

PHS Curriculum Template

Sample based on Wiggins & McTighe's *The Understanding by Design Guide to High-Quality Units*

Type answers after →

Unit Title: →

PART 1: DESIRED RESULTS

Unit Planning Questions

What is your focus in this unit, and why does it matter?

→ **Helping students develop the knowledge and skills to drive safely and responsibly. All of us benefit from safe, responsible drivers.**

Ultimately, what do you want students to be able to do in the world beyond school? (40-year learning)

→ **Drive courteously and defensively without accidents or needless risk.
Anticipate and adapt their knowledge of safe and defensive driving to various traffic, road, and weather conditions.**

Essential Question(s)

When you formulate your question(s) below, make sure they help you and students—

- Focus and prioritize both teaching and learning (1-2 questions per unit)
- Get to the heart of the subject
- Engage in inquiry, meaning making, and/or transfer
- Encourage exploration of multiple possible answers
- Care about learning targets (standards, knowledge, skills, and practices)

→ **What makes a courteous and defensive driver?
What must I anticipate and do to minimize risk and accidents when driving?**

Learning Targets

What prioritized *standards* will you explicitly teach and assess? (Common Core and/or Content-Area Standards)

→ **Adapt to varying traffic, road, and weather conditions.
Interact appropriately with other users of the road.
Understand and comply with signals, signs, road markings, etc.
CCSS for ELA—reinforce Speaking and Listening standards during discussions and presentations**

What will students *know* by the end of the unit? (Include **Key** Vocabulary here)

→ **Driving laws
“Rules” of the road
Basic car features, functions, maintenance, etc.**

What will students *be able to do* (*skills and practices*) by the end of the unit?

→ **Apply safe driving procedures under varied conditions
Signal/communicate intentions
Response quickly to surprises
Parallel park**

PART 2: SUMMATIVE ASSESSMENT EVIDENCE

How will you gather evidence of students' ability to—

- Apply their learning to new problems, issues, or scenarios?
- Explain, interpret, or justify their new understanding?
- Make sense of key concepts, processes, or practices?
- Perform or “do” your subject?

(Note: *Pre-assessments and Formative Assessments are in PART 3: Learning Experiences*)

→ **Tasks**

- Demonstrate skillful, responsive and defensive driving under real-world conditions with parental or teacher supervision (i.e. drive to and from school safely in different weather and traffic conditions)
- Present the do's and don'ts of safe driving to other students

Other Evidence

- Peer and/or self-assessment of driving performance
- Driving simulator performance and discussions
- Identify basic car features, functions, maintenance, etc. during student-teacher conference
- Written test on driving laws and rules of the road

PART 3: LEARNING EXPERIENCES AND INSTRUCTION (Lesson planning tips and considerations)

Instructional Strategies/Best Practices (model, monitor progress, discussion, comprehension strategies, writing, cooperative learning, gradual release, etc.)

→ **Gradual release (I do, we do, you do)**

Pre-Assessments and Formative Assessments (KWL charts, surveys, pre-tests, concept maps, exit tickets, etc.)

→ **Possible pre-assessments—attitude surveys, “rules of the road” agree/disagree, do’s & don’ts chart**

Possible formative assessments—discussions, video simulator, supervised driving practice

Differentiation Opportunities

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Sample Activities

→ **Discussion, video simulator, supervised driving practice**

Resources

→ **WI Driver’s Ed Manual, DOT Website, Officer Kronberg, Class Weebly**