



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Driver Education, Grade 10

School: Ocean Township High School

Course: Driver Education, Grade 10

Department: Health and Physical Education

Board Approval	Supervisor	Notes
October 2012	Gina Hagerman	Born Date
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review
August 2022	Patrick Sullivan	Alignment to New Standards and Incorporate State Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1 - Ch.1 The New Jersey Driver License System and Ch. 2 New Jersey Driver Testing Community Health Services and Support (CHSS) STATE MANDATE: Organ Donation (N.J.S.A. 18A:7F-4.3)	11	Physical Education
2	Unit 1 (cont'd.) - Ch. 3 Driver Responsibility, Unit 2 - Ch. 4 Safe Driving Rules and Regulations and Ch. 5 Defensive Driving STATE MANDATE: Accident and Fire Prevention (N.J.S.A 18A:6-2)	12	Physical Education
3	Unit 2 (cont'd.) - Ch. 6 Drinking, Drugs & Health, Unit 3 - Ch. 7 Driver Privileges & Penalties STATE MANDATE: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A 18A:40A-1)	13	Physical Education
4	Unit 3 (cont'd.) Ch. 8 Sharing the Road with Others, Ch. 9 Vehicle Information, and the Appendix containing Traffic Signs/Signals/Lines	14	Physical Education
5	Course Review/ State Exam Prep	15	Physical Education
Week	Marking Period 2	Week	Marking Period 4
6	Physical Education	16	Physical Education
7	Physical Education	17	Physical Education

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8	Physical Education	18	Physical Education
9	Physical Education	19	Physical Education
10	Physical Education	20	Physical Education

Core Instructional & Supplemental Materials including various levels of Texts

- New Jersey Driver Manual
- 6 Points of Identification System
- Graduated Driver License Form

Time Frame	One marking period (20-23 days approximately)	
Topic		
<ul style="list-style-type: none"> • (1 ½ weeks) Unit 1: This unit provides students with the knowledge necessary to engage in the process of obtaining a New Jersey Class D Basic Driver License. It explains the skills needed to become a safe and efficient user of the highway transportation system. In doing this students will create a mature understanding of their responsibility as a driver and passenger. • (1 ½ weeks) Unit 2: This unit provides the student with information pertaining to the rules of the road and defensive driving. It explains how to properly maneuver your vehicle in different areas of the highway when encountering other roadway users. It explains preventative measures necessary for safe driving when faced with adverse and uncontrolled situations on the roadway. The last chapter of this unit provides the student with information regarding drinking, drugs and driving. • (1 week) Unit 3: This unit explains how alcohol and drugs affects the body and your driving decisions. The penalties involving drinking, drugs and driving along with other driving violations on the roadway are explained as well. 		
Alignment to Standards		

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- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 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 distractions, 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.
- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g. hunger, clean water, organ/tissue donation..

Learning Objectives and Activities

- Unit 1
 - In New Jersey, driving is a privilege not a right.
 - Seat belts save lives.
 - The Early Bird Road is the most common option to obtain your Basic Driver License.
 - Child Restraint Laws and guidelines are in place to protect young children.
 - Knowing your car is important to be a responsible driver.
 - Identify the three options for obtaining a New Jersey Class D Basic Driver License.
 - Distinguish between a Special learner permit and an Examination permit.
 - Recognize an unsafe vehicle.
 - Identify the importance of seat belts and child car seats.
 - Understand the Graduated Driver License Program.

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• Unit 2

- Speed kills.
- A positive attitude is a safe mind when driving.
- Aggressive driving makes driving unsafe for everyone on the roadway.
- To increase their space cushion for adverse and inclement weather.
- The leading cause of fatal accidents is the use of cellular devices while driving.
- Proper communication while driving creates a safe driving environment for everyone on the road.
- Collisions sometimes are unavoidable but how to handle the vehicle in those types of circumstances.
- You should slow down when visibility is less than the distance of your head lights.
- Road services affect stopping distances.
- You should slow down well before you enter a curve or interchange.
- Identify the dangers of aggressive driving.
- Identify the benefits of a positive attitude while driving.
- Identify the dangers of the use of cellular phones while driving.
- Identify how to properly turn.
- Identify the different kinds of driving problems.
- Summarize the risk of cellular phone usage while driving.
- Alcohol affects coordination, balance, depth perception and the ability to communicate properly.
- Alcohol is a drug and it is not digested.
- Alcohol affects driving in many cases with speeding, weaving, slow driving, jerking motion, quick stops, driving too slow, loss of tracking ability, vigilance, and divided attention.
- Identify the factors that influence underage drinking.
- A good host always serves non-alcoholic beverages and nutritious foods or snacks. They never insist that a guest should drink alcohol or insist on a refill.
- When they sign their license they have already agreed to a breath test if stopped for drinking and driving.
- Refusal of a breath test is an automatic charge of DUI.
- Describe the effects of alcohol and drug usage while driving.
- Describe how your BAC is affected by alcohol.
- BAC limits for those 21 years of age and over as well as younger than 21.





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- **Unit 3**

- Identify the penalty pertaining to the Implied Consent Law.
- Identify the positives to not drinking and driving.
- Describe the penalties for a DUI and DWI offense.
- Describe the general motor vehicle violations, penalties and point values.
- Drivers have a responsibility to safely share the roadway with others.
- Proper communication on the roadway makes sharing the highways much more manageable and safe.
- The importance of having the proper insurance and coverage for their vehicle.
- You must hand in your old plates to the Motor Vehicle Commission.
- Explain Insurance Fraud and how it is a very serious offense.
- You must get your vehicle inspected every two years after the initial inspection.
- Explain how to purchase and title a new and used vehicle.
- Explain how to register a new and used vehicle.
- Identify the no-zone areas on a truck or tractor trailer.
- Identify the other roadway users.
- Note-taking in the New Jersey Driver manual
- Class discussions
- Parent-Student collaborative activities
- Group activities
- Videos: "Graduation Day", "Rules of the Road", "Teens Behind the Wheel", "Extreme Driving Quiz"

Assessments

- **Formative:**

- Do Now - Instant Activity: Driver Ed Topic of the Day
- Driving Education Skills and Content Benchmarks
- Driving Manual Chapter Quizzes
- Drunk Driver Reaction Essay
- Driving Manual Chapter Worksheets
- Driving Manual - Exit Slips
- Driver Education: New Car Features - Current Events

- **Summative:**

- Unit Tests

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- Chapters 1 - 3
 - **STATE MANDATE: Organ Donation (N.J.S.A. 18A:7F-4.3)**
- Chapters 4 - 6
 - **STATE MANDATE: Accident and Fire Prevention (N.J.S.A 18A:6-2)**
- Chapters 7 - 9, 11
 - **STATE MANDATE: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A 18A:40A-1)**
- **Benchmark:**
 - State Exam
- **Alternative:**
 - Study Guide Portfolio
 - Practice Tests
 - Chapter Outlines

Interdisciplinary Connections

- HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

Career Readiness, Life Literacies, and Key Skills

- 9.1.12.FI.1: Identify ways to protect yourself from identity theft.

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions

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- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

