



West Windsor-Plainsboro Regional School District  
Health/Drivers Education Grade 10

## New Jersey Driver's Manual

**Content Area: Health**

**Course & Grade Level: 10 Health, Drivers Education Grade 10**

### Summary and Rationale

Driving is a complex psychomotor task requiring mastery of various performance skills. It requires identifying, processing and accurately evaluating risks in the driving environment, developing appropriate responses to minimize these risks, and gaining experience to predict what actions others may take. Effective traffic safety instruction has great benefits to students, parents, and the community. The goal of driver education is to transfer traffic safety knowledge and skills into injury prevention behaviors. This curriculum focuses on risk awareness; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Further, instruction aims to establish responsible attitudes and good driving habits. Significant attention is given to risk awareness, driver alertness, and responsible actions for occupant protection devices, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance.

### Recommended Pacing

30 days

### New Jersey Student Learning State Standards for Health Education

#### 2.1 Personal and Mental Health

<b>CPI #2.1 EH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concepts	Emotional Health
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).	
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).	
<b>CPI #2.1 CHSS</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concepts	Community Health Services and Support
2.1.12.CHSS.1:	2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.	
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.	
2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.	
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).	
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).	

2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
<b>2.3 Safety</b>	
<b>CPI #2.3 PS</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Disciplinary Concepts   Personal Safety
2.3.12.PS.1:	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
2.3.12.PS.2:	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.3.12.PS.3:	Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
<b>CPI #2.3 ATD</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Disciplinary Concepts   Alcohol, Tobacco and Drugs
2.3.12.ATD.1	2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
2.3.12.ATD.2:	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
<b>CPI #2.3 DSD</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Disciplinary Concepts   Dependency, Substances Disorder and Treatment
2.3.12.DSDT.1	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
2.3.12.DSDT.2:	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
2.3.12.DSDT.3	: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
<b>Interdisciplinary Connections</b>	
Standard #	Standard

6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
NJLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

### **New Jersey Student Learning Standards for 21st Century Life and Careers**

Standard #	Standard
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
9.1.5.RMI.2	Justify reasons to have insurance.
9.1.2.RM.1:	Describe how valuable items might be damaged or lost and ways to protect them.
9.1.8.CP.1:	Compare prices for the same goods or services.
9.1.8.PB.1:	Predict future expenses or opportunities that should be included in the budget planning process.
9.1.8.RM.1:	Determine criteria for deciding the amount of insurance protection needed.
9.1.8.RM.2:	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.8.RM.3:	Evaluate the need for different types of warranties.
9.1.8.RM.4:	Explain the purpose of insurance products and the reasons for property product and liability insurance protection.
9.1.12.CDM.6:	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.1.12.RM.3:	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
9.2.5.CAP.9:	Justify reasons to have insurance.

### **New Jersey Student Learning Standards for Computer Science and Design Thinking**

Standard #	Standard
8.1.2.NI.1:	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

### **Instructional Focus**

#### **Unit Enduring Understandings**

- Informed citizens know and respect the laws of a society. Compliance with public codes is a necessary requisite for an orderly, safe environment.
- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
- Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives.

- There are immediate and long-term consequences of risky behavior associated with substance abuse and dependency.

**Unit Essential Questions**

- Why is it important to know the steps of obtaining and maintaining a valid permit and license?
- How does knowing driver safety and rules of the road help to make one a better driver?
- What are the consequences of drinking and driving?
- Why is it important to know how to handle emergency situations while driving?

**Objectives**

**Students will know:**

- License system
- Steps to getting a permit/license
- Safety and Rules
- Rules and regulations on the road
- Defensive Driving
- Privileges and Penalties
- Drinking and Drugs
- Other road users
- Vehicle info

**Students will be able to:**

- Demonstrate knowledge of the NJ driver’s manual by passing the state exam Identify
- Explain steps to getting permit/license
- Understand rules for safety (seatbelts, car seats)
- Explain how infractions could cause the loss of a driver’s license
- Evaluate how drinking/drugs affect driving
- Describe how to register a car
- Give examples of how to share the road with others
- Plan on how to handle road emergencies
- Recognize different types of street signs and potential hazards on the road

**Evidence of Learning**

**Competencies for 21st Century Learners**

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

**Resources**

**Core Text:**

New Jersey Driver’s Manual

**Suggested Resources:**

AAA Learn To Drive Program

Current Event Articles