

**ROWAN UNIVERSITY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE  
HEALTH & PHYSICAL EDUCATION UNIT PLAN**

**Teacher:**

**Unit:** Why Do Drivers Crash?

**SECTION A. (Overview)**

**Background Information**

**Number and duration of classes:** 3 classes of 40 minutes each

**Number of students:**

**Grade level:** 10

**Entry Level Assessment of Learner**

**Age:** 16-17

**General abilities/skill proficiency level:**

**Previous experience in this type of activity:**

**Rationale (importance of unit):**

**Anticipated difficulties and how they will be addressed:**

**Resources**

**References:**

- 1.
- 2.
- 3

**Other Resources, Equipment and Materials:**

**SECTION B. (Unit Goals, Standards, Objectives:)**

**Unit Goal**

**NJCCC Standard(s) Addressed:**

**Content Statement:**

**CPIs Addressed:**

**Enduring Understandings:**

*Students will understand that...*  
Vehicle crashes are a function of the driver and the environment  
Drivers control their own driving behavior and response to conditions outside their control

**Essential Questions:**

What are the most common causes of driver crashes?  
Over what factors does the driver maintain control?  
What causes are outside the driver's control?  
How does driver response to outside conditions affect the likelihood of a vehicle crash or collision?

Students will know...

Facts regarding crash and collision statistics  
Common causes of car crashes/collisions among teens and adults

Students will be able to...

Identify and explain factors that cause drivers to crash  
Promote public awareness of conditions and

Driver behaviors that lead to crashes/collisions	characteristics that lead to crashes
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b>          You are a member of a Driver Awareness Welfare Group (DAWG). Your group has been contracted to create a multimedia product that makes your community aware of the causes of vehicle crashes. It can be a poster, newsletter, radio or TV commercial/infomercial. The product is to be the first in a line of media products designed to increase driver safety.</p>	
<p><b>Key Criteria:</b>          Multimedia product should be effective in educating members of your community (teen and adult drivers) about vehicle crashes. If deemed effective, you will receive a contract to continue to produce similar artifacts that will promote driver safety. Your product will be graded on a rubric based on:</p> <ul style="list-style-type: none"> <li>- Appearance (professional and “eye-catching”)</li> <li>- Adherence (facts and figures are correct and match the research)</li> <li>- Coherence (the product performs the task it was intended to and informs the community)</li> </ul>	
<p><b>Other Evidence:</b>          Chapter test items          Vocabulary test items          “Community Awareness Assessment” (quiz based on reading/hearing/viewing of product)</p>	

<p><b>Day 1:</b>  <b>Psychomotor:</b></p> <p><b>Cognitive:</b></p> <p><b>Affective:</b></p>	<p><b>Assessed by:</b>  <b>P:</b></p> <p><b>C:</b></p> <p><b>A:</b></p>
<p><b>Day 2:</b>  <b>Psychomotor:</b></p> <p><b>Cognitive:</b></p> <p><b>Affective:</b></p>	<p><b>Assessed by:</b>  <b>P:</b></p> <p><b>C:</b></p> <p><b>A:</b></p>
<p><b>Day 3:</b>  <b>Psychomotor:</b></p> <p><b>Cognitive:</b></p> <p><b>Affective:</b></p>	<p><b>Assessed by:</b>  <b>P:</b></p> <p><b>C:</b></p> <p><b>A:</b></p>

**SECTION C. (Learning Experiences)** (use † section only if using TGFU model)

<p><b>Daily outline of Content, Procedures (management, transitions), &amp; Instructional Strategies - opening activity, introduction/anticipatory set/fitness activities, new content/skill development activities, culminating activity and closing activity</b></p>
<p>Day 1.</p>
<p>Day 2.</p>
<p>Day 3.</p>

**Instructional Strategies**

**SECTION D. (Unit analysis and reflection)**

**Student Assessment**

*Skill assessment:*

*Cognitive assessment:*

*Affective assessment:*

**Reflection\***

*What went well:*

*What should be changed:*