

HEALTH Education: 10th grade Curriculum Pacing Guide

Updated 2024

Unit 1: Driving Tasks & Basic Skills (3-4 weeks)

- *Understand the role of personal responsibility in maintaining and enhancing person, family, community and global wellness.*
- *Understand and determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.*
- *Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions*
- *Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety*
- *To be a safe driver it is important to know the proper techniques incorporated in performing basic driving maneuvers and how to share the roadway with other users of the highway transportation system.*

Learning Objectives:

Students will be able to:

- Identify and demonstrate understanding of driving responsibilities.
- Separate potential hazards relating to intersections and intersecting traffic.
- Employ decision-making using the I.P.D.E Process and Smith System
- Demonstrate understanding of checks and procedures to use before driving.
- Respond correctly to roadway characteristics and/or regulations which may create potential conflict and to make necessary adjustments in vehicle speed or position as changing conditions warrant
- Identify and demonstrate understanding of components of the Highway Transportation System, the Licensing process, use and purpose of traffic control devices.
- Identify and demonstrate understanding of Right of Way rules, how to negotiate intersections, basic operating systems, procedures, and maneuvers for standard vehicles.

NJSLS Standards:

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). (PS.1)*
- *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). (PS.3)*
- *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). (CHSS.7)*

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Unit 2: Risks on the Roads (3-4 weeks)

- *The ability to manage visibility, time and space are keys to becoming a safe, defensive driver.*
- *Emergencies happen even to the most experienced and careful drivers. It is important to learn and handle emergencies safely, efficiently, and calmly. When one can do this, an emergency may not turn into disaster.*
- *Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions.*
- *Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.*

Learning Objectives:

Students will be able to:

- Demonstrate understanding of appropriate driving adjustments to adverse conditions which reduce visibility and traction.
- Demonstrate adequate self-control to resist incorrect, impulsive, emotional responses.
- Recognize the symptoms and the need for correcting vehicle malfunctions before they become a major consequence.
- Demonstrate understanding of appropriate responses to driving emergencies (vehicle malfunction, driver errors, roadway hazards, collisions).
- Demonstrate the capability in emergencies to: keep the car under control, quickly find a way out, and when collision is unavoidable, to aim for objects to use up momentum that have the least damaging consequences.
- Demonstrate adequate self-control to resist incorrect, impulsive, emotional responses in emergencies.
- Perform the proper procedures to maintain vehicle control when confronted with critical situations triggered by malfunctions of their own vehicle.

NJSLS Standards:

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media)..(PS.1)*
- *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). (PS.3)*

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Unit 3: Being a Responsible Driver (3-4 weeks)

- *Physical and emotional conditions contribute to how well and safely one drives. There are many responsibilities, legally and financially that go along with vehicle ownership.*
- *Emergencies happen even to the most experienced and careful drivers. It is important to learn and handle emergencies safely, efficiently, and calmly. When one can do this, an emergency may not turn into disaster*
- *Understand and analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes*
- *Understand and develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractions*
- *Understand and summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety.*

Learning Objectives:

Students will be able to:

- Develop coping tactics for dealing with peer pressure
- Identify the effects emotions, distractions and physical disabilities have on the driving task.
- Develop Identify the effects alcohol and other drugs have on the driving task.
- Identify the traffic laws governing the use of alcohol.
- Apply understanding of laws studied in this unit to scenarios that require teens to make crucial decisions before getting behind the wheel (texting, drug use, alcohol consumption, peer pressure).
- Identify and demonstrate understanding of *BAC (Blood Alcohol Concentration)*
- Demonstrate understanding of State of New Jersey traffic laws governing the use of alcohol and the driving task.
- Understand components and consequences of *Field Sobriety Tests*.
- Demonstrate understanding of the Zero Tolerance Law.
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NJSLS Standards:

- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media)..(PS.1)*
- *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). (PS.3)*
- *Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions (PS.4)*
- *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). (DSDT.3)*