

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**LAW ENFORCEMENT & PUBLIC SAFETY**

## **LEPS HEALTH 2 SAFETY**

Grade Level: 10

Credits: 1.25

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 30, 2010**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Curriculum Writing Committee**

Ms. Diana Keil

## **Supervisor**

Ms. Michelle Lilley

## **Course Philosophy**

The mission of the Freehold Regional High School District is to develop global lifelong learners through a comprehensive educational program of diverse and enriching opportunities within a supportive environment. The district's educational community fosters the development of character, initiative, creativity and excellence while maximizing the unique potential of each individual.

The Law Enforcement and Public Safety Career Academy epitomizes the district's mission by providing accepted students with opportunities to study four major areas; law enforcement, fire science, emergency management services and homeland security. The goal is to equip students with the knowledge, skills, values, and attitudes needed to succeed in the public safety arena.

The goal of this curriculum is to develop safe, courteous, and knowledgeable drivers. The program emphasizes defensive driving, driver safety and responsibility, and awareness of laws and regulations. Our goal is to provide our students with the essential information that they will need in order to make responsible decisions.

## **Course Description**

The LEPS Health II Safety course is the second of four Health courses designed to engage students in preparing for the physical and mental requirements of law enforcement agencies and fire fighting and other public service programs such as Homeland Security. Students completing this course will gain an awareness of the driving task and the responsibilities that accompany it. The course will raise the student's level of awareness about driver impairment and that when driving impaired they may not be able to drive safely. Students will develop an understanding of the impact that natural forces have concerning driving. They learn to identify hazardous conditions and react appropriately to avoid or minimize problems. Students will develop an attitude of safe, courteous, and defensive driving.

**Freehold Regional High School District  
Curriculum Map**

**LEPS Health II Safety**

| Relevant Standards <sup>1</sup>             | Enduring Understandings   | Essential Questions   | Assessments  |  |   |
|---|---|---|--|--|---|
|   |   |   | Diagnostic (before)  | Formative (during)   | Summative (after)   |
| 2.1.12 D1<br>2.1.12 D5<br>2.2.12 D1         | Risk is always present but it can be altered and managed as a driver.   | <p>Why do collisions happen?</p> <p>What are the risks associated with driving?</p> <p>How would being a defensive driver help reduce the risk of being in a collision?</p> <p>What are the requirements in obtaining a permit and a license and owning a vehicle?</p> <p>What are some of the basic rules of the road that a driver needs to be familiar with?</p>   | <p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/<br/>Discussion</p> <p>Anticipatory Set Questions</p> | <p>Notebook check</p> <p>Vocabulary</p> <p>Quizzes</p> <p>Written assignments</p> <p>Observation</p> | <p>Quiz</p> <p>Test</p> <p>Review games</p> <p>Writing assignment</p> |
| 2.1.12 D1, 4-5<br>9.2.12 E3                 | Understanding your vehicle and how it is equipped is essential in your ability to control your car and avoid hazardous situations.    | <p>What equipment is essential to familiarize yourself with in order to operate a vehicle safely?</p> <p>What major vehicle checks for maintenance would help you remain safe and stay out of a hazardous situation?</p> <p>How does understanding basic vehicle handling (I.e. steering, braking, turns) help you to avoid collisions?</p> <p>How do seatbelts, airbags, child car seats, and head restraints improve your chances of surviving a collision?</p> |  | <p>Assignments</p> <p>Group work</p> <p>Research</p>   |   |
| 2.1.12 D1, 4-5<br>2.2.12 B1                 | <p>Driving safely incorporates all your senses.</p> <p>Knowing where to look and what to look for is essential in driving safely.</p> | <p>How is hearing and vision critical to driving ability?</p> <p>What situational risks are inherent in various driving situations?</p> <p>How does managing your car in relation to other vehicles help you reduce risk?</p>   |  |  |   |
| 2.1.12 D1, 3-5<br>2.2.12 B1<br>2.3.12 B1, 3 | Driving impaired greatly increases risk.  | What impairs a driver's mental and physical skills?   |  |  |   |

| Relevant Standards <sup>1</sup> | Enduring Understandings  | Essential Questions   | Assessments         |                    |                   |
|---------------------------------|--|---|---------------------|--------------------|-------------------|
|                                 |  |   | Diagnostic (before) | Formative (during) | Summative (after) |
| 2.1.12D1,4-5                    | <p>Driving is a series of adjustments.</p> <p>A driver needs to understand the basic laws of physics and how they influence vehicle control.</p> | <p>What are all the various driving environments that you will find yourself in?</p> <p>How do other roadway users present a risk to you in your vehicle?</p> <p>What emergency situations might you face?</p> <p>How do natural laws apply to driving?</p> |                     |                    |                   |

**Freehold Regional High School District  
Course Proficiencies and Pacing  
LEPS Health II Safety**

| <b>Unit Title</b>  | <b>Unit Understandings and Goals</b>   | <b>Recommended Duration</b> |
|--|--|-----------------------------|
| Unit #1: Driving, mobility, and laws.                                  | Risk is always present but it can be altered and managed as a driver.<br><br>1. Students will develop an understanding of how to manage and alter risk.  | 2-3 weeks                   |
| Unit #2: Basic vehicle control and vehicle readiness.                  | Understanding your vehicle and how it is equipped is essential in your ability to control your car and avoid hazardous situations.<br><br>1. Students will develop an understanding of the basic mechanics of a car and safety equipment.<br>2. Students will be able to demonstrate knowledge of basic car maneuvers.         | 2-3 weeks                   |
| Unit #3: Foundations of effective driving skills and driver readiness. | Driving safely incorporates all your senses.<br>Knowing where to look and what to look for is essential in driving safely.<br><br>1. Students will develop an understanding of the importance of searching and giving meaning to their interaction with other drivers, pedestrians and other obstacles will driving a vehicle. | 1 week                      |
| Unit #4: Driver impairment.  | Driving impaired greatly increases risk.<br><br>1. Students will develop an understanding of physiological and psychological impairments and how they affect all aspects of a person's life.   | 1-2 weeks                   |
| Unit #5: Applying effective driving and challenges to vehicle control. | Driving is a series of adjustments.<br>A driver needs to understand the basic laws of physics and how they influence vehicle control.<br><br>1. Students will develop an understanding of how to apply the foundations of driving and the factors that affect vehicle control.   | 1-2 weeks                   |

**Freehold Regional High School District  
LEPS Health II Safety**

**Unit #1: Driving, mobility, and laws**

**Enduring Understanding:** Risk is always present but it can be altered and managed as a driver.

- Essential Questions:**
- Why do collisions happen?
  - What are the risks associated with driving?
  - How would being a defensive driver help reduce the risk of being in a collision?
  - What are the requirements in obtaining a permit and a license and owning a vehicle?
  - What are some of the basic rules of the road that a driver needs to be familiar with?

**Unit Goal:** Students will develop an understanding of how to manage and alter risk.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 2.1.12 D 1, 5

2.2.12 D 1

| Guiding / Topical Questions   | Content, Themes, Concepts, and Skills  | Instructional Resources and Materials   | Teaching Strategies   | Assessment Strategies  |
|---|--|---|---|--|
| <p>What is the importance of driver training?</p> <p>What are ways that you can reduce or control risk when driving?</p> <p>What factors contribute to driving risk?</p> <p>What is defensive driving?</p> <p>What are the NJMVC regulations on driving training?</p> <p>Should one choose to donate their organs if one is declared brain dead?</p> <p>What are the basic right-of-way rules?</p> <p>What are the dangers associated with driving behaviors (ex. aggressive driving, driving impaired, inattention)?</p> | <p>Discuss the value of driver training and driver education.</p> <p>Research factors that contribute to driving risk.</p> <p>Identify specific situations where the principals of defensive driving would be applied.</p> <p>Understand the NJMVC administrative laws on permits and licensing.</p> <p>Discuss the issue of organ donation.</p> <p>Develop an understanding of the basic right of way rules and regulations and know how to apply to specific situations.</p> <p>Develop an understanding of how our decision making impacts our ability to drive safely.</p> | <p>Current textbook</p> <p>NJ driver's manual</p> <p>Study guide</p> <p>Newspapers</p> <p>Magazines</p> <p>Videos</p> <p>Internet</p> <p><a href="http://www.app.com">www.app.com</a></p> <p><a href="http://www.cnn.com">www.cnn.com</a></p> <p><a href="http://www.msn.com">www.msn.com</a></p> <p><a href="http://www.njmvc.gov">www.njmvc.gov</a></p> <p><a href="http://www.nsc.org">www.nsc.org</a></p> | <p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Compare and discuss student responses to different topics</p> <p>Create posters and/or power point presentations</p> <p>Group work</p> <p>Teaching models</p> | <p>Written tests and quizzes</p> <p>Worksheets</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> |

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District  
LEPS Health II Safety**

**Unit #2: Basic vehicle control and vehicle readiness**

**Enduring Understanding:** Understanding your vehicle and how it is equipped is essential in your ability to control your car and avoid hazardous situations.

**Essential Questions:** What equipment is essential to familiarize yourself with in order to operate a vehicle safely?  
 What major vehicle checks for maintenance would help you remain safe and stay out of a hazardous situation?  
 How does understanding basic vehicle handling (ex. steering, braking, turns) help you to avoid collisions?  
 How do seatbelts, airbags, child car seats, and head restraints improve your chances of surviving a collision?

**Unit Goals:** Students will develop an understanding of the basic mechanics of a car and safety equipment.  
 Students will be able to demonstrate knowledge of basic car maneuvers.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 2.1.12 D 1, 4-5

9.2.12 E 3

| Guiding / Topical Questions   | Content, Themes, Concepts, and Skills   | Instructional Resources and Materials  | Teaching Strategies  | Assessment Strategies   |
|---|---|--|--|---|
| What are the basic car systems and their components?<br><br>What vehicle checks are made so that we can reduce risk?<br><br>What vehicle checks are made once the car is started?<br><br>How are acceleration and deceleration related to speed control?<br><br>What are the basic procedures for steering a vehicle straight ahead and through turns?<br><br>What features help protect you and your passengers from injury in the event of a collision? | List and define what the basic car systems are.<br><br>Describe the vehicle checks that are made outside the car to identify problems.<br><br>Describe and explain the basic gauges and warning lights in the instrument cluster.<br><br>Examine the importance of the relationship between speed control and risk management<br><br>Discuss steering as an important means of risk management.<br><br>Differentiate between active and passive safety devices. | Current textbook<br><br>NJ driver's manual<br><br>Study guide<br><br>Internet<br><a href="http://www.njmvc.gov">www.njmvc.gov</a><br><a href="http://www.nsc.org">www.nsc.org</a><br><a href="http://www.nhtsa.gov">www.nhtsa.gov</a><br><a href="http://www.iihs.org">www.iihs.org</a><br><a href="http://www.toyotateendriver.com">www.toyotateendriver.com</a><br><br>Newspapers<br><br>Magazines<br><br>Videos | Lecture and class discussion<br><br>Complete the chapter study guides<br><br>Compare and discuss student responses to different topics<br><br>Create posters and/or power point presentations<br><br>Group work<br><br>Teaching models | Written tests and quizzes<br><br>Worksheets<br><br>Article summaries<br><br>Notebook assessments<br><br>Responses to discussion questions |

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**Freehold Regional High School District  
LEPS Health II Safety**

**Unit #3: Foundations of effective driving skills and driver readiness**

**Enduring Understandings:** Driving safely incorporates all your senses.

Knowing where to look and what to look for is essential in driving safely.

**Essential Questions:** How is hearing and vision critical to driving ability?

What situational risks are inherent in various driving situations?

How does managing your car in relation to other vehicles help you reduce risk?

**Unit Goal:** Students will develop an understanding of the importance of searching and giving meaning to their interaction with other drivers, pedestrians and other obstacles will driving a vehicle.

**Duration of Unit:** 1 week

**NJCCCS:** 2.1.12 D 1, 4-5; 2.2.12 B 1

| Guiding / Topical Questions  | Content, Themes, Concepts, and Skills   | Instructional Resources and Materials   | Teaching Strategies   | Assessment Strategies  |
|--|---|---|---|--|
| <p>How are the nine visual abilities important in driving?</p> <p>What are the foundations of effective driving?</p> <p>How does giving meaning to a driving scene help you manage risk?</p> <p>What role do options and assumptions play in the driving process and why are choices an important aspect of a driving process?</p> | <p>Develop an understanding of the concept of searching and giving meaning as it relates to driving.</p> <p>Describe how to respond to traffic situations and how to manage time and space while driving.</p> <p>Explain how maintaining a margin of safety relates to minimizing risk.</p> <p>Describe the rules for maintaining a space margin, a visibility margin, and a time margin for safe driving.</p> <p>Define options, assumptions and choices in their role in the driving process.</p> | <p>Current textbook</p> <p>NJ driver's manual</p> <p>Study guide</p> <p>Internet<br/><a href="http://www.njmvc.gov">www.njmvc.gov</a><br/><a href="http://www.nsc.org">www.nsc.org</a></p> <p>Newspapers</p> <p>Magazines</p> <p>Videos</p> | <p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Compare and discuss student responses to different topics</p> <p>Create posters and/or power point presentations</p> <p>Group work</p> <p>Teaching models</p> | <p>Written tests and quizzes</p> <p>Worksheets</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> |

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LEPS Health II Safety**

**Unit #4: Driver impairment**

**Enduring Understanding:** Driving impaired greatly increases risk.

**Essential Question:** What impairs a driver's mental and physical skills?

**Unit Goal:** Students will develop an understanding of physiological and psychological impairments and how they affect all aspects of a person's life.

**Duration of Unit:** 1-2 weeks

**NJCCCS:** 2.1.12 D 1, 3-5; 2.2.12 B 1; 2.3.12 B 1, 3

| Guiding / Topical Questions  | Content, Themes, Concepts, and Skills  | Instructional Resources and Materials   | Teaching Strategies   | Assessment Strategies  |
|--|--|---|---|--|
| <p>What is fatigue and how does it affect driving ability?</p> <p>What is the definition of inattention as it relates to driving?</p> <p>How can distractions hinder your driving ability?</p> <p>What strategies can you use to focus your attention on the driving task?</p> <p>How can emotions affect your driving?</p> <p>What are the most common misconceptions about alcohol use?</p> <p>What are the factors that contribute to blood alcohol concentrations?</p> <p>How does alcohol affect driving abilities?</p> <p>What other kinds of drugs besides alcohol affect driving abilities?</p> <p>What laws are designed to control impaired driving?</p> | <p>Discuss ways to minimize fatigue.</p> <p>Define and discuss the problems of inattention and distractions and the risks they create.</p> <p>Understand how emotional states affect a driver's ability to perceive and react promptly to an adverse driving situation.</p> <p>Develop an understanding of the effects of alcohol on driving skills.</p> <p>List legal and illegal drugs that can impact driving abilities and define synergism and its meaning to drivers.</p> <p>Describe the laws that are designed to control impaired driving, including zero-tolerance laws to combat underage drinking and driving.</p> | <p>Current textbook</p> <p>NJ driver's manual</p> <p>Study guide</p> <p>Internet<br/> <a href="http://www.njmvc.gov">www.njmvc.gov</a><br/> <a href="http://www.nsc.org">www.nsc.org</a><br/> <a href="http://www.b4udrink.org">www.b4udrink.org</a><br/> <a href="http://www.nhtsa.gov">www.nhtsa.gov</a><br/> <a href="http://www.iihs.org">www.iihs.org</a><br/> <a href="http://www.toyotateendriver.com">www.toyotateendriver.com</a></p> <p>Newspapers</p> <p>Magazines</p> <p>Videos</p> | <p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Compare and discuss student responses to different topics</p> <p>Create posters and/or power point presentations</p> <p>Group work</p> <p>Teaching models</p> | <p>Written tests and quizzes</p> <p>Worksheets</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> |

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LEPS Health II Safety**

**Unit #5: Applying effective driving and challenges to vehicle control**

**Enduring Understandings:** Driving is a series of adjustments.

A driver needs to understand the basic laws of physics and how they influence vehicle control.

**Essential Questions:** What are all the various driving environments that you will find yourself in?

How do other roadway users present a risk to you in your vehicle?

How do natural laws apply to driving?

What emergency situations might you face?

**Unit Goal:** Students will develop an understanding of how to apply the foundations of driving and the factors that affect vehicle control.

**Duration of Unit:** 1-2 weeks

**NJCCCS:** 2.1.12 D 1, 4-5

| Guiding / Topical Questions  | Content, Themes, Concepts, and Skills  | Instructional Resources and Materials   | Teaching Strategies   | Assessment Strategies  |
|--|--|---|---|--|
| <p>What are the different types of traffic settings and environments that students will encounter?</p> <p>What do you look for when managing visibility at an intersection?</p> <p>What are the various types of large motor vehicles with which you might share the roadway?</p> <p>What precautions could drivers take to avoid collisions with pedestrians and cyclists?</p> <p>What are the components of total stopping distance?</p> <p>What are the natural laws affecting steering, traction and vehicle control?</p> <p>How does sun light and headlight glare impact your ability to drive safely?</p> <p>What strategies can we use to manage visibility, time and space in inclement weather conditions?</p> <p>What conditions can cause your vehicle to skid or hydroplane?</p> <p>What should you do in an emergency?</p> | <p>List and describe the different traffic settings.</p> <p>Describe characteristics of intersections with traffic control devices.</p> <p>Explain how you can reduce risk when interacting with large motor vehicles.</p> <p>Describe the problems that pedestrians and cyclists can pose and explain actions that drivers can take to reduce risk of collision.</p> <p>Develop an understanding of the components of total stopping distance.</p> <p>Define the natural laws of inertia, friction, momentum, kinetic energy and gravity and how they relate to driving.</p> <p>Describe circumstances in which the driver needs to deal with sun light and headlight glare.</p> <p>Explain how weather conditions can affect driving and what drivers can do to minimize risk.</p> <p>Understand the difference between skids and hydroplaning and what a driver's appropriate response would be to each.</p> <p>List and explain various emergency situations that might occur.</p> | <p>Current textbook</p> <p>NJ driver's manual</p> <p>Study guide</p> <p>Internet<br/> <a href="http://www.njmvc.gov">www.njmvc.gov</a><br/> <a href="http://www.nsc.org">www.nsc.org</a><br/> <a href="http://www.nhtsa.gov">www.nhtsa.gov</a><br/> <a href="http://www.iihs.org">www.iihs.org</a><br/> <a href="http://www.toyotateendrivers.com">www.toyotateendrivers.com</a></p> <p>Newspapers</p> <p>Magazines</p> <p>Videos</p> | <p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Compare and discuss student responses to different topics</p> <p>Create posters and/or power point presentations</p> <p>Group work</p> <p>Teaching models</p> | <p>Written tests and quizzes</p> <p>Worksheets</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> |

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