

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Driver Education

Written By: James Hallinan

Under the Direction of: Donna Costa

Description: The purpose of this course is to assist the student in the safe operation of a motor vehicle and tin the development of positive driving attitudes. The student will be expected to demonstrate defensive driving attitudes, develop an understanding of automobile safety equipment, recognize maintenance needs for vehicles, be cognizant of New Jersey State driving laws and requirements, and to understand the dangers of alcohol and/or drug usage in combination with the motor vehicle.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
Barbara E. Marciano: *Director of Elementary Education*
Jack McGee: *Director of Secondary Education*

Written: August, 2013
Revised: _____
BOE Approval: AUGUST, 2013

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Driver Education

I. CLASSWORK REQUIREMENTS

A.

II. ATTITUDE & BEHAVIOR

A.

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

B. SKILLS

C. APPRECIATION OF CONCEPTS

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

A.

MAJOR UNITS OF STUDY

(There should be approximately 8-10 units of study for a full-year course. DELETE these directions after completing this page.)

Course Title: Driver Education

- I. Introduction and Pre-Test**
- II. NJ Driver License System**
- III. Driver Safety and Rules of the Road**
- IV. Safe Driving Rules and Regulations**
- V. Defensive Driving**
- VI. Drinking, Drugs, and Driving**
- VII. Driver Privileges and Penalties**
- VIII. Sharing the Road**
- IX. Vehicle Information and Safety**
- X. Tissue and Organ Donation**
- XI. Review and State Examination**

UNIT OVERVIEW

Course Title: Driver Education

Unit #: UNIT 1 OVERVIEW

Unit Title: Introduction and Pre-Test

Unit Description and Objectives:

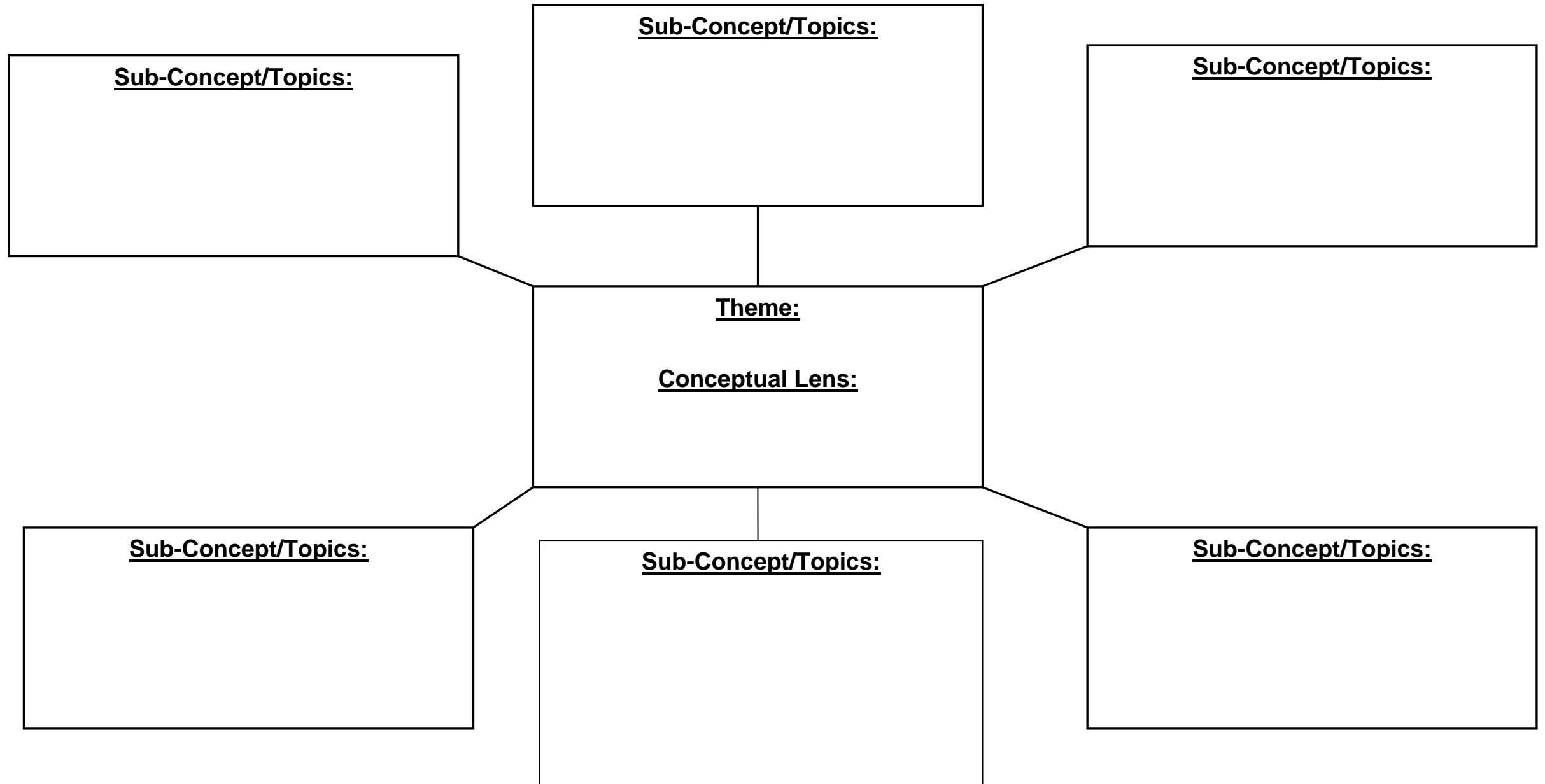
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Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1.	1. They are expected to come to class prepared and participate in class activities.	1.1 Do the students know what to expect for this course?
2.	2.	2.1
	3. They need to pass the written, vision, and road test in order to get their license.	3.1 Do the students understand the steps to take in order to get their permit?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Driver Education/10
Unit Number/Title: I – Introduction and Pre-Test
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 5

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.1 Gr. 2 E.1</u>			
<u>2.1 Gr. 2 E.2</u>			
<u>2.2 Gr. 12 E.4</u>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
OVERVIEW OF COURSE CLASSROOM PROCEDURES BEHIND THE WHEEL DRIVING PROCEDURES AND REQUIREMENTS GROUP WORK AND PRETEST		Realize the importance of classroom and behind the wheel driver education in the high school curriculum To familiarize the students with the daily classroom procedure and what is expected of them. To familiarize the students with Behind The Wheel driving procedures and requirements. Explain the steps necessary to obtain a NJ driver license Familiarize students with course content in preparation for the state permit test.	TEACHER EXPLANATION OF COURSE OUTLINE AND CLASSROOM RULES TEACHER EXPLANATION OF HOW TO GET A PERMIT AT 16 OR 17 YEARS OLD TEACHER EXPLANATION OF THE GRADUATED LICENSE PROGRAM EXPLAIN THE "PROBATIONARY PERIOD" TO THE STUDENTS GO OVER MAIN POINTS FROM NJDM VIDEO: "YOUNG DRIVERS, THE HIGH RISK YEARS" WRITE DOWN MAIN POINTS FROM VIDEO NJDM PRETEST	DRIVER EDUCATION COURSE OF STUDY OUTLINE TEXTBOOK: "LICENSE TO DRIVE IN NJ" WORKBOOK: "LICENSE TO DRIVE IN NJ" NJ DRIVER MANUAL HANDOUTS WORKSHEETS VIDEO TV VCR/DVD PLAYER COMPUTER FOR POWERPOINT OVERHEAD PROJECTOR TRANSPARENCIES			STUDENT WORKSHEETS QUIZZES TESTS <u>Summative Assessment(s)</u>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: Driver Education

Unit #: 2

Unit Title: NJ Driver License System

Unit Description and Objectives:

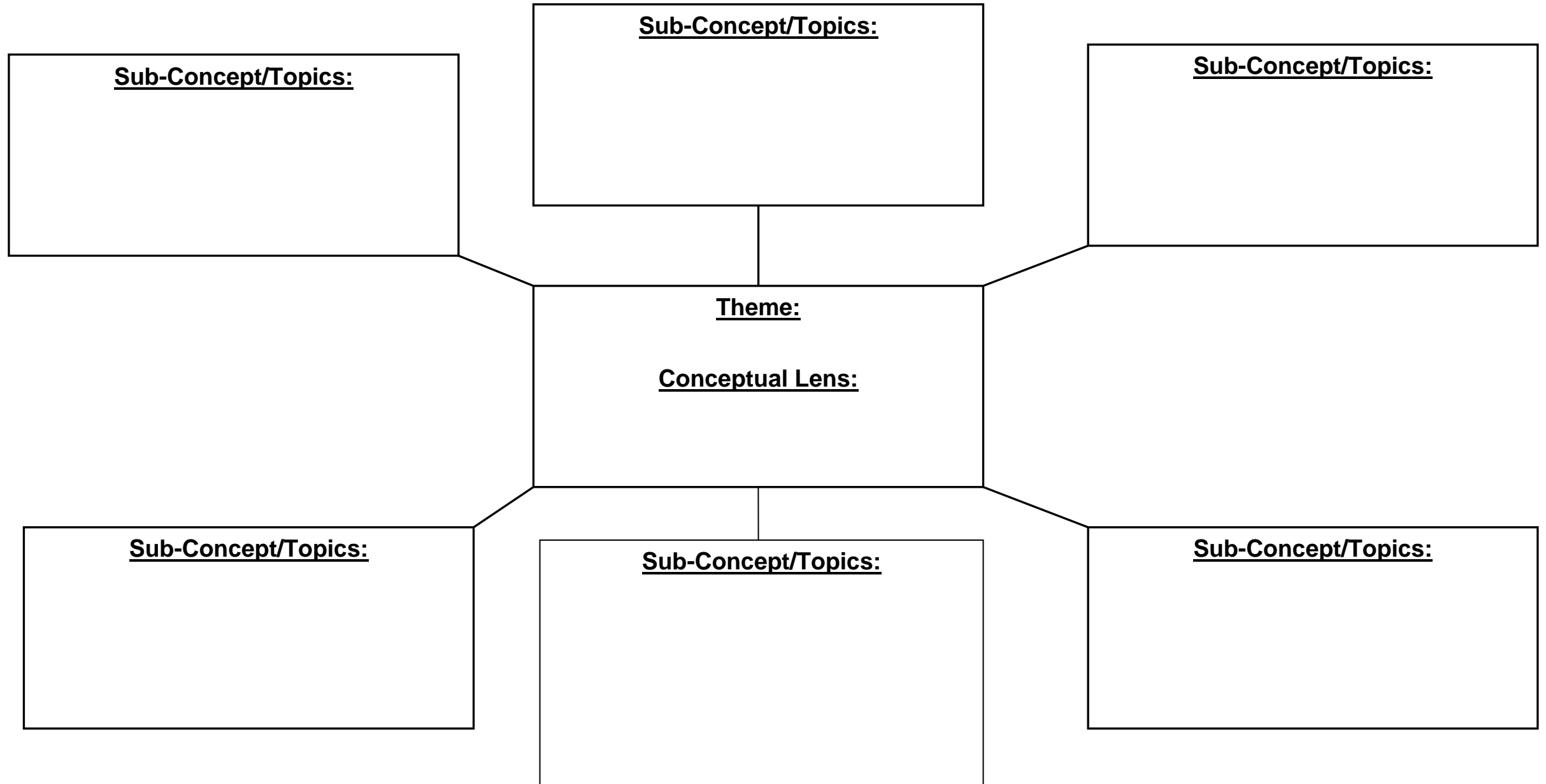
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Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1.	1. There are restrictions involved with the Graduated Driver License, and they are to know these restrictions.	1.1 Do they know the restrictions that are set for first year drivers? 1.2 Are they aware of the consequences of violating these restrictions? 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Driver Education/10
Unit Number/Title: 2 -- NJ Driver License System
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.1 Gr. 2 E.1			
2.1 Gr. 2 E.2			
2.2 Gr. 12 E.4			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
NEW DRIVERS PROBATIONARY PERIOD GRADUATED LICENSE NJDM: DRIVER LICENSE AND TEST 1. "YOUR NEW JERSEY DRIVERS LICENSE" A. IF YOUR HOME ADDRESS IS IN NEW JERSEY, YOU MUST HAVE A NEW JERSEY LICENSE. REPORT A NEW ADDRESS WITHIN ONE WEEK WHEN YOU MOVE. B. FOR A LEGAL NAME CHANGE (MARRIAGE, ADOPTION) REPORT THE CHANGE WITHIN TWO WEEKS. C. IF YOU HAVE AN OUT OF STATE LICENSE AND MOVE INTO NEW 2. ROAD TEST REQUIREMENTS		Realize the importance of classroom and behind the wheel driver education in the high school curriculum To familiarize the students with the daily classroom procedure and what is expected of them. To familiarize the students with Behind The Wheel driving procedures and requirements. Explain the steps necessary to obtain a NJ driver license	TEACHER EXPLANATION OF THE GRADUATED LICENSE PROGRAM EXPLAIN THE "PROBATIONARY PERIOD" TO THE STUDENTS GO OVER MAIN POINTS FROM NJDM DISCUSS CHAPTER 1 AND 2 IN NJDM AND HIGHLIGHT IMPORTANT MATERIAL	DRIVER EDUCATION COURSE OF STUDY OUTLINE TEXTBOOK: "LICENSE TO DRIVE IN NJ" WORKBOOK: "LICENSE TO DRIVE IN NJ" NJ DRIVER MANUAL HANDOUTS WORKSHEETS VIDEO TV VCR/DVD PLAYER COMPUTER FOR POWERPOINT OVERHEAD PROJECTOR TRANSPARENCIES			<p><u>Formative Assessments:</u> (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>)</p> <p><u>Summative Assessment(s)</u></p>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: Driver Education

Unit #: 3

Unit Title: Driver Safety and Rules of the Road

Unit Description and Objectives:

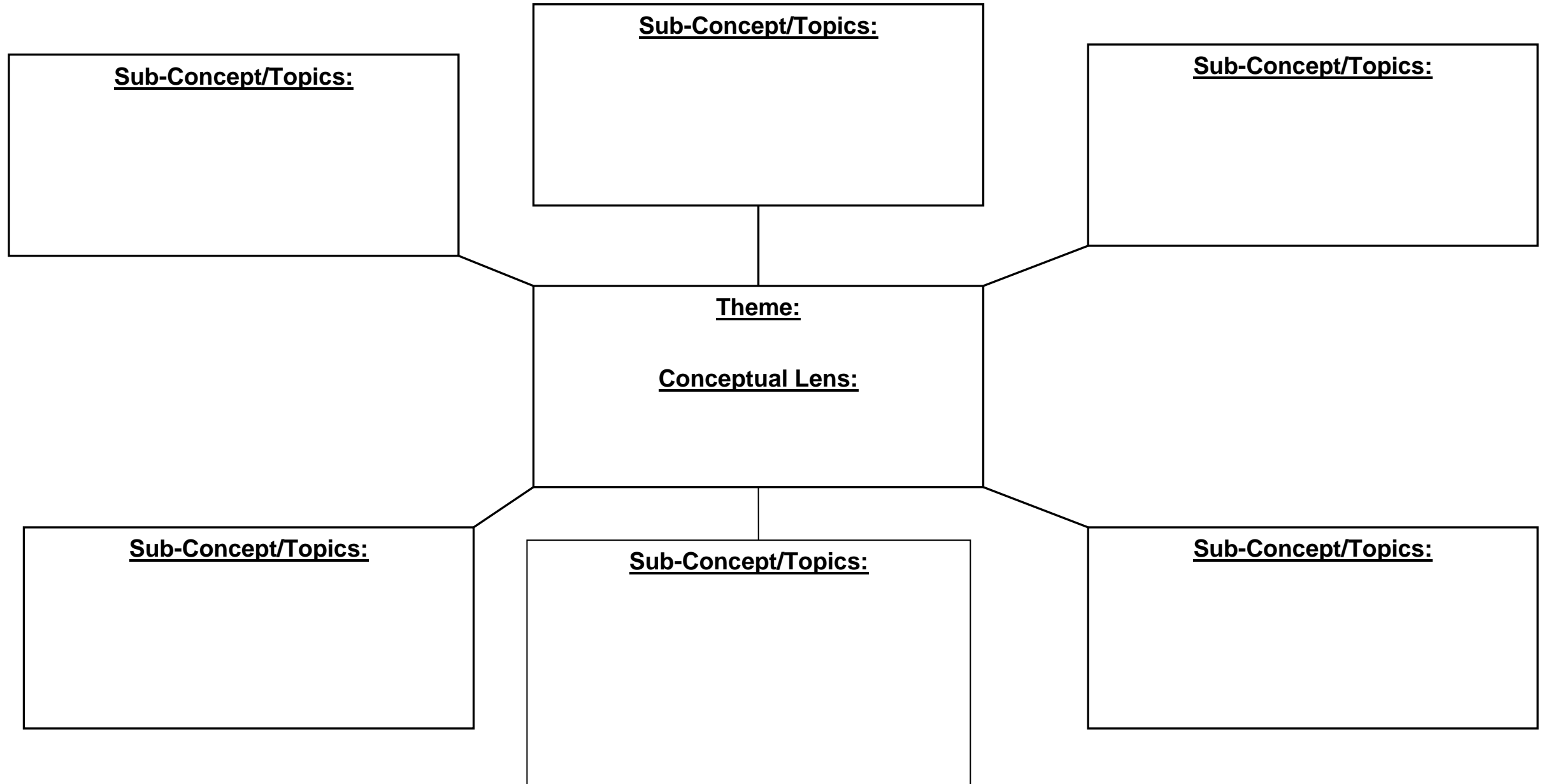
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1.	1.	1.1 1.2 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
RIDING IN A REAR SEAT.							

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 4 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

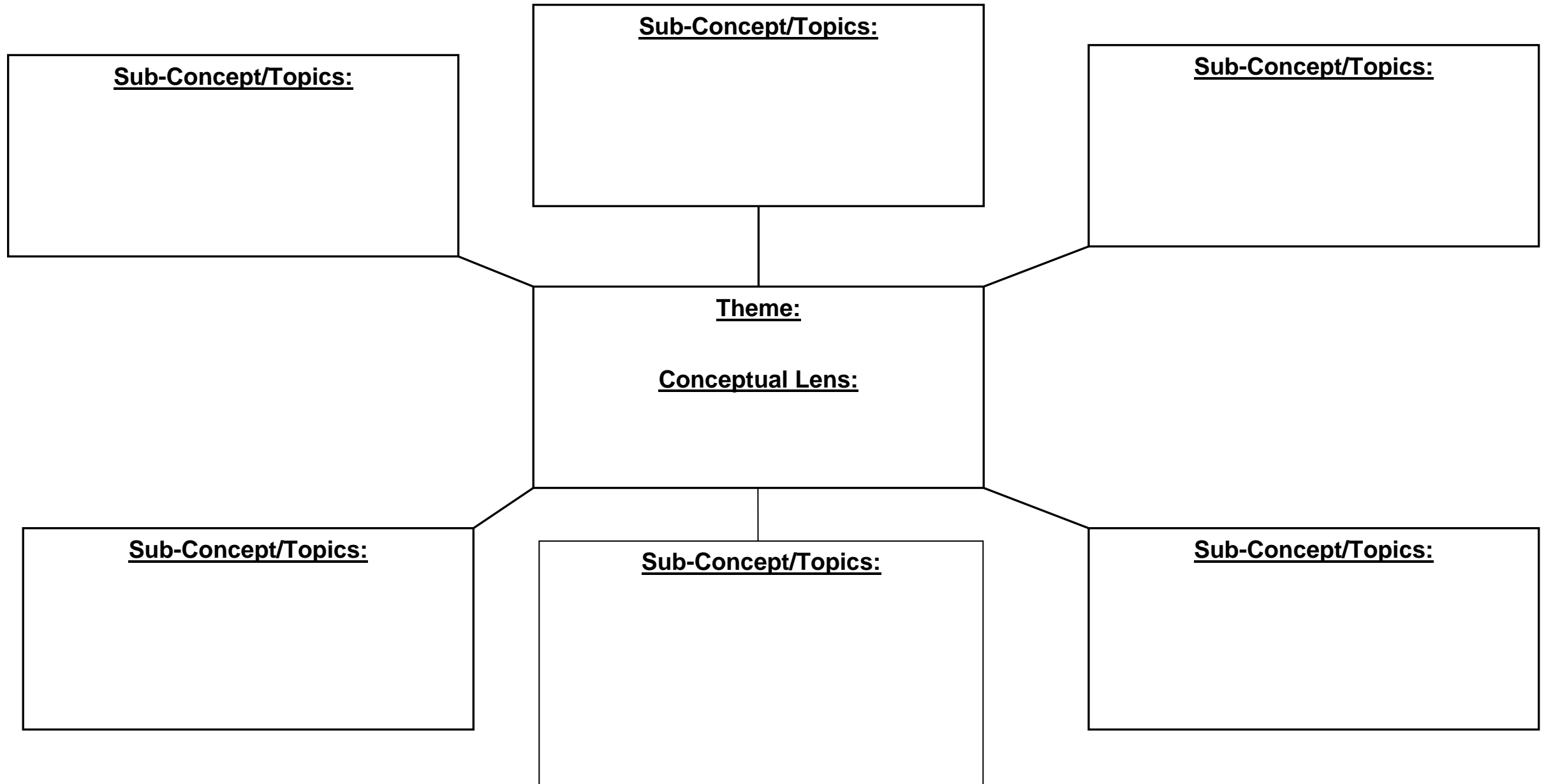
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1.	1.	1.1 1.2 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 5 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

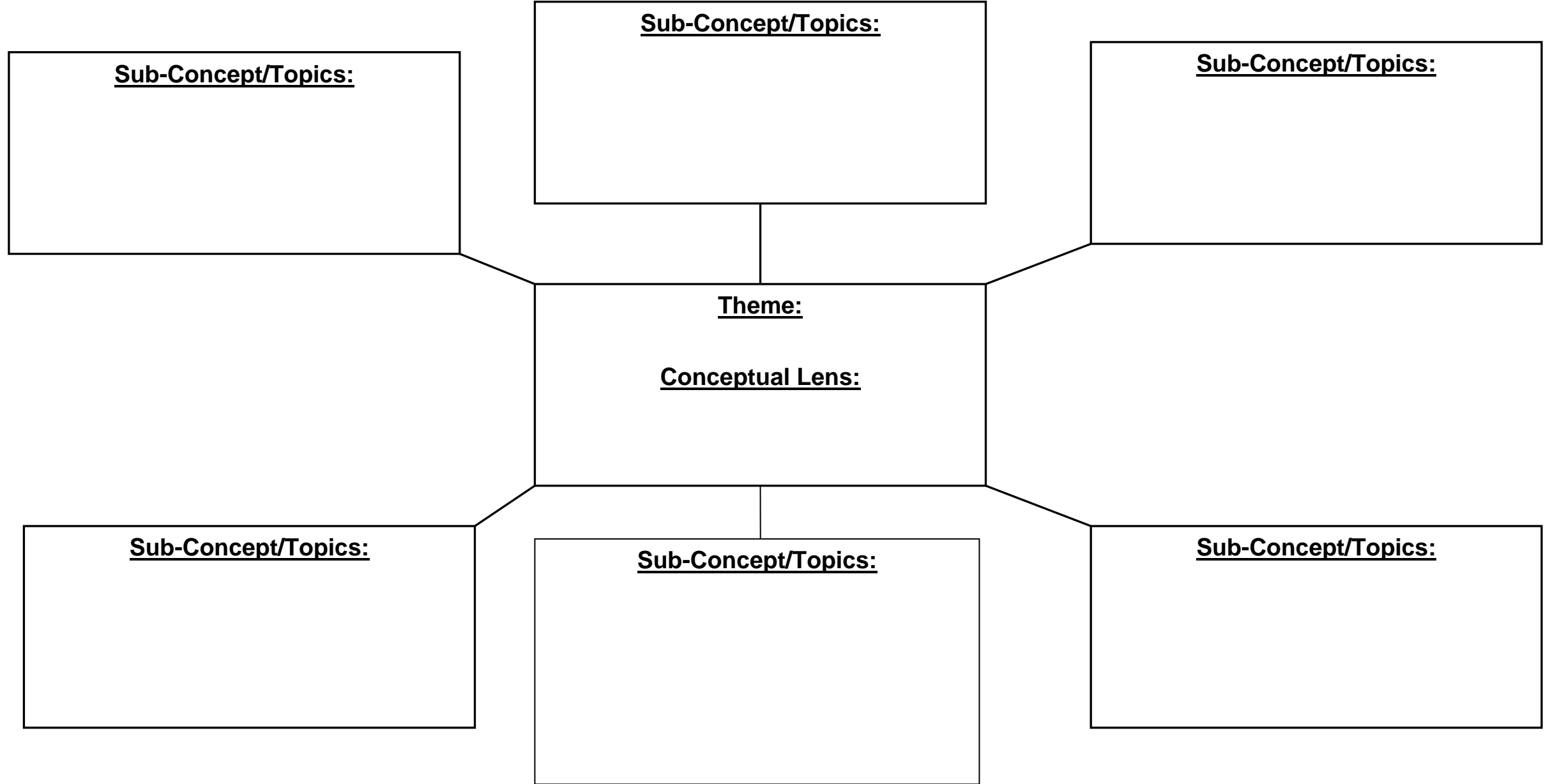
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1.	1.	1.1 1.2 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 6 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

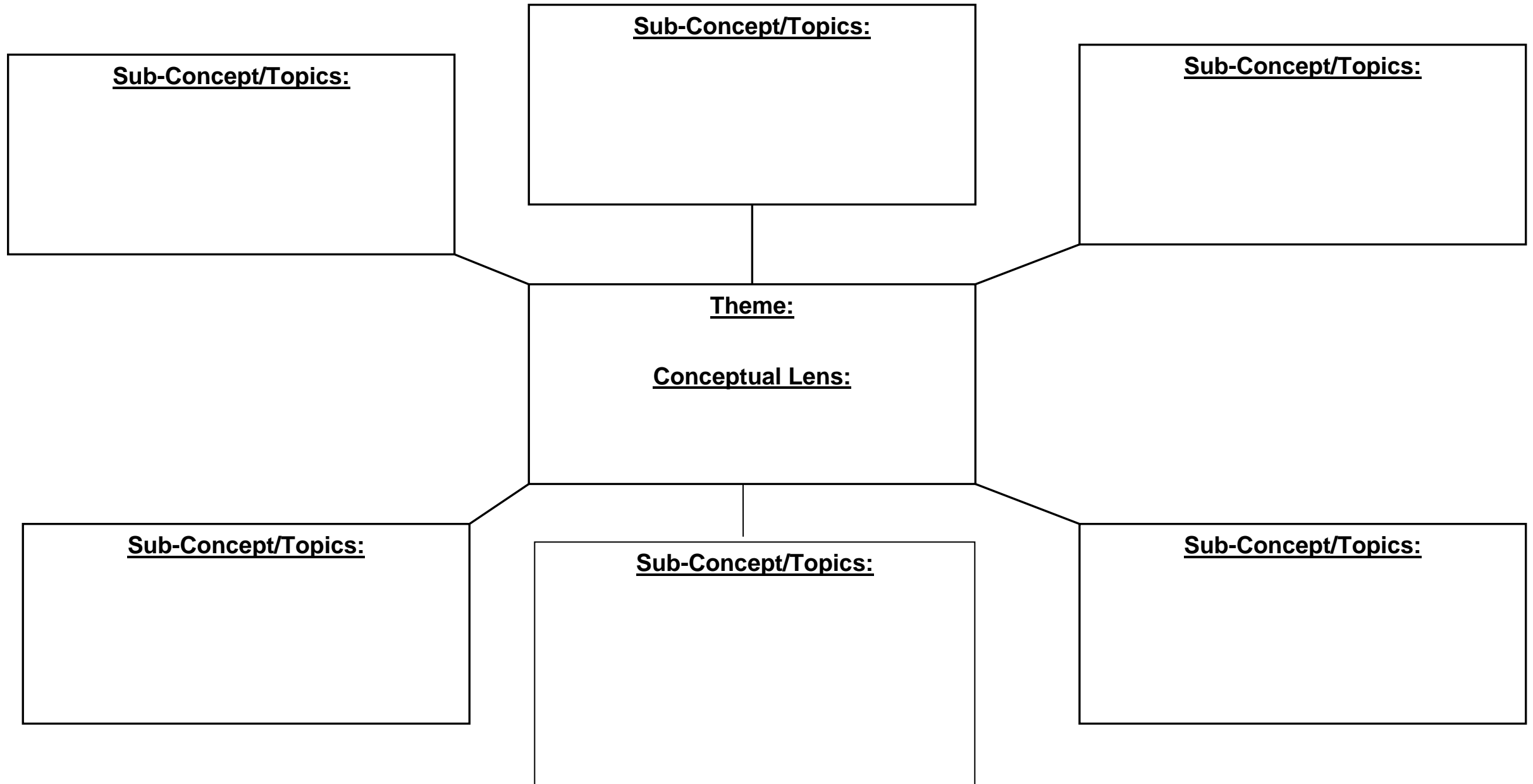
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2.	2.	2.1 2.2 2.3 Etc.
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 7 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

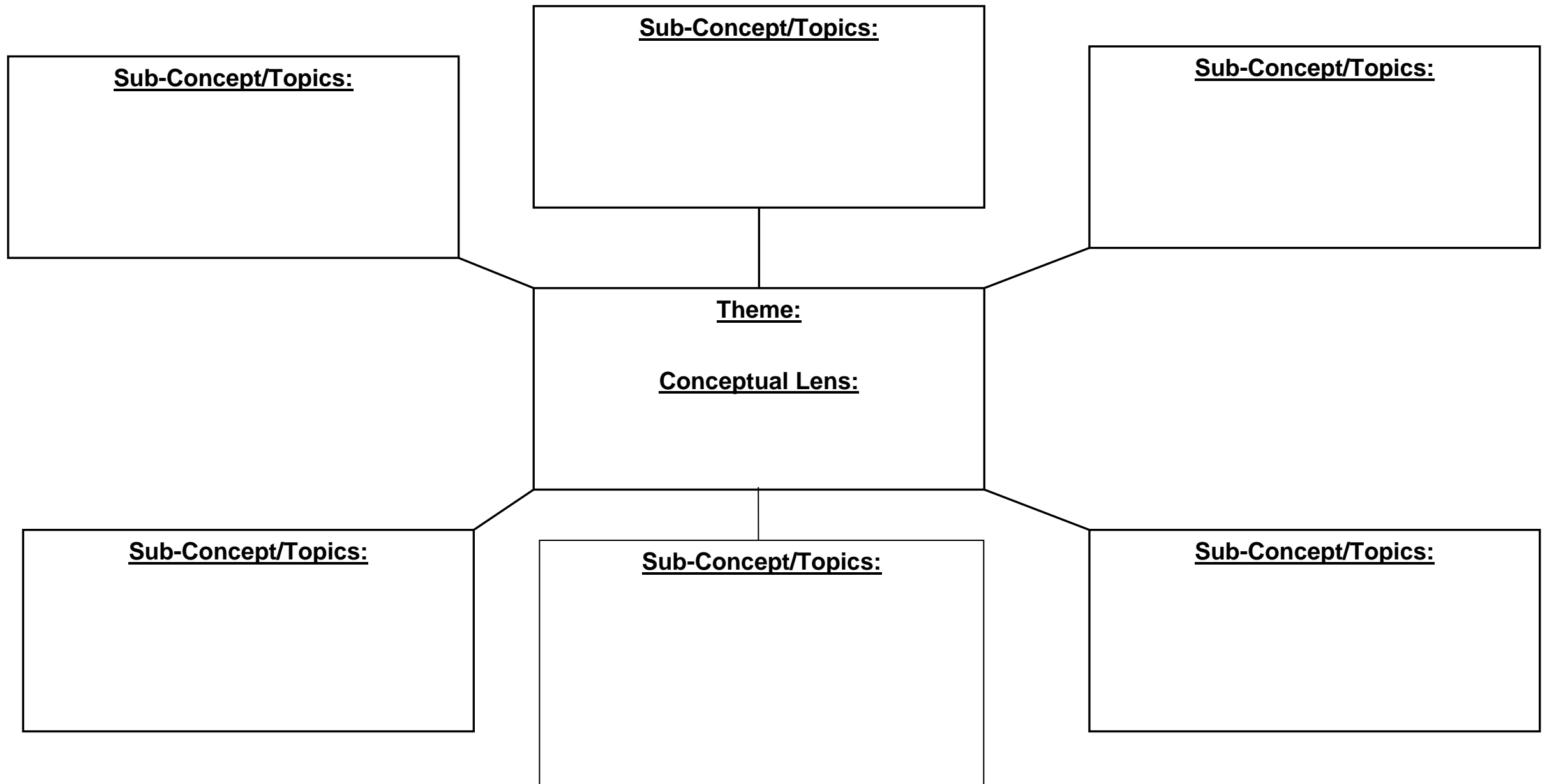
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2.	2.	2.1 2.2 2.3 Etc.
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 8 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

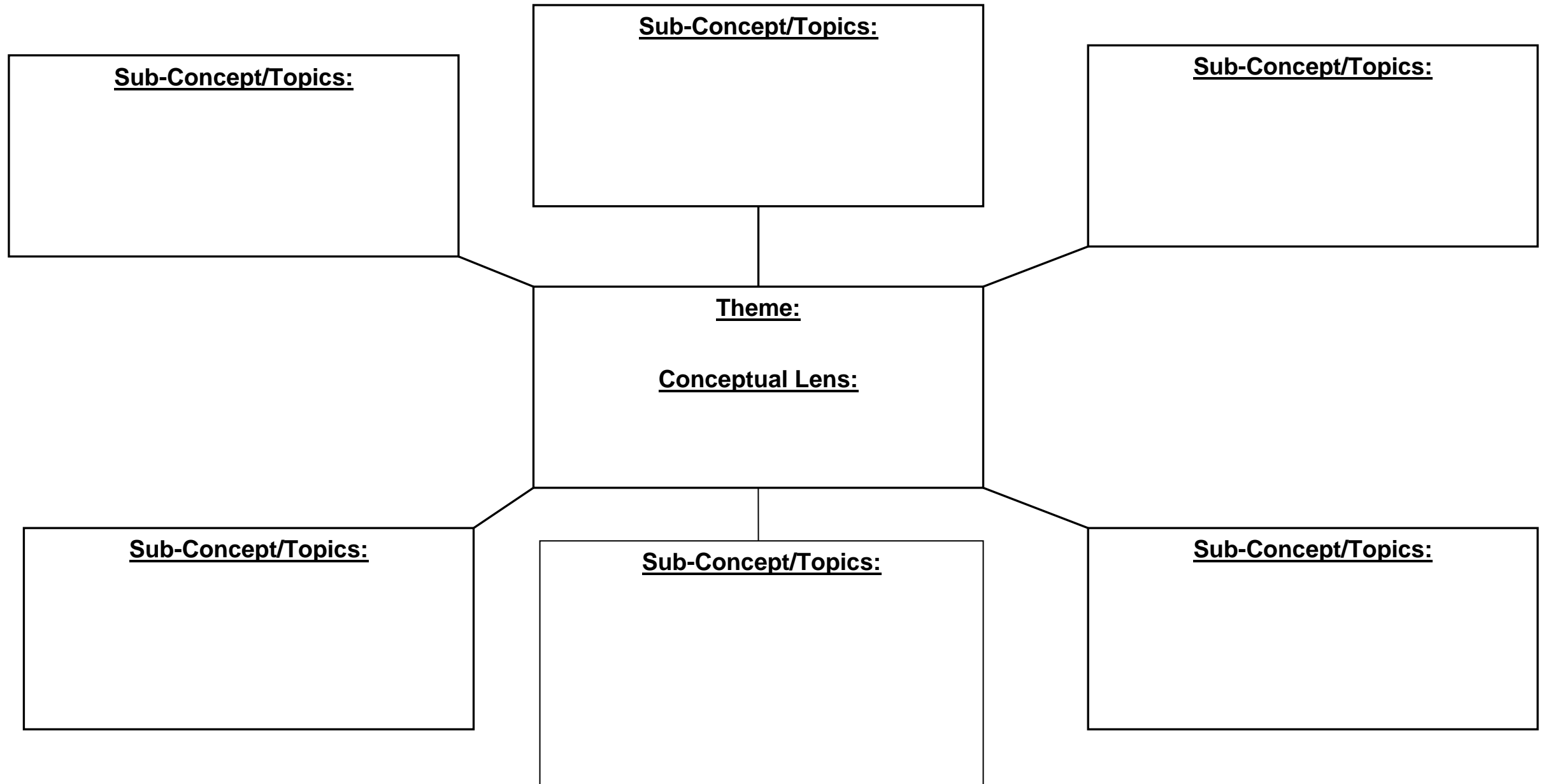
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2.	2.	2.1 2.2 2.3 Etc.
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 9 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

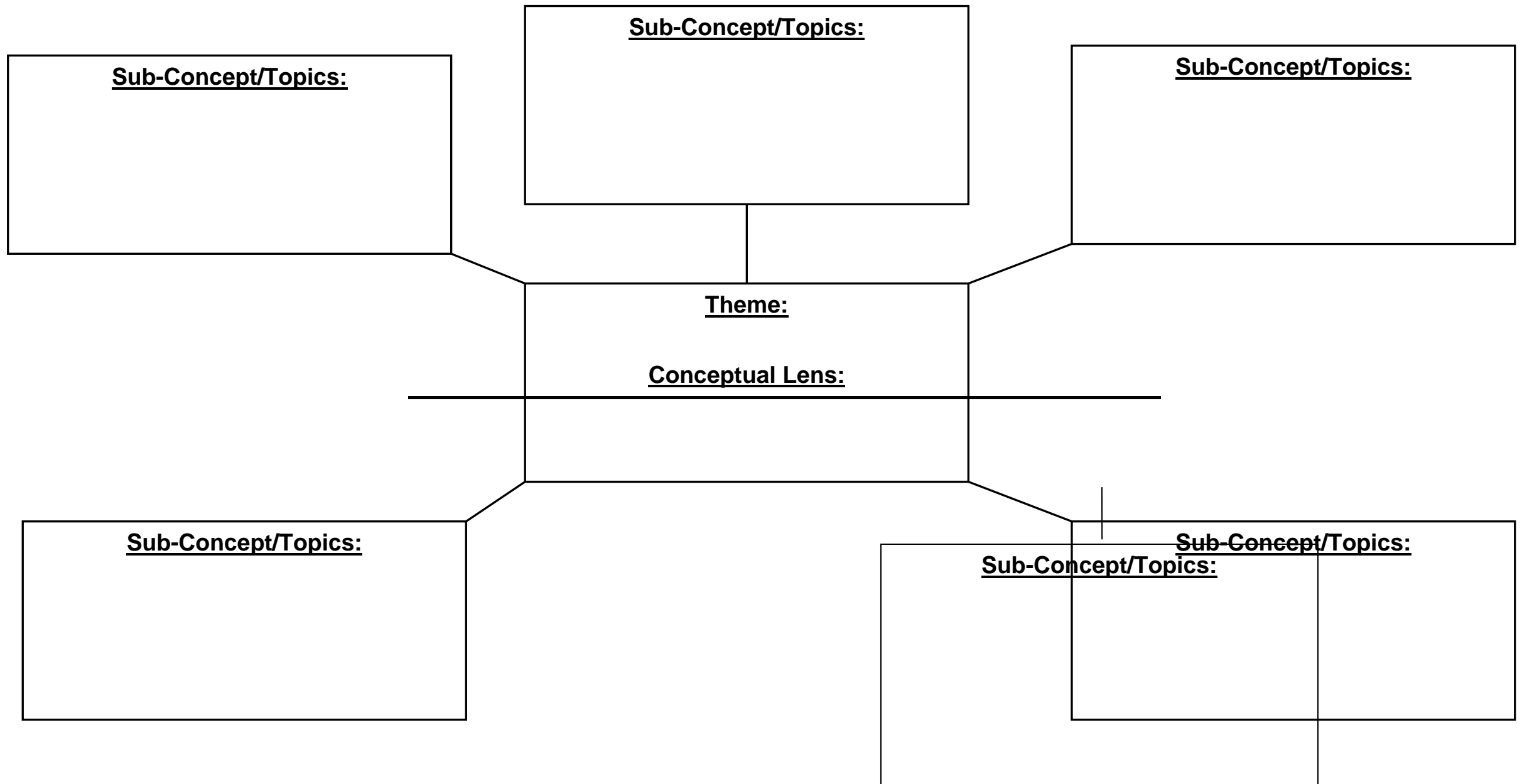
Click here and type Description

PLEASE NOTE THAT THE NEXT THREE PAGES ARE NEEDED FOR EACH UNIT. THEREFORE WE HAVE ADDED TEN OF THESE UNITS FOR YOU (UNITS 1 THROUGH 10) WHICH INCLUDE THE UNIT OVERVIEW, THE GRAPHIC ORGANIZER, AND THE CURRICULUM UNIT PLAN. IF NECESSARY, PLEASE DELETE ANY UNITS NOT USED. BUT BE CAREFUL WHEN DELETING BECAUSE THE LAST TWO PAGES ARE NECESSARY FOR THE COMPLETION OF EACH COURSE OF STUDY (“Cross Content Standards Analysis” page and “Department of Student Personnel Services – Curriculum Modifications” page.) THIS DOCUMENT IS SAVED AS A TEMPLATE. PLEASE DO A SAVE AS ON YOUR COMPUTER AND COPY BACK TO THE ORIGINAL DISK PROVIDED TO YOU.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1.	1.	1.1 1.2 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Click here to begin typing. Word will wrap the text automatically. Tab across to begin a new line. (2003 Users) Use the numbering or bullet button on the Formatting toolbar to add automatic numbers or bullets. (2007 Users) Use the Home Ribbon or Bbullet Button to add automatic numbers or bullets. 10 pages of Curriculum Unit Plans have been created. Delete those Unit Plan pages that you do not need (highlight all the text on the page and press Delete). Delete these instructions after you have read them.			(Must Include & Specify Interdisciplinary Connections in Italics)	(Specify Title, Chapter, Page Numbers, as Applicable)			<u>Formative Assessments:</u> (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>) <u>Summative Assessment(s)</u>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: _____

Unit #: UNIT 10 OVERVIEW

Unit Title: _____

Unit Description and Objectives:

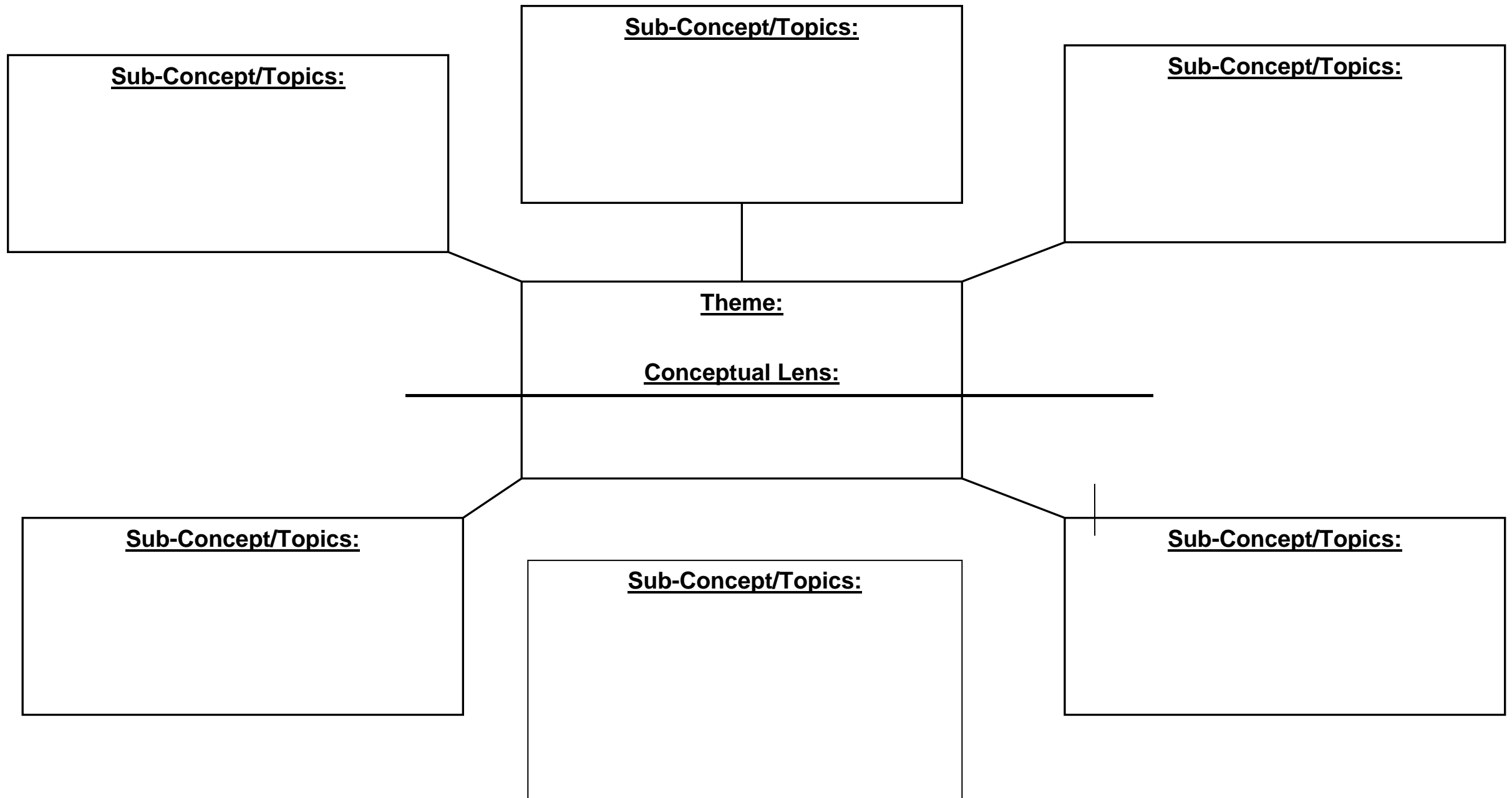
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Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1.	1.	1.1 1.2 1.3 Etc.
2.	2.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: _____
 Unit Number/Title: _____
 Conceptual Lens: _____
 Appropriate Time Allocation (# of Days): _____

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: _____ **Grade:** _____

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Life & Careers
Enter Text & delete any unnecessary rows									

*All core content areas may not be applicable in a particular course.

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.