

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.

Curriculum Development Timeline

School: Ocean Township High School
Course: Driver Ed, 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

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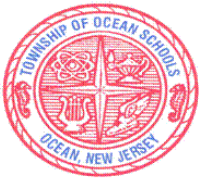
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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1 - Ch.1 The New Jersey Driver License System and Ch. 2 New Jersey Driver Testing	1	Physical Education
2	Unit 1 (cont'd.) - Ch. 3 Driver Responsibility, Unit 2 - Ch. 4 Safe Driving Rules and Regulations and Ch. 5 Defensive Driving	2	
3	Unit 2 (cont'd.) - Ch. 6 Drinking, Drugs & Health, Unit 3 - Ch. 7 Driver Privileges & Penalties	3	
4	Unit 3 (cont'd.) Ch. 8 Sharing the Road with Others, Ch. 9 Vehicle Information, and the Appendix containing Traffic Signs/Signals/Lines	4	
5	Course Review/ State Exam Prep	5	
Week	Marking Period 2	Week	Marking Period 4
1	Physical Education	1	Physical Education
2		2	
3		3	
4		4	
5		5	

Core Instructional & Supplemental Materials including various levels of Texts
<ul style="list-style-type: none"> • New Jersey Driver Manual • 6 Points of Identification System

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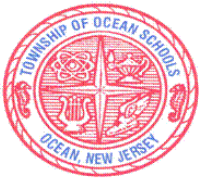
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- Graduated Driver License Form

Time Frame	One marking period (20-23 days approximately)
Topic	
<p>(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.</p> <p>(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.</p> <p>(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.</p>	
Essential Questions	
<p>Unit 1</p> <ul style="list-style-type: none">• How would one demonstrate a safe driving profile within the classroom?• How do I develop an understanding of skills for behind the wheel driving?• What does one need to know to be a safe and responsible driver?• What are the different facets of the Graduated Driver License Program?• What does one need to know about Seat Belts and Air Bags?• What does one need to know about Car seats and the Child Restraint Law?• What are the components of the New Jersey Driver State Exam as well as the Road Test?• What elements of a car's condition should be monitored? <p>Unit 2</p> <ul style="list-style-type: none">• What are the meanings of the solid/flashing traffic signals?• Why is it important to keep to the right when driving?• How does one maneuver their vehicle when entering and exiting a highway?• How does one maneuver their car at curves and interchanges?• How important is it to follow the rules of the road?• What are the regulations for turning?• What are the regulations for stopping on the highway?• How can the use of cellular phones effect you're driving?• How does aggressive driving and road rage make driving dangerous?	

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- How should one communicate to other drivers on the road?
- How should one react to low visibility and night driving conditions?
- How does one handle driving problems such as vehicle failure when driving?
- What does one do if they are involved in a collision?
- What are important safe driving rules to follow regarding speed control, stopping regulations, passing procedures, and turning regulations.
- What are the two following distance methods and how can they be put to use on the road?
- How does alcohol affect the body and driving?
- How do drugs affect driving?
- What are the factors that influence blood alcohol concentration?
- How can prescription or over the counter drugs affect driving?
- What does it mean to be a good host in regards to the Good Host Law?

Unit 3

- What are the effects of driving while under the influence of drugs and/or alcohol along with their penalties?
- What is the Implied Consent Law?
- What are the factors behind driving programs?
- How does one get arrested for DUI or DWI?
- What are the factors behind the Point System and Motor Vehicle Surcharges?
- How can pedestrians affect driving?
- What are no zones?
- Who are the other roadway users?
- What steps does one need to take to title, register, insure, and inspect a new or used vehicle.
- What categories do traffic signs fall under and what are the meanings of those signs?

Enduring Understandings

Unit 1

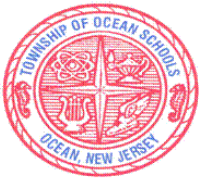
- Students will know how to find the website for the Division of Motor Vehicles in New Jersey and use the site for their personal benefit.
- How to obtain their New Jersey Class D Basic Driver License.
- The information necessary to pass the NJ written Driver License State Exam.
- What skills they will be tested on for the New Jersey Road Test.
- The importance of being a safe and responsible driver and passenger.
- The importance of seat belts and child car seats.
- How to utilize the basic mechanical devices in their vehicle.
- Have an understanding why driving is a privilege, and not a right in New Jersey.

Unit 2

- The effects of a proper stopping distance.
- Demonstrate a knowledge of safe driving laws and regulations.

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- Distracted driving behaviors.
- How to practice defensive driving.
- How speed affects driving.
- The importance of keeping to the right.
- The skills necessary to safely enter and exit a highway.
- The importance of having a space cushion while driving.
- How to properly turn onto all types of traffic patterns.
- The risks of aggressive driving and road rage.
- The benefits of having defensive driving skills.
- How to drive in low visibility conditions.
- Proper reaction to emergency driving situations.
- What to do if they are involved in a collision.

Unit 3

- Alcohol's effects on the body.
- Understand the dangers of alcohol and drugs when applied to the driver.
- How much is too much alcohol.
- How to be a good host.
- The importance of a designated driver.
- Common over the counter prescription drugs that affect driving.
- The Implied Consent Law.
- Consequences to drinking and driving.
- Consequences to unsafe driving, the penalties and point values.
- Demonstrate a knowledge of vehicle registration, insurance and inspection laws.
- How to create a safe driving environment by respecting others/sharing the road with them.
- Identifying traffic signals and signs along with their meanings.

Alignment to NJSLs

HPE 2.1.12.D.3, HPE 2.1.12.D.4, HPE 2.1.12.D.5, HPE 2.1.2.E.2

Learning Activities & Key Concepts and Skills

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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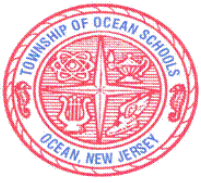
Unit 2

- 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 that 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-alcohol beverages and nutritious foods or snacks. They never insist that a guest should drink alcohol or insist 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.

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.

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- 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

- Weekly participation grades via our class Do Now activities
- Skills and Content Benchmarks
- Quizzes
- Reaction Essay
- Chapter Worksheets
- Exit Slips
- Current Events

Summative

- Tests

Benchmark

- State Exam

Alternative

- Study Guide Portfolio

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

21st Century Skills

- 9.1 Personal Financial Literacy- Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions
9.2 Career Awareness, Exploration, and Preparation- Identify a career goal and develop a plan and timetable

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for achieving it, including educational/training requirements, and costs

Interdisciplinary Connections

English Language Arts - NJLSA.SL.9-10, 11-12

Digital Portfolios, Close Reading, Primary Source Analysis

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will select the media platform which best suits their project needs.
- Use of Google Chrome via Chromebooks
- Smartphone applications
- Use of the Elmo projector
- Kahoot quizzes
- Videos via YouTube
- New Jersey Motor Vehicle Commission site
- Reaction Time Driving Test Site

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

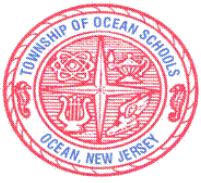
ELL:

- 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

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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:

- 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

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