving Task	1 day
3	Your Driving Responsibilities	1 day
4	Your Driver's License	1 day
5	Review	1 day
6	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #2 – Signs, Signals, and Roadway Markings
Target Course/Grade Level:	Driver Education
Unit Summary 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.	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> 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 do 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 <ul style="list-style-type: none"> 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 slow-moving 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

	<p>direction.</p> <ul style="list-style-type: none"> • Yellow lane markings separate traffic traveling in opposite directions on two-way roads. • White lane markings are used on highways that have traffic moving in the same direction.
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Unit Learning Targets

Students will...

- Describe the shapes and colors of regulatory and warning signs and how to respond to each one.
- Explain how regulatory signs control traffic.
- Explain how guide signs and international signs help you when driving.
- Explain what to do at a green light, a yellow light, and a red light.
- Identify the meaning of arrows, flashing lights, and lane signals.
- Describe the actions to take with pedestrian and traffic-control officers' signals.
- Describe the proper actions to take with broken and solid yellow and white lane markings.
- Identify the meaning of special roadway markings, including highway exit ramps, railroad and school crossings, and parking restrictions.
- Explain the function of rumble strips and raised roadway markers.

Evidence of Learning

Summative Assessment (X days) 4

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- | | |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses | • Class work |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Traffic Signs	2 days
2	Traffic Signals	2 days
3	Roadway Markings	2 days
4	Review	1 day
5	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #3 – Basic Vehicle Operation
Target Course/Grade Level:	Driver Education
Unit Summary <p>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 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.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <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? 	Unit Enduring Understandings <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, turn-signal 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

	<p>indicator, check engine light and message center.</p> <ul style="list-style-type: none"> • 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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Unit Learning Targets

Students will...

- Describe the operational controls of a vehicle and how to use them effectively.
- Identify communication and comfort devices found in most vehicles.
- Identify gauges and warning lights on an instrument panel and explain their purpose.
- Describe how to reduce risk while walking to your vehicle.
- Explain outside checks you can make before getting into the vehicle.
- Explain why you should make smooth acceleration and braking actions.
- Explain how the use of targets will help develop good visual searching and steering habits.
- Describe what a transmission does.
- Compare the advantages and disadvantages of manual transmissions.

Evidence of Learning

Summative Assessment (X days) 4

- Tests
- Activities
- Skills
- Applications
- "Under the Hood" Drawing Project

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- | | |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses | • Class work |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Controls, Devices, and Instruments	2 days
2	Getting Ready to Drive	2 days
3	Starting, Stopping, Steering, and Targeting	1 days
4	Driving with a Manual Transmission	1 day
5	Review	1 day
6	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #4 – Performing Basic Vehicle Maneuvers
Target Course/Grade Level:	Driver Education
Unit Summary 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 rearview 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.	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Explain when the rearview and outside mirrors should be checked. Explain what a convex mirror is and how it can be used to eliminate blind-spot areas. Explain why backing is a high-risk maneuver, and how to minimize the risk. List the steps for safely backing a vehicle. Explain situations and timing for communication using signal lights. 	

- Explain how to make left and right turns.
- Explain three methods for making a turnabout, and state which is the safest.
- Explain the factors to consider in deciding which type of turnabout to use.
- List the advantages and disadvantages of angle, perpendicular, and parallel parking.
- Describe how to perform each parking maneuver.
- Explain the differences among the three parking maneuvers.

Evidence of Learning

Summative Assessment (X days) 4

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Mirror Usage and Backing Procures	1 days
2	Basic Driving Maneuvers	2 days
3	Parking Maneuvers	2 days
4	Review	1 day
5	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #5 – Managing Risk with the IPDE Process
Target Course/Grade Level:	Driver Education
Unit Summary <p>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.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> 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 decision? 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 <ul style="list-style-type: none"> 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.

Unit Learning Targets

Students will...

- Describe three factors that contribute to the degree of risk you face when driving
- Name the four steps in the IPDE Process and explain how IPDE helps you to be a low-risk driver.
- Explain the three steps in the Zone Control System and how they contribute to low-risk driving.
- Explain what it means to identify as it relates to the IPDE Process.
- Identify the positions of each of the six zones of the Zone Control System.
- Identify the eight steps of an orderly visual search pattern.
- Explain how knowledge and experience help you make accurate predictions.
- Name the three decisions you must make when applying the IPDE Process.
- Describe three different lane positions available to you within your lane.
- List the three most important actions you can take to avoid conflict.
- Describe what is meant by selective use of the IPDE Process.
- Explain why the IPDE Process takes time to learn and use.

Evidence of Learning

Summative Assessment (X days) 4

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	The IPDE Process	1 day
2	Identify and Predict	2 days
3	Decide and Execute	2 days
4	Using the IPDE Process	1 day
5	Review	1 day
6	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

Unit Overview	
Content Area:	Health
Unit Title:	Unit #6 – Effects of Driver Condition
Target Course/Grade Level:	Driver Education
Unit Summary <p>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> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> How do emotions affect your ability to drive? How do passengers help or hinder a driver? What influence does emotions have on your willingness to accept risk? How can you manage your emotions while driving? What is visual acuity and your field of vision? What are 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? 	Unit Enduring Understandings <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 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. <ul style="list-style-type: none"> • Sensory distractions include: audio and cell phone. • Temporary and permanent disabilities may affect your driving. • Chronic illness may affect your driving.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Describe how emotions can affect your ability to drive. • Explain how passengers can help or hinder a driver. • Describe the influence emotions have on your willingness to accept risk. • Explain how you can manage your emotions while driving. • Define visual acuity and the parts of your field of vision. • Describe factors that can affect and limit vision. • Explain how your senses help you drive. • Describe the importance of managing sensory distractions. • Describe what you can do to combat fatigue. • Explain how medicines, carbon monoxide, and smoking affect a driver. • Describe what drivers who have permanent disabilities can do to compensate. 		
Evidence of Learning		
Summative Assessment (X days) 4 <ul style="list-style-type: none"> • Tests • Activities • Skills • Applications 		
Equipment Needed: Textbooks, Inter-write board, Drive Right videos. Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos		
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Written responses • Class discussions • Class work 		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Emotions and Driving	1 day
2	Physical Senses and Driving	2 days
3	Physical Limitations	1 days
4	Review	1 day
5	Test	1 day
Teacher Notes:		

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview			
Content Area:	Health		
Unit Title:	Unit #7 – Alcohol, Other Drugs, and Driving		
Target Course/Grade Level:	Driver Education		
Unit Summary 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.			
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills			
Learning Targets			
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> • B. Alcohol, Tobacco, and Other Drugs • C. Dependency/Addiction and Treatment • D. Safety 			
CPI#	Cumulative Progress Indicator (CPI)		
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.		
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.		
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).		
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • How does alcohol affect the mental and physical abilities needed for driving safely? • What is blood-alcohol concentration (BAC)? • What are factors that affect blood-alcohol 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? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> • 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 </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • How does alcohol affect the mental and physical abilities needed for driving safely? • What is blood-alcohol concentration (BAC)? • What are factors that affect blood-alcohol 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? 	Unit Enduring Understandings <ul style="list-style-type: none"> • 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
Unit Essential Questions <ul style="list-style-type: none"> • How does alcohol affect the mental and physical abilities needed for driving safely? • What is blood-alcohol concentration (BAC)? • What are factors that affect blood-alcohol 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? 	Unit Enduring Understandings <ul style="list-style-type: none"> • 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 		

<ul style="list-style-type: none"> • 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? 	<p>under the influence (DUI) area terms to describe drivers who are convicted of operating a vehicle above the legal limit.</p> <ul style="list-style-type: none"> • Chemical testing and field sobriety testing are used to evaluate a person suspected of DWI or DUI.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Explain how alcohol affects the mental and physical abilities needed for driving safely. • Define blood-alcohol concentration (BAC) • List and explain factors that affect blood-alcohol concentration. • Compare myths and truths about the use of alcohol. • Explain the difference between over-the-counter medicine and prescription medicine. • Explain how depressants, stimulants, and hallucinogenic drugs affect a driver. • Describe the effects of combining alcohol with other drugs. • Explain what is meant by the implied consent law. • Describe zero tolerance levels of impairment, and how impairment can be detected and measured. • Explain what actions a driver should take when stopped by a police officer. • Describe how peer influences and peer pressure might affect a person's decision about drinking and driving. • List five steps involved in making a responsible decision. • Explain the meaning of peer education. • Explain why everyone should share the responsibility of preventing friends from drinking and driving. • Identify five different ways to say no to peer pressure. 	
<p style="text-align: center;">Evidence of Learning</p>	
<p>Summative Assessment (X days) 4</p> <ul style="list-style-type: none"> • Tests • Activities • Skills • Applications <p>Equipment Needed: Textbooks, Inter-write board, Drive Right videos. Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Written responses • Class discussions • Class work 	

- Checking concepts

- Lesson Summaries

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Effects of Alcohol on Driving Safely	1 day
2	Other Kinds of Drugs and Driving	2 days
3	Traffic Laws Governing the Use of Alcohol	2 days
5	Coping with Peer Pressure	1 day
5	Review	1 day
6	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #8 – Managing Distractions
Target Course/Grade Level:	Driver Education
Unit Summary 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.	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
Unit Essential Questions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. Drivers usually have very little control over outside-the-vehicle distractions.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Describe what is meant by driver inattention. Identify how distracted driving differs from inattentive driving. List the four categories of driving distractions. 	

- Describe what drivers can do to avoid driver inattention and distraction.
- Identify five different categories of inside-the-vehicle distractions.
- Explain why cell phone usage while driving can be distracting.
- Describe how a driver can reduce inside-the-vehicle distractions.
- Identify the categories of outside-the-vehicle distractions.
- Explain how outside-the-vehicle distractions differ from distractions inside the vehicle.
- Describe how the driver can avoid outside-the-vehicle distractions.
- Explain ways a driver can avoid becoming a distraction to others.

Evidence of Learning

Summative Assessment (X days) 4

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- Teacher observation
- Written responses
- Checking concepts
- Class discussions
- Class work
- Lesson Summaries

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Driver Inattention and Distractions	1 day
2	Distractions Inside the Vehicle	2 days
3	Distractions Outside the Vehicle	2 days
4	Review	1 day
5	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #9 – Negotiating Intersections
Target Course/Grade Level:	Driver Education
Unit Summary <p>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> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> What factors make intersections particularly dangerous? What actions should you take if you arrive at an intersection before a vehicle on your left arrives? What are the three locations at an intersection where drivers must come to a full 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? 	Unit Enduring Understandings <ul style="list-style-type: none"> 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 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

	<p>controls. At passive crossings, look carefully, listen, and be prepared to stop.</p> <ul style="list-style-type: none"> At a roundabout, drivers can make a right or left turn, continue straight ahead, or complete a U-turn. 		
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> Explain how to identify an intersection. Describe the actions to take as you approach an intersection. Describe what to do when you have a closed front zone at an intersection. Identify the correct way to enter an intersection. Define right of way. Describe situations in which the driver must yield the right of way. Predict how long it takes to cross and join traffic. Describe the correct procedure for entering an intersection controlled by signs. Describe the correct action to take at green, yellow and red traffic lights. Explain the procedures for making unprotected and protected left turns and for turning on red. Describe how to identify an uncontrolled intersection. Identify the actions to take as you approach an uncontrolled intersection. Describe some line-of-sight or path-of-travel restrictions you may encounter at intersections. Identify who has the right of way at uncontrolled intersections. Distinguish between passive and active railroad crossings. Identify the correct actions to be taken at railroad crossings. Identify how roundabouts benefit drivers and pedestrians Compare the flow of traffic through a traffic circle to that of an intersection with a signal. Describe the correct procedures for driving through roundabouts. 			
<p style="text-align: center;">Evidence of Learning</p>			
<p>Summative Assessment (X days) 4</p> <ul style="list-style-type: none"> Tests Activities Skills Applications 			
<p>Equipment Needed: Textbooks, Inter-write board, Drive Right videos. Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos</p>			
<p>Formative Assessments</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Teacher observation Written responses Checking concepts </td><td style="vertical-align: top;"> <ul style="list-style-type: none"> Class discussions Class work Lesson Summaries </td></tr> </table>		<ul style="list-style-type: none"> Teacher observation Written responses Checking concepts 	<ul style="list-style-type: none"> Class discussions Class work Lesson Summaries
<ul style="list-style-type: none"> Teacher observation Written responses Checking concepts 	<ul style="list-style-type: none"> Class discussions Class work Lesson Summaries 		

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Searching Intersections	1 day
2	Determining Right of Way and Judging Gaps	2 days
3	Controlled Intersections	1 days
4	Uncontrolled Intersections	1 day
5	Railroad Crossings	1 day
6	Roundabouts	1 day
7	Review	1 day
8	Test	1 day
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: www.dcmp.org www.discoveryeducation.com		

Unit Overview	
Content Area:	Health
Unit Title:	Unit #10 – Driving in Adverse Conditions
Target Course/Grade Level:	Driver Education
Unit Summary <p>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.</p> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <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? 	Unit Enduring Understandings <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 vehicles heating and cooling systems. Snow can adversely affect a driver's visions and a vehicle's traction.

Unit Learning Targets*Students will...*

- Describe how to use the IPDE Process to manage risks in situations involving poor visibility.
- Explain what you can do to help others see you at dawn and dusk.
- Describe the special techniques you can use for night driving.
- Explain the correct procedure to use at night when encountering an oncoming driver who fails to use low-beam headlights.
- Describe what happens to traction during rain and snow.
- Identify the steps to take to avoid hydroplaning.
- Describe how to correct an understeer skid situation.
- Explain how to use the controlled-braking technique.
- Explain how to maintain control of your vehicle in windy conditions.
- List precautions for driving in extremely hot or cold weather.
- Describe what to do to maintain vehicle control during winter driving.

Evidence of Learning**Summative Assessment (X days) 4**

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Formative Assessments

- | | |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses | • Class work |
| • Checking concepts | • Lesson Summaries |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Reduced Visibility	2 days
2	Reduced Traction	2 days
3	Other Adverse Weather Conditions	1 days
4	Review	1 day
5	Test	1 day

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #11 – Handling Emergencies
Target Course/Grade Level:	Driver Education
Unit Summary <p>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> <p>21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills</p>	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engine failures include a flooded engine, an overheated engine, and an engine blowout. A total brake failure is, and needs to be treated as, an extreme emergency. 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.

Unit Learning Targets*Students will...*

- List actions to take if a tire fails.
- List the proper steps to follow if the brakes fail.
- Describe what to do in case of engine or steering failure.
- Explain what to do in case of loss of forward vision and vehicle fires.
- Explain how to get back on the road if four wheels are off the road.
- List the steps necessary to return to the road when two wheels are off the road.
- Explain when to use an emergency swerve.
- Describe how to reduce vehicle damage caused by potholes.
- Explain what to do if you enter a curve too fast.
- Tell how to escape from a vehicle that is sinking in water.
- Explain how to avoid or minimize head-on, side-impact, and rear-end collisions.
- List the immediate steps and the follow-up steps to take if a collision occurs.
- Explain financial responsibility law.
- List three factors that affect the cost of insurance.

Evidence of Learning**Summative Assessment (X days) 4**

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Inter-write board, Drive Right videos.**Teacher Resources:** Drive Right textbook, Drive Right study companion, Drive Right videos**Formative Assessments**

- | | |
|-----------------------|---------------------|
| • Teacher observation | • Class discussions |
| • Written responses | • Class work |
| • Checking concepts | • Lesson Summaries |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vehicle Malfunctions	2 days
2	Driver Errors	2 days
3	Roadway Hazards	1 days
4	Collisions	1 day
5	Insurance	1 day
6	Review	1 day
7	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

Unit Overview	
Content Area:	Health
Unit Title:	Unit #12 – Planning Your Travel
Target Course/Grade Level:	Driver Education
Unit Summary 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.	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> D. Safety 	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
Unit Essential Questions <ul style="list-style-type: none"> Why do owners of older cars have to be concerned about environmental concerns? How does an on-board 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 	Unit Enduring Understandings <ul style="list-style-type: none"> Air pollutants, such as CFCs from automobile air conditioners, are eroding the ozone layer. Before 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.

pulling a trailer?		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none">• Describe how vehicles affect the ozone layer and the environment.• Explain how drivers can reduce the effects of driving on the environment.• Identify two questions you should ask yourself before making a short trip.• Describe two things you can do to simplify a short trip.• Explain how a GPS receiver can help you find your destination.• Explain how to use the index and legend on a map.• List the steps necessary to prepare your vehicle for a long trip.• List ways to prepare yourself your long-distance travel.• Explain how maneuvering a special vehicle is different from maneuvering a passenger vehicle.• Describe the special equipment needed when pulling a trailer.		
Evidence of Learning		
Summative Assessment (X days) 4 <ul style="list-style-type: none">• Tests• Activities• Skills• Applications• Road Trip Project		
Equipment Needed: Textbooks, Inter-write board, Drive Right videos.		
Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos		
Formative Assessments <ul style="list-style-type: none">• Teacher observation• Written responses• Checking concepts• Class discussions• Class work• Lesson Summaries		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Environmental Concerns	1 days
2	Local Travel	2 days
3	Long-Distance Travel	2 days
4	Special Vehicles and Trailers	1 day
5	Review	1 day
5	Test	1 day
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: www.dcmp.org		

Unit Overview	
Content Area:	Health
Unit Title:	Unit #13 – Organ and Tissue Donation
Target Course/Grade Level:	Driver Education
Unit Summary 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 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.	
21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills	
Learning Targets	
Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> • D. Safety • A. Personal Growth and Development • C. Disease and Health Conditions • D. Advocacy and Service Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation be given to students in grades 9 through 12.	
CPI#	Cumulative Progress Indicator (CPI)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seat belt use, and the use of hand-held devices).
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
2.1.12.C.2	Debate strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Unit Essential Questions <ul style="list-style-type: none"> • 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? 	Unit Enduring Understandings <ul style="list-style-type: none"> • 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 life-saving 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

<ul style="list-style-type: none"> How can I sign up to be an organ and tissue donor? 		<ul style="list-style-type: none"> 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.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand and describe the benefits of organ and tissue donation. Differentiate between facts and myths related to organ and tissue donation. Make an informed decision about becoming an organ and tissue donor. 		
Evidence of Learning		
Summative Assessment (X days) 2 <ul style="list-style-type: none"> Pretest Posttest Worksheets and activities 		
Equipment Needed: NJ High School Heroes Resource Guide Teacher Resources: NJ High School Heroes CD ROM		
Formative Assessments <ul style="list-style-type: none"> Teacher observation Class discussions Written responses Class work 		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	The Jason Ray Story	1 day
2	Ray of Hope	1 day
3	The Wait	1 day
4	How to Become a Hero	1 day
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: www.organdonor.gov/student www.donatelife.net www.donatelifenj.org http://sports.espn.go.com/espn/eticket/story?page=rayofhope www.donors1.org		