



Distracted Driving Prevention Curriculum

Developed by the Youth Transportation Safety Program
6th - 8th Grade

Sponsored by:





About Us



Teens in the Driver Seat® – Jr. High is a program to help youth be a safer car passenger and teach them what they need to know to be a safer driver – way before they start to drive.

This curriculum focuses on distracted driving prevention, aiming to help students understand the risks and encourage them to speak up for their safety, every ride. The following lesson plan can be utilized as part of the All-Star Distracted Driving Unit.

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A photograph of three young people outdoors, smiling and looking towards the left. On the left is a boy with blonde hair wearing a red and black plaid shirt. In the middle is a boy with dark curly hair wearing a grey button-down shirt with a red sweater tied around his waist. On the right is a girl with brown hair in a bun, wearing glasses and a yellow shirt, with white headphones around her neck. The background is a soft-focus outdoor scene with trees and a utility pole. The text is overlaid in the center in a bold, white font with a black outline.

**Distracted driving can
be prevented.
Empower youth to
speak up for their
safety and save lives.**

ITEMS NEEDED

1. Slideshow on Distracted Driving
2. KWL and Graphic Organizer Charts
3. Reading Comprehension Passage and Questions
4. Memory Challenge Activity



STEPS

1. Please refer to the Health/ELA Standards (see pg 49-54) to identify related standards for your state.
2. Use the QR code to access the downloadable slideshow to discuss Distracted Driving with students. Teachers can decide to present slides on their own or have students read portions and discuss.
3. Through the use of the slides, the teacher can go over the 'Hook' activity (Recall the Road Memory Challenge - see pg 46-48) to engage students in the lesson (*This is optional but will count as a second All-Star activity*).
4. Students can participate in a student-led discussion on Distracted Driving using the KWL and Graphic Organizer charts. During this stage, they would complete the K section (What they know), and the W section (What they want to know).
5. Students, working independently or in groups, can work on answering the questions based on the Reading Passage.
6. As an Exit Ticket, students complete the KWL chart through the L section (what they learned) and the remaining graphic organizer questions and turn it in along with their Reading Passage and questions.
7. After being graded, the teacher can create a bulletin board with some of the KWLs and some Distracted Driving facts.

DON'T FORGET

The goal of this activity is to encourage students and their peers to remember Distracted Driving is dangerous and that we all can prevent it. Make sure to encourage youth to always speak up, and be ready to prevent Distracted Driving at all times.

Find more Distracted Driving information and facts online at www.t-driver.com.

MAKE IT GREAT

1. Conduct this lesson plan as part of the **Teens in the Driver Seat – Junior High Distracted Driving All-Star Unit**. Submit an evaluation form at <https://forms.gle/uiKUsyvw5Wp72xLY9> to get credit for your efforts.
2. Post photos of your activity and the bulletin board you created on your social media channels to further promote the message of safe driving and tag us @teensdriverseat, so we can see your great work! Remember you can also send us your pictures along with photo release forms and we can post them for you on our social media channels; we will tag you as well.



Reading Passage

6th - 8th Grade



Read the selection and choose the best answer to each question.

IS DISTRACTION FREE THE WAY TO BE?

Why it Matters

1. In 2021 there were 3,522 people killed and over 360,000 people injured in car crashes involving distracted drivers.¹ For young, inexperienced drivers, distractions are one of their top risks when they get behind the wheel. It is important for young drivers to recognize this and learn what they can do to eliminate distractions while driving. As a passenger, not only can you help reduce distractions in the car, but you also have the power to speak up when you see someone driving distracted. Doing this just might save your life and the lives of others.

What to Know About Distractions

2. Distracted driving isn't just about your cell phone. A distraction can be anything that takes a driver's mind and attention away from the main task – driving. Visual distractions are anything that takes your eyes away from the road to focus on other things - inside or outside the vehicle. This could be looking at a friend or pet inside the car or flashing lights or pedestrians outside the car. Manual distractions are things that take your hands off the wheel like adjusting the radio, eating, or reaching for something in the seat beside you. Cognitive distractions are things that take your mind off driving like daydreaming, worrying about an upcoming test, or talking to someone on the phone.²
3. Using a cell phone while driving can cause all three of these things to happen. Handheld cell phone use is highest among drivers ages 16-24 and teens are more likely to use their phone for

¹ National Center for Statistics and Analysis.

² CDC

texting or social media while driving.³ This is the most dangerous form of distracted driving and increases the driver's risk of crashing by up to 23 times⁴. Even hands-free use is risky because it is a cognitive distraction. When talking on a phone through Bluetooth, drivers are still 4 times more likely to be in a crash.⁵



Figure 1- 3 Main Types of Distractions.

4. Passengers in the car can be visual and cognitive distractions for the driver. Teen drivers are five times more likely to crash when they have a teen passenger in the car with them. And this risk increases with each additional passenger.⁶ Graduated Driver Licensing (GDL) laws limit the number of passengers a new driver can have in the car were created to help with this problem. Be a good passenger and don't distract the driver.

³ NHTSA

⁴ Feng Guo, Sheila G Klauer, et al

⁵ NSC

⁶ TTI



Figure 2- Handheld Cell Use Among Drivers Ages.

Speak Up for Your Own Safety and the Safety of Others

5. So, the best way to stay safe is to consider some of the following insightful reminders. After all, making safe driving a priority is up to all of us. Check them out:

- Make sure the driver puts their phone away before they start driving.
- If you think the driver seems distracted, remind them to focus on the road.
- Volunteer to answer any phone calls or messages for the driver, if needed.
- Talk at a normal level inside the car, and don't point to things outside of the car that could distract the driver.
- Keep the volume low on the radio and any other electronic devices.
- Remind other passengers in the car not to be a distraction for the driver. Remember that every passenger in the car increases the risk of a crash.
- BONUS! Do all this while buckled up in the back seat of the car. Safety experts recommend that young people under the age of 13 always ride in the back seat.⁷

So, how about you? Do you feel you know enough about how to prevent Distracted Driving?

⁷ CDC



Passage Question & Answer Keys

6th - 8th Grade



6th Grade Questions

1. *Based on the ideas presented throughout the article, what can the reader conclude about Distracted Driving?*
 - a. Distracted Driving is a problem that is the highest among younger, inexperienced drivers.
 - b. Distracted Driving tends to be a problem just for older drivers who are busier than younger, inexperienced drivers.
 - c. Distracted Driving is not a problem that is persistent in our country.
 - d. Distracted Driving tends to be a problem for students no matter the age.
2. *What is the most likely reason the author included the Figure 1 graphic in the article?*
 - a. To show what Cognitive distraction means
 - b. To highlight the three different types of distractions
 - c. To illustrate the difference between Cognitive and Manual distractions
 - d. To explain what Distracted Driving means
3. Why does the author use a **description organizational structure** in the section titled “What to Know about Distractions”?
 - a. To establish a connection between Distracted Driving and Impaired Driving
 - b. To respond to doubts about what it means to engage in Distracted Driving
 - c. To explain what it means to engage in Distracted Driving and explain how to prevent it
 - d. To elaborate on the importance of preventing Distracted Driving
4. *The details in the section titled “Why it Matters” support the key idea that-*
 - a. It is important for young, inexperienced drivers to recognize the importance of driving.
 - b. Passengers and young, inexperienced drivers can save lives by limiting passengers in the vehicle.
 - c. Distractions are one of the top risks for young, inexperienced drivers when they get behind the wheel.
 - d. Distractions in the vehicle are a thing of the past for young, inexperienced drivers and older, experienced drivers alike.

5. *In paragraph 2 of the selection, the word cognitive means-*
- a. of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering)
 - b. of, relating to, or involving the hands
 - c. of, relating to, or used in vision
 - d. based on or capable of being reduced to factual knowledge
6. *In the selection, the author most likely organizes the section titled “Speak Up for your own safety and the safety of others” by-*
- a. Presenting details about distracted driving from most to least important
 - b. Using cause and effect to discuss the conditions that cause distracted driving
 - c. Listing a series of suggestions and facts that can help us prevent distracted driving
 - d. Using contrast to show differences among the types of distracted driving
7. *Based on the information in the selection, Graduated Driver Licensing (GDL) laws are significant because they-*
- a. Created a national way to control the behavior of older drivers.
 - b. They limit the number of passengers a new driver can have in the car, thus limiting distractions.
 - c. They limit the number of hours a new driver can spend in the car, thus limiting the risks associated with distracted driving crashes.
 - d. Made it illegal for new drivers to be distracted while behind the wheel.
8. *Which sentence in the selection supports the idea that we all can speak up for our safety?*
- a. After all, making safe driving a priority is up to all of us.
 - b. Keep the volume low on the radio and any other electronic devices.
 - c. Passengers in the car can be a visual and cognitive distraction for the driver.
 - d. Distracted driving isn’t just about your cell phone.

9. What is the **controlling idea** of the selection?
- a. There are three types of Distracted Driving.
 - b. There are three types of Distracted Driving, and we can all prevent it.
 - c. Distracted Driving is a problem among older drivers.
 - d. Driving is dangerous, and we should never get distracted.
10. According to the selection, which of the following is not one suggestion passengers can do to help prevent the driver from getting distracted while behind the wheel?
- a. Keep the volume low on the radio and any other electronic devices.
 - b. Take your eyes away from the road to focus on other things.
 - c. Volunteer to answer any phone calls or messages for the driver, if needed.
 - d. Make sure the driver puts their phone away before they start driving.

6th Grade Answer Key

1. *Based on the ideas presented throughout the article, what can the reader conclude about Distracted Driving?*
 - a. **Distracted Driving is a problem that is the highest among younger inexperienced drivers**
 - b. Distracted Driving tends to be a problem just for older drivers who are busier than younger inexperienced drivers
 - c. Distracted Driving is not a problem that is persistent in our country
 - d. Distracted Driving tends to be a problem for students no matter the age
2. *What is the most likely reason the author included the Figure 1 graphic in the article?*
 - a. To show what Cognitive distraction means
 - b. **To highlight the three different types of distractions**
 - c. To illustrate the difference between Cognitive and Manual distractions
 - d. To explain what Distracted Driving means
3. *Why does the author use a description organizational structure in the section titled “What to Know about Distractions”?*
 - a. To establish a connection between Distracted Driving and Impaired Driving
 - b. To respond to doubts about what it means to engage in Distracted Driving
 - c. **To explain what it means to engage in Distracted Driving and explain how to prevent it**
 - d. To elaborate on the importance of preventing Distracted Driving
4. *The details in the section titled “Why it Matters” support the key idea that-*
 - a. It is important for young inexperienced drivers to recognize the importance of driving
 - b. Passengers and young inexperienced drivers can save lives by limiting passengers in the vehicle
 - c. **Distractions are one of the top risks for young inexperienced drivers when they get behind the wheel.**
 - d. Distractions in the vehicle are a thing of the past for young inexperienced drivers and older experienced drivers alike

5. *In paragraph 2 of the selection, the word cognitive means-*
- a. **Of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering)**
 - b. Of, relating to, or involving the hands
 - c. Of, relating to, or used in vision
 - d. Based on or capable of being reduced to factual knowledge
6. *In the selection, the author most likely organizes the section titled “Speak Up for your own safety and the safety of others” by-*
- a. Presenting details about distracted driving from most to least important
 - b. Using cause and effect to discuss the conditions that cause distracted driving
 - c. **Listing a series of suggestions and facts that can help us prevent distracted driving**
 - d. Using contrast to show differences among the types of distracted driving
7. *Based on the information in the selection, Graduated Driver Licensing (GDL) laws are significant because they-*
- a. Created a national way to control the behavior of older drivers
 - b. **They limit the number of passengers a new driver can have in the car thus limiting distractions**
 - c. They limit the number of hours a new driver can spend in the car thus limiting the risks associated with distracted driving crashes
 - d. Made it illegal for new drivers to be distracted while behind the wheel
8. *Which sentence in the selection supports the idea that we all can speak up for our safety?*
- a. **After all, making safe driving a priority is up to all of us**
 - b. Keep the volume low on the radio and any other electronic devices
 - c. Passengers in the car can be a visual and cognitive distraction for the driver
 - d. Distracted driving isn’t just about your cell phone

9. *What is the controlling idea of the selection?*
- a. There are three types of Distracted Driving
 - b. There are three types of Distracted Driving, and we can all prevent it**
 - c. Distracted Driving is a problem among older drivers
 - d. Driving is dangerous and we should never get distracted
10. *According to the selection, which of the following is not one suggestion passengers can do to help prevent the driver from getting distracted while behind the wheel?*
- a. Keep the volume low on the radio and any other electronic devices
 - b. Taking your eyes away from the road to focus on other things**
 - c. Volunteer to answer any phone calls or messages for the driver, if needed
 - d. Make sure the driver puts their phone away before they start driving

7th Grade Questions

1. *What is the best paraphrase of paragraph 1 of the selection?*
 - a. In recent years, there have been about 360,000 people injured in distracted driving crashes. Distracted driving is one of the top risks for young, inexperienced drivers. It is important for young drivers and passengers to eliminate distractions while in the vehicle; this could save their lives and the lives of others.
 - b. In recent years, there have been about 360,000 people injured in distracted driving crashes. Distracted Driving can be prevented by younger and older drivers alike. It is important for drivers to recognize and help prevent this problem.
 - c. Distracted Driving is a problem that has claimed the lives of about 360,000 drivers and passengers alike. It is important for passengers to understand this problem and speak up for their safety and the safety of others.
 - d. Studies have shown that 360,000 have perished in distracted driving crashes recently. It is imperative for drivers everywhere to do something about it. We can all help prevent this from happening together.
2. *Based on information in paragraphs 2, 3, and 4 of the selection, what can the reader conclude about Distracted Driving?*
 - a. There is only one type of Distracted Driving.
 - b. There is more than one type of Distracted Driving.
 - c. Distracted Driving can be seen as a dangerous problem.
 - d. There are choices on how we prevent Distracted Driving.
3. *What is the author's main or primary claim in the selection?*
 - a. Preventing Distracted Driving is up to all adult drivers in the country.
 - b. Preventing Distracted Driving is the responsibility of all drivers, no matter their age.
 - c. Distracted Driving is a serious problem affecting certain regions of the country.
 - d. Preventing Impaired Driving and Distracted Driving is up to all of us.

4. *How does the organization of the selection contribute to the author's purpose?*
 - a. By offering contrasting information about the effects of Distracted Driving in the country.
 - b. By explaining the problem of Distracted Driving and offering information and suggestions on how to tackle it.
 - c. By describing various findings about Distracted Driving and how it has a negative effect on our community.
 - d. By listing ways in which we can all prevent Distracted Driving.
5. *What sentence from the selection best expresses the controlling idea?*
 - a. A distraction can be anything that takes a driver's mind and attention away from the main task – driving (Paragraph 2).
 - b. Passengers in the car can be visual and cognitive distractions for the driver (Paragraph 4).
 - c. In 2021, there were 3,522 people killed and over 360,000 people injured in car crashes involving distracted drivers (Paragraph 1).
 - d. Using a cell phone while driving can cause all 3 of these things to happen (Paragraph 3).
6. *Who is the author most likely addressing in the selection?*
 - a. Government representatives
 - b. Inexperienced teen drivers
 - c. The American public
 - d. Lawmakers and car companies
7. *How does the author support the primary or main claim made in the selection?*
 - a. By mentioning that Distracted Driving can be more than using the phone while driving.
 - b. By providing statistics and examples of what Distracted Driving is causing in our country.
 - c. By explaining what Distracted Driving is and what we can do to prevent it from happening.
 - d. By clarifying the importance of preventing Distracted Driving.

8. *What is the most likely reason the author includes a rhetorical question in the title of the selection?*

- a. To prompt readers to start thinking about their own perspective on the topic.
- b. To suggest that readers should spend time researching the topic.
- c. To hint that readers most likely know more about the topic than they think they do.
- d. To cause readers to feel suspicious about the topic.

9. *Part A*

At the beginning of the selection, it can be inferred that Distracted Driving is -

- a. A problem that mainly affects young, inexperienced drivers that we all can help prevent.
- b. A problem that mainly affects young, inexperienced drivers that has no solution.
- c. A threat that only affectss older drivers.
- d. A threat that affectss younger, inexperienced drivers and older drivers alike

Part B.

Which sentence from the selection best supports the answer to Part A?

- a. Teen drivers are five times more likely to crash when they have a teen passenger in the car with them.
- b. It is important for young drivers to recognize this and learn what they can do to eliminate distractions while driving.
- c. Handheld cell phone use is highest among drivers ages 16-24, and teens are more likely to use their phone for texting or social media while driving.
- d. A distraction can be anything that takes a driver's mind and attention away from the main task – driving.

10. *How does the use of description organizational pattern in the "Speak Up for Your Own Safety and the Safety of Others" support the topic?*

- a. By demonstrating opposing views on why it is important to prevent Distracted Driving
- b. By contrasting the relationship between Distracted Driving and Impaired Driving
- c. By listing ways in which we can prevent Distracted Driving and save lives
- d. By listing the effects of Distracted Driving in young drivers

7th Grade Answer Key

1. *What is the best paraphrase of paragraph 1 of the selection?*
 - a. **In recent years, there has been about 360,000 people injured in distracted driving crashes. Distracted driving is one of the top risks for young inexperienced drivers. It is important for young drivers and passengers to eliminate distractions while in the vehicle; this could save their lives and the lives of others.**
 - b. In recent years, there has been about 360,000 people injured in distracted driving crashes. Distracted Driving can be prevented by younger and older drivers alike. It is important for drivers to recognize and help prevent this problem.
 - c. Distracted Driving is a problem that has claimed the lives of about 360,000 drivers and passengers alike. It is important for passengers to understand this problem and speak up for their safety and the safety of others.
 - d. Studies have shown that 360,000 have perished in distracted driving crashes recently. It is imperative for drivers everywhere to do something about it. We can all help prevent this from happening together.
2. *Based on information in paragraphs 2, 3 and 4 of the selection, what can the reader conclude about Distracted Driving?*
 - a. There is only one type of Distracted Driving.
 - b. **There is more than one type of Distracted Driving.**
 - c. Distracted Driving can be seen as a dangerous problem.
 - d. There are choices on how we prevent Distracted Driving.
3. *What is the author's main or primary claim in the selection?*
 - a. Preventing Distracted Driving is up to all adult drivers in the country.
 - b. **Preventing Distracted Driving is the responsibility of all drivers no matter the age.**
 - c. Distracted Driving is a serious problem affecting certain regions of the country.
 - d. Preventing Impaired Driving and Distracted Driving is up to all of us.
4. *How does the organization of the selection contribute to the author's purpose?*
 - a. By offering contrasting information about the effects of Distracted Driving in the country

- b. **By explaining the problem of Distracted Driving and offering information and suggestions on how to tackle it**
 - c. By describing various findings about Distracted Driving and how it has a negative effect on our community
 - d. By listing ways in which we can all prevent Distracted Driving
5. *What sentence from the selection best expresses the controlling idea?*
- a. **A distraction can be anything that takes a driver's mind and attention away from the main task – driving (Paragraph 2)**
 - b. Passengers in the car can be a visual and cognitive distraction for the driver (Paragraph 4)
 - c. In 2021 there were 3,522 people killed and over 360,000 people injured in car crashes involving distracted drivers (Paragraph 1)
 - d. Using a cell phone while driving can cause all 3 of these things to happen (Paragraph 3)
6. *Who is the author most likely addressing in the selection?*
- a. Government representatives
 - b. **Inexperienced teen drivers**
 - c. The American Public
 - d. Lawmakers and Car companies
7. *How does the author support the primary or main claim made in the selection?*
- a. By mentioning that Distracted Driving can be more than using the phone while driving
 - b. By providing statistics and examples of what Distracted Driving is causing in our country
 - c. **By explaining what Distracted Driving is and what we can do to prevent it from happening**
 - d. By clarifying the importance of preventing Distracted Driving
8. *What is the most likely reason the author includes a rhetorical question in the title of the selection?*
- a. To prompt readers to start thinking about their own perspective on the topic
 - b. To suggest that readers should spend time researching the topic

- c. **To hint that readers most likely know more about the topic than they think they do**
- d. To cause readers to feel suspicious about the topic

9. *Part A*

At the beginning of the selection, it can be inferred that Distracted Driving is -

- a. **A problem that mainly affects young inexperienced drivers and that we all can help prevent.**
- b. A problem that mainly affects young inexperienced drivers and that has no solution.
- c. A threat that is only affecting older drivers.
- d. A threat that is affecting younger inexperienced drivers and older drivers alike.

Part B

Which sentence from the selection best supports the answer to Part A?

- a. Teen drivers are five times more likely to crash when they have a teen passenger in the car with them.
- b. It is important for young drivers to recognize this and learn what they can do to eliminate distractions while driving.
- c. **Handheld cell phone use is highest among drivers ages 16-24 and teens are more likely to use their phone for texting or social media while driving.**
- d. A distraction can be anything that takes a driver's mind and attention away from the main task – driving.

10. *How does the use of description organizational pattern in the "Speak Up for Your Own Safety and the Safety of Others" support the topic?*

- a. By demonstrating opposing views on why it is important to prevent Distracted Driving
- b. By contrasting the relationship between Distracted Driving and Impaired Driving
- c. **By listing ways in which we can prevent Distracted Driving and save lives**
- d. By listing the effects of Distracted Driving in young drivers

8th Grade Questions

1. *In what way does the information in paragraph 5 best support the author's argument to prevent Distracted Driving?*
 - a. By showing that there are plenty of ways through which we can prevent Impaired Driving.
 - b. By suggesting that there are three different ways through which we can prevent Distracted Driving.
 - c. By showing that there are several different ways through which we can prevent Distracted Driving.
 - d. By demonstrating that we all can prevent Distracted Driving by following three reminders.

2. *What can the reader infer about Distracted Driving based on Figure 2 from the selection?*
 - a. If we are texting and driving, we will not react fast and could potentially get involved in a crash.
 - b. If we text and drive, we need to stop for a minute on the side of the road to be safer and then start driving again.
 - c. If we text and drive, we should always use a handheld device and dictate our text to it.
 - d. If we need to text, we should do it as long as we do not take our eyes off the road.

3. *What is most likely the author's purpose for writing this article?*
 - a. To entertain the audience with an interesting take on Distracted Driving.
 - b. To highlight the problem of Distracted Driving and ways to solve it.
 - c. To investigate the causes of Distracted Driving in the country.
 - d. To explain why Distracted Driving is such a big problem in our country.

4. *What is the best summary of the article?*
 - a. Distracted Driving is a major problem in this country. There are several types of Distracted Driving. Each of those is more important than the previous one. We all can make a difference and prevent both Impaired Driving and Distracted Driving.
 - b. The problem of Distracted Driving is rooted in young, inexperienced drivers. There are different types of Distracted Driving. Each type of Distracted Driving is just as bad as the others. Older drivers are the main ones in charge of preventing Distracted Driving.

- c. There is an epidemic in the country concerning Distracted Driving. We can all do our part and prevent it from happening. There are things we can do to help save lives together.
 - d. Distracted Driving is a leading cause of car crashes. Young, inexperienced drivers are especially at a high risk of being involved in them. There are three main types of Distracted Driving, each as bad as the other. There are ways we can all prevent this from happening. We can save lives together.
5. *Which details from the article support the idea that Distracted Driving can be prevented by passengers as well as drivers?*
- a. Using a cell phone while driving can cause all three of these things to happen.
 - b. For young, inexperienced drivers, distractions are one of their top risks when they get behind the wheel.
 - c. Remind other passengers in the car not to be a distraction for the driver. Remember that every passenger in the car increases the risk of a crash.
 - d. Distracted driving isn't just about your cell phone.
6. *What inference about Distracted Driving can the reader make based on the section "What to Know about Distractions"?*
- a. There are several types of distractions, and they all have different levels of importance.
 - b. All the different types of distractions are just as bad.
 - c. Distracted Driving is as bad as Impaired Driving.
 - d. Distracted Driving causes more crashes than Impaired Driving.
7. *Based on the information in this article, the reader can conclude that Graduated Driver Licensing (GDL) laws-*
- a. Have made it more difficult to prevent Distracted Driving.
 - b. Have made no impact whatsoever in preventing Distracted Driving.
 - c. Have helped prevent Distracted Driving.
 - d. Have helped prevent Impaired Driving.

8. *Which phrase from paragraph 3 best shows that Distracted Driving can cause a crash?*
- a. This is the most dangerous form of distracted driving and increases the driver's risk of crashing by up to 23 times.
 - b. Using a cell phone while driving can cause all three of these things to happen.
 - c. Drivers are still 4 times more likely to be in a crash.
 - d. Teens are more likely to use their phones for texting or social media while driving.
9. *In paragraph 2, the word Manual describes -*
- a. Any distraction that takes our mind off the task of driving.
 - b. Distractions that take our eyes off the task of driving.
 - c. Distractions that take our hands off the wheel like adjusting the radio, eating, or reaching for something in the seat beside us.
 - d. Distractions that take our mind off driving like daydreaming, worrying about an upcoming test, or talking to someone on the phone.
10. *In paragraph 5, why does the author include a rhetorical question?*
- a. To indicate that the audience needs more information about Distracted Driving
 - b. To suggest that the audience already knows enough about Distracted Driving in order to make a difference
 - c. To introduce the audience to a new topic for them to do research on
 - d. To emphasize that there is still a lot about Distracted Driving that the audience does not know

8th Grade Answer Key

1. *In what way does the information in paragraph 5 best support the author's argument to prevent Distracted Driving?*
 - a. By showing that there are plenty of ways through which we can prevent Impaired Driving
 - b. By suggesting that there are three different ways through which we can prevent Distracted Driving
 - c. By showing that there are several different ways through which we can prevent Distracted Driving**
 - d. By demonstrating that we all can prevent Distracted Driving by following three reminders
2. *What can the reader infer about Distracted Driving based on Figure 2 from the selection?*
 - a. If we are texting and driving, we will not react fast and could potentially get involved in a crash**
 - b. If we text and drive, we need to stop for a minute on the side of the road to be safer and then start driving again
 - c. If we text and drive, we should always use a handheld device and dictate our text to it
 - d. If we need to text, we should do it as long as we do not take our eyes off the road
3. *What is most likely the author's purpose for writing this selection?*
 - a. To entertain the audience with an interesting take on Distracted Driving
 - b. To highlight the problem of Distracted Driving and ways to solve it**
 - c. To investigate the causes of Distracted Driving in the country
 - d. To explain why Distracted Driving is such a big problem in our country
4. *What is the best summary of the selection?*
 - a. Distracted Driving is a major problem in this country. There are several types of distracted driving. Each of those is more important than the previous one. We all can make a difference and prevent both Impaired Driving and Distracted Driving.
 - b. The problem of Distracted Driving is rooted in young inexperienced drivers. There are different types of Distracted Driving. Each type of Distracted Driving is just as bad as the others. Older drivers are the main ones in charge of preventing Distracted Driving.

- c. There is an epidemic in the country concerning Distracted Driving. We can all do our part and prevent it from happening. There are things we can do to help save lives together
 - d. Distracted Driving is a leading cause in car crashes. Young inexperienced drivers are especially at a high risk of being involved in them. There are three main types of Distracted Driving, each as bad as the other. There are ways we can all prevent this from happening. We can save lives together.**
5. *Which details from the selection support the idea that Distracted Driving can be prevented by passengers as well as drivers?*
- a. Using a cell phone while driving can cause all three of these things to happen
 - b. For young inexperienced drivers, distractions are one of their top risks when they get behind the wheel
 - c. Remind other passengers in the car not to be a distraction for the driver. Remember that every passenger in the car increases the risk of a crash.**
 - d. Distracted driving isn't just about your cell phone
6. *What inference about Distracted Driving can the reader make based on the section "What to Know about Distractions"?*
- a. There are several types of distractions, and they all have different levels of importance
 - b. All the different types of distractions are just as bad**
 - c. Distracted Driving is as bad as Impaired Driving
 - d. Distracted Driving causes more crashes than Impaired Driving
7. *Based on the information on this selection, the reader can conclude that Graduated Driver Licensing (GDL) laws have helped with-*
- a. Have made it more difficult to prevent Distracted Driving
 - b. Have made no impact whatsoever in preventing Distracted Driving
 - c. Have helped prevent Distracted Driving**
 - d. Have helped prevent Impaired Driving

8. *Which phrase from paragraph 3 best shows that Distracted Driving can cause a crash?*
- a. **This is the most dangerous form of distracted driving and increases the driver's risk of crashing by up to 23 times**
 - b. Using a cell phone while driving can cause all three of these things to happen
 - c. Drivers are still 4 times more likely to be in a crash
 - d. Teens are more likely to use their phone for texting or social media while driving
9. *In paragraph 2, the word Manual describes -*
- a. Any distraction that takes our mind off the task of driving
 - b. Distractions that take our eyes off the task of driving
 - c. **Distractions that take our hands off the wheel like adjusting the radio, eating, or reaching for something in the seat beside us**
 - d. Distractions that take our mind off driving like daydreaming, worrying about an upcoming test, or talking to someone on the phone
10. *In paragraph 5, why does the author include a rhetorical question?*
- a. To indicate that the audience needs more information about Distracted Driving
 - b. **To suggest that the audience already knows enough about Distracted Driving in order to make a difference**
 - c. To introduce the audience to a new topic for them to do research on
 - d. To emphasize that there is still a lot about Distracted Driving that the audience does not know



Power Point Slides

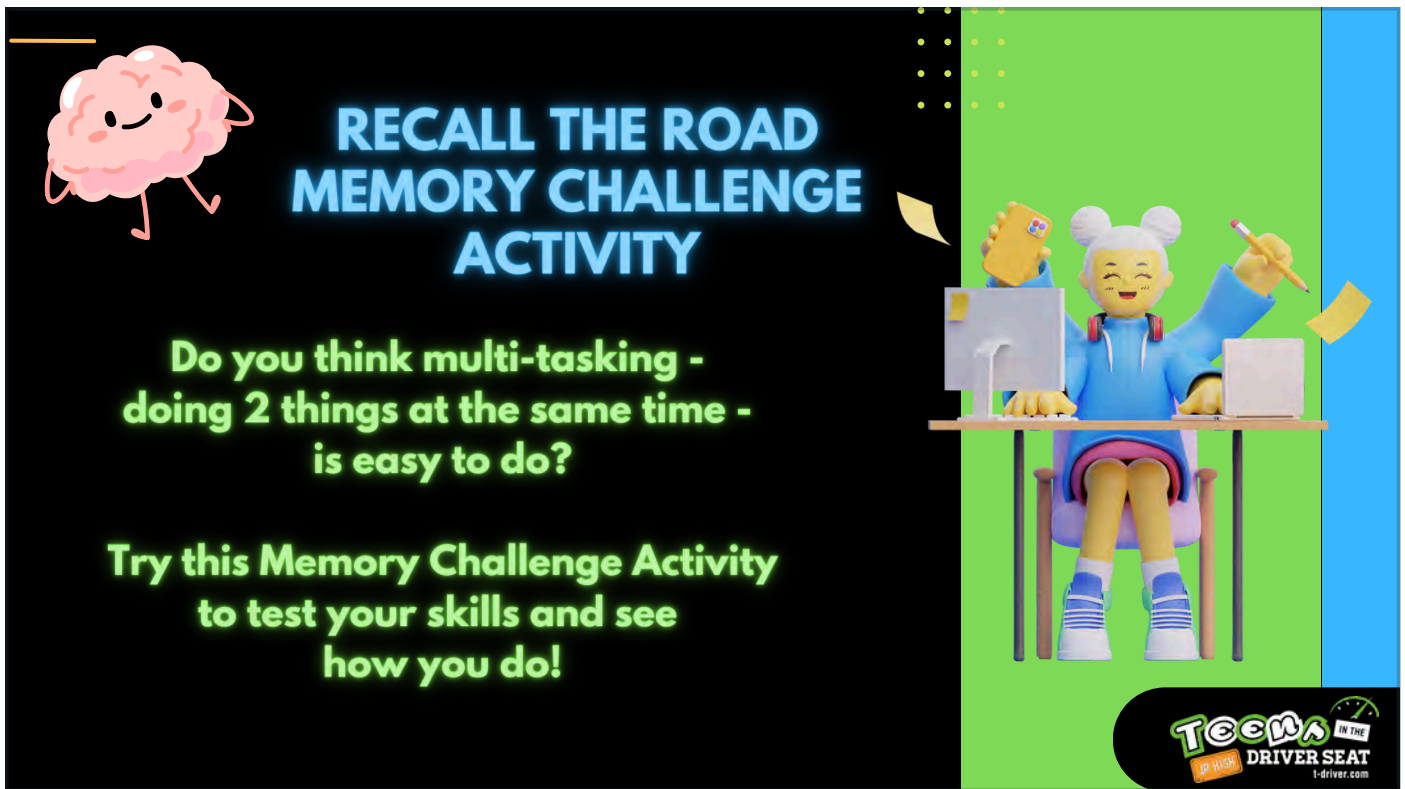
6th - 8th Grade



LET'S TALK DISTRACTED DRIVING!

Distracted Driving Prevention Curriculum





This activity shows how distractions affect our ability to pay attention and focus.

Instructions for how to play can be found at t-driver.com on the Distractions Guided Outreach Unit page. Look for the "Recall the Road Memory Challenge" Activity.

After the activity, discuss:

- * compare # of words recalled from 1st list -vs- 2nd list
- * what was difficult about the 2nd recall compared to the 1st?
- * what does this show about our ability to focus when distractions are present?
- * how could this translate to driving?

KWL

First, let's talk about what we **KNOW** about distracted driving.

Then, write 2-3 sentences on what you know about **DISTRACTED DRIVING** under the letter 'K'.



Print and handout copies of the KWL form to all students.

Use this to find out what they already know (or think they know) about distracted driving.

Divide students into small groups of 3-5 to discuss and complete or discuss as a class and then have students complete the form independently.

KWL

Share Out!
What did YOU write under
the letter 'K'?

Now, write 2-3 sentences under
the letter 'W' for what you
WANT TO LEARN
about distracted driving.



TEENAS IN THE
DRIVER SEAT
UP HIGH
t-driver.com



What do you think?

What do you feel are some of the main causes for car crashes among young drivers?



Now I'd like to ask your thoughts on what you think are some of the main reasons young drivers are at a higher risk of crashing?

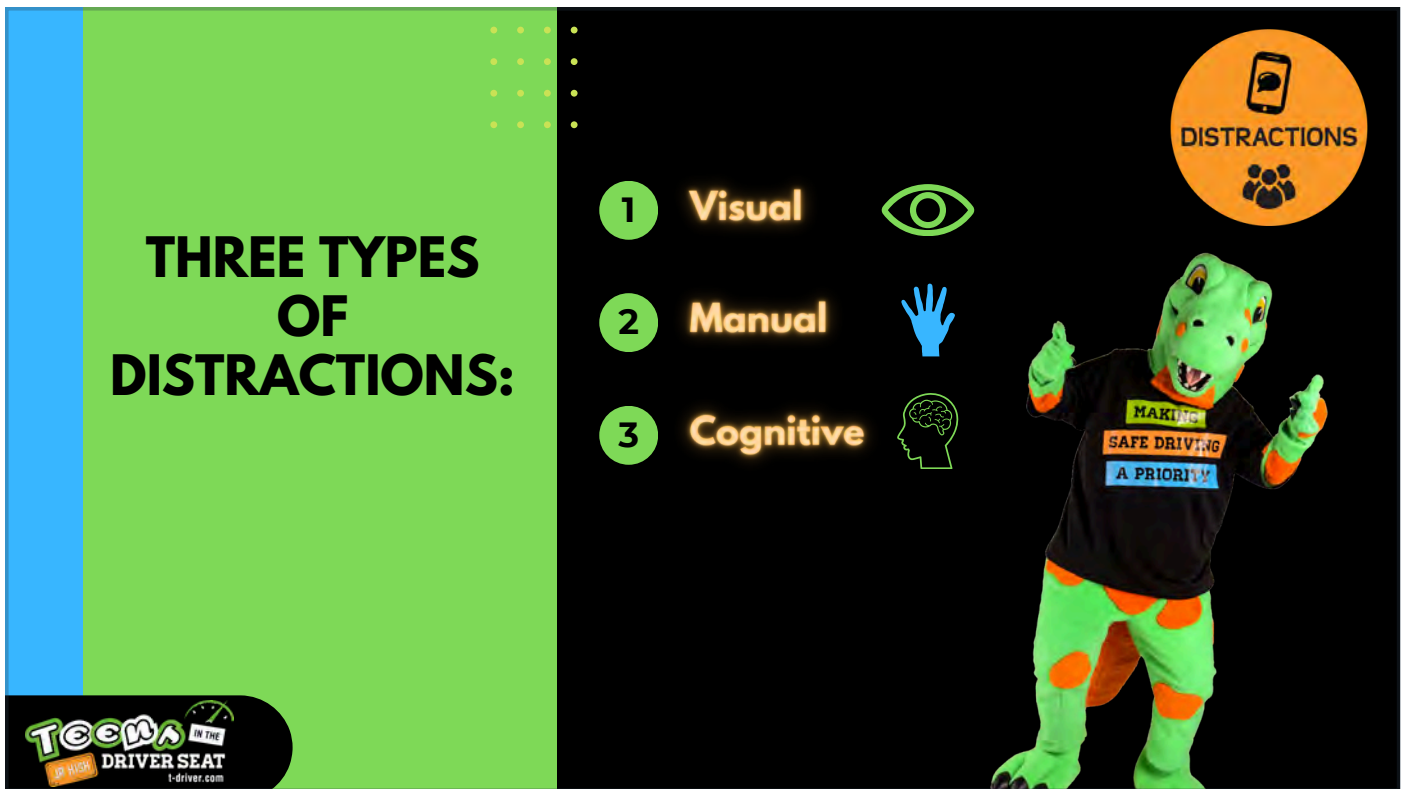
Students will likely mention many different types of distractions (cell phones, radio, eating, other passengers in the car, day dreaming).

Driver inexperience is the #1 contributor to teen crashes. Some studies have found that the first 6 months of licensing are the most dangerous for teens, but they are still at higher risk for crashes until their mid twenties!

In addition to driving inexperience the 5 top contributing factors are, in order of crash risk for teens:

- *distractions
- *driving at night
- *speeding
- *low seat belt use
- *impairment (alcohol or drug)

The most surprising to teens is usually nighttime driving.



We just learned that distractions are the top risk factor for young drivers (after inexperience). What are some types of distractions that can impact them?

Three types of distractions:

Visual – in which a driver’s eyes leave the immediate driving task to focus on other things in and outside of the vehicle.

Manual – which is a physical distraction and involves removing your hands from the steering wheel

Cognitive – which is a mental distraction. You do not know when you are cognitively distracted.

THE PROBLEM OF DISTRACTIONS

Distracted driving claimed 3,522 lives in 2021 (NHTSA).



**Visual and
Manual
23x**



**Cognitive
4x**



**Peer Passengers
5x**



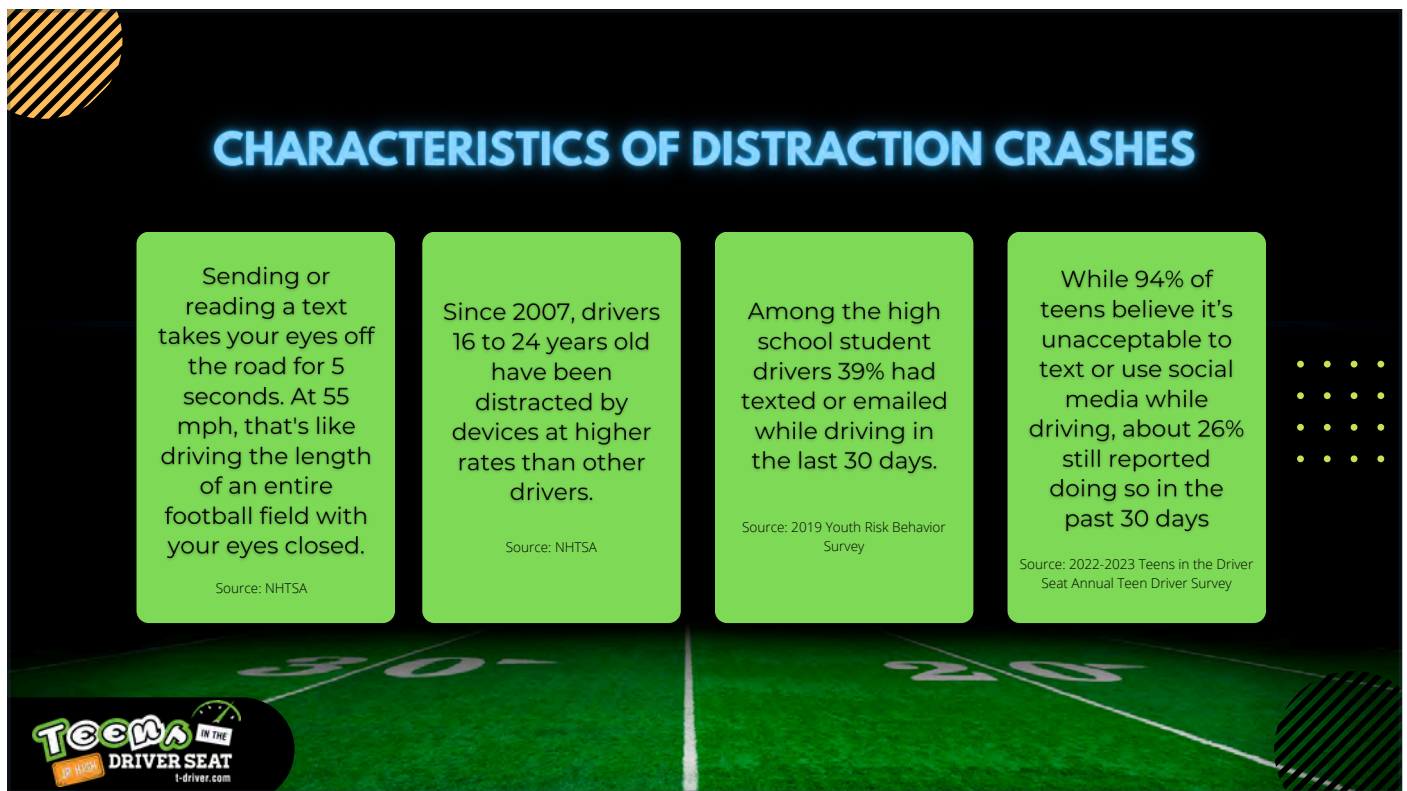
Distracted driving claimed the lives of over 3,500 people in 2021 across the nation (NHTSA).

We just talked about the three types of distractions.

Cell phones can cause all three of these and teens in particular are more likely to use their phone for texting or social media, which, if done while driving, increases their crash risk by 23x and is considered the most dangerous form of distracted driving because it involves all three types of distractions.

But, even using a cell phone in a hands-free way is still risky because it's a cognitive distraction, and increases the crash risk by 4x.

In addition, teens riding with other teen passengers is a form of distraction and puts them at a 5x higher risk of a crash. Research has shown that the crash risk increases as the number of teen passengers increase. This is why many states have GDLs about limiting the number of non-family members that a novice driver can have in the vehicle with them.



The average amount of time that a driver's eyes are off the road when texting is 5 seconds. When traveling at 55 mph, you travel the distance of a football field in that amount of time.

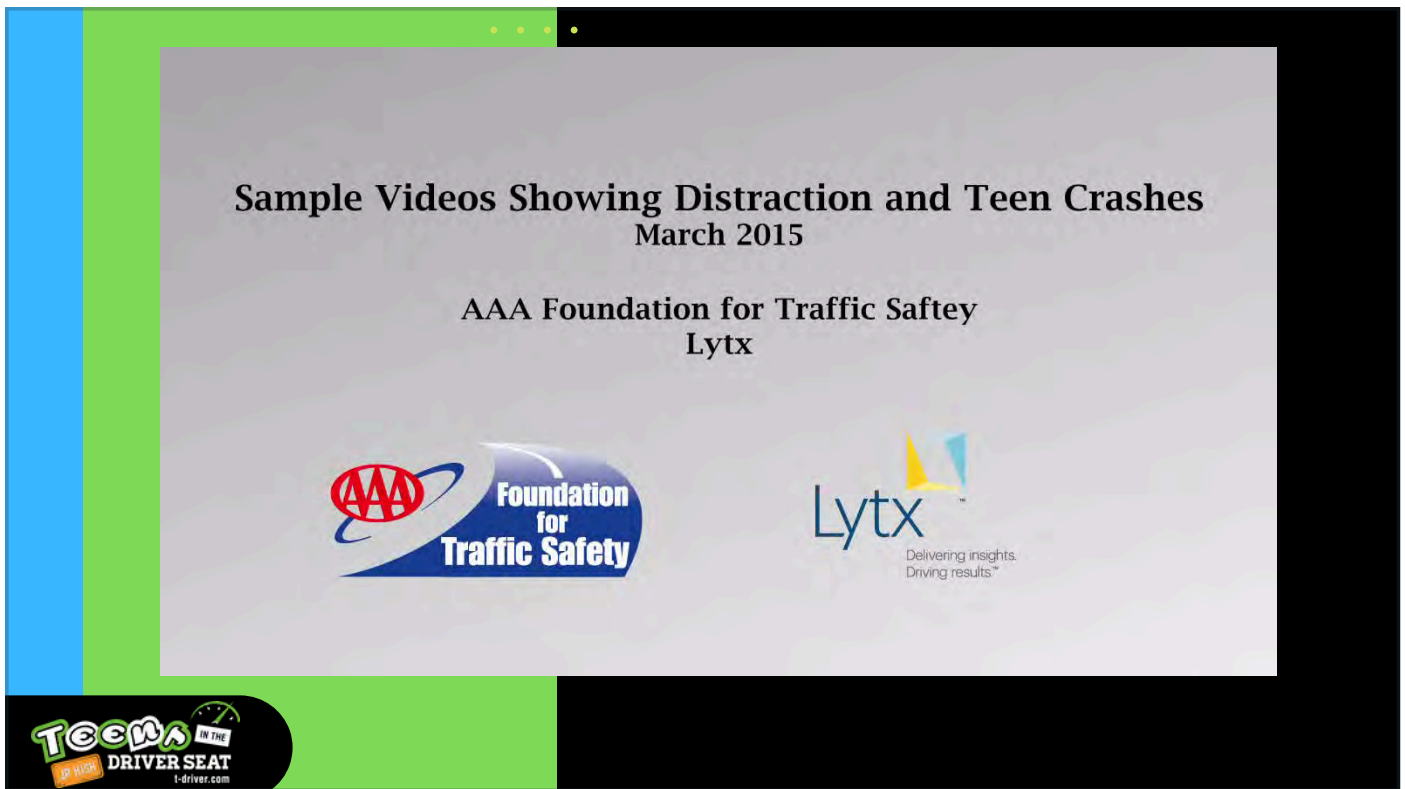
Since 2007, young drivers have had higher rates of distracted driving than other age groups.

According to a national Youth Risk Behavior Survey, 39% of high school student drivers admitted to having texted or emailed while driving within the last 30 days.

The Teens in the Driver Seat program conducts annual surveys of teen drivers to learn what their attitudes are toward certain driving behaviors, as well as how frequently they admit to doing certain driving behaviors.

While 94% of teens believe it is unacceptable to text or use social media while driving, about 26% of them reported having done so within the past 30 days.

Now we are going to watch a video that shows a research study from 2015 where teens were being recorded while driving (and they knew they were being recorded). You'll see lots of examples of distracted driving and some of the other risks like driving at night. Notice how long some of the drivers are looking down at their phone instead of at the road.



PLAY VIDEO

(the video can be found on Youtube, if needed)

https://youtu.be/pQZ1_ogEmWo?si=CLyGvu35UR3fBXSo

These could have ended much worse than they did, but it shows how quickly things can go south.

I mentioned earlier that 94% of teens surveyed believe it is unacceptable to text or use social media while driving, yet 26% admitted having done so in the prior 30 days.

Why do you think there might be a disconnect between a person believing something is dangerous, yet choosing to do it anyway?

Lifestyle and Behavior

Risk and protective factors have a cumulative effect on the development – or lack of development – of behavioral issues.

(Safe States Alliance, 2019)

RISK



Age or Driver Inexperience



Low Risk Perception




Texting while driving & Risky driving modeled by a parent or caregiver

Research has recognized that many behaviors that occur behind the wheel are linked to other variables. A person's lifestyle choices or uncontrollable circumstances can either increase or reduce their likelihood of driving distracted.

For example, young drivers or less experienced drivers are more at risk for getting in a distracted driving related crash.


Risk takers, or people with low risk perception, are also more likely to drive distracted.

A lot of what impacts a person's behavior occurs BEFORE they get behind the wheel. Parents and caregivers often model the behavior they deem acceptable in a vehicle therefore the child will emulate that in the future.




Show of hands...


I feel confident having conversations with my peers about traffic safety.




Not very



Somewhat

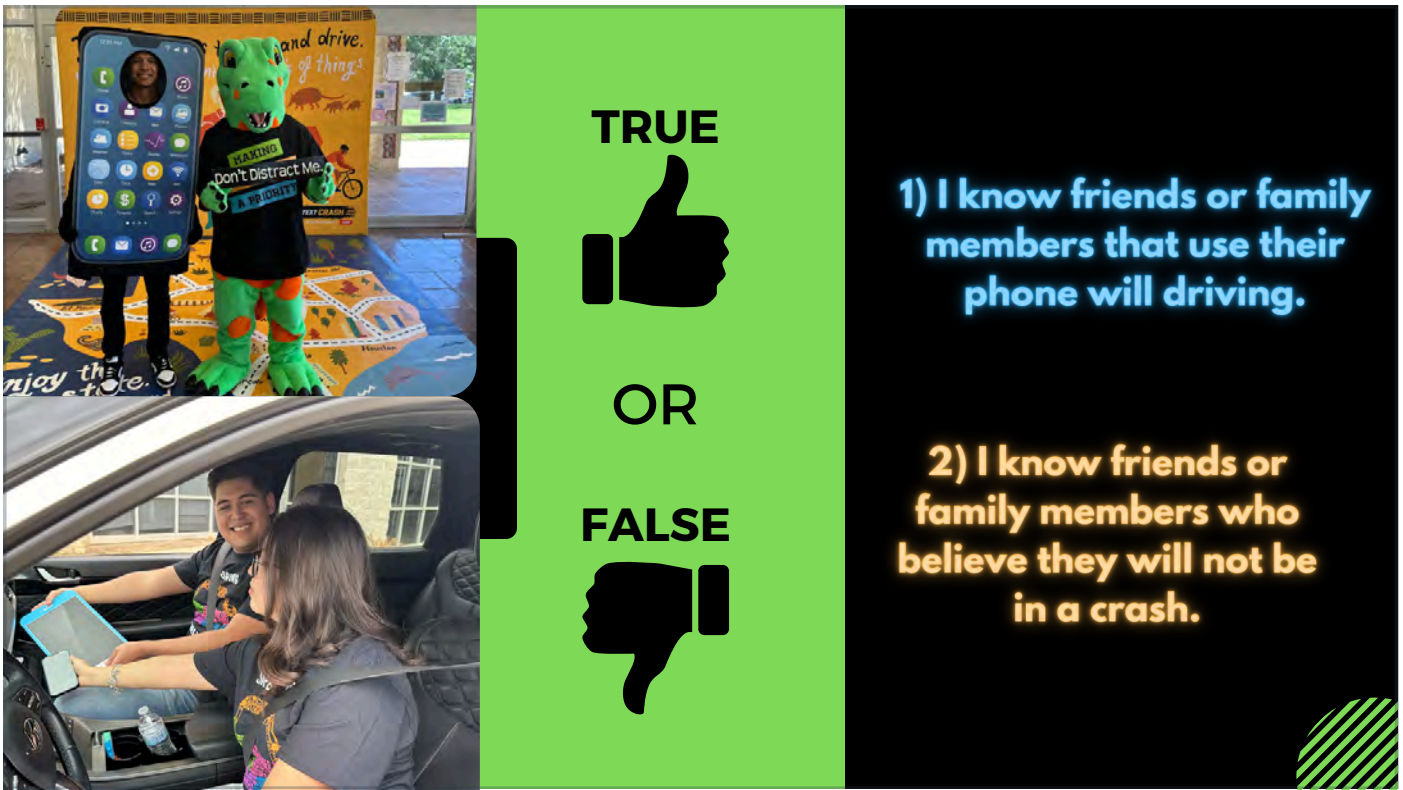


Very



This question should aim to help understand a student's general comfort with having these kinds of conversations and can help establish a baseline for general outreach activities moving forward.

While this lesson will not cover skills to develop confidence, please connect with your regional representative for leadership workshops that do go into this in more depth.



TRUE

OR

FALSE

1) I know friends or family members that use their phone while driving.

2) I know friends or family members who believe they will not be in a crash.

These questions help establish an understanding of what a student's social environment may include related to these types of behaviors. It is important to recognize that youth may be influenced by these types of dangerous behaviors, therefore, awareness of them can help to change them. If they have family members or friends who do this, how can we change it to create a safer community for everyone?

Feel free to adapt this however you see fit depending on class types and level of confidence in addressing these issues. Students may not feel comfortable answering these in a public setting.

After students answer this slide, you're going to transition to the lesson with passage and questions.

READING PASSAGE

Read the passage and
answer the questions

Once finished,
go back to the KWL and complete
the letter 'L' on what you
LEARNED
based on today's lesson.



LET'S WRAP UP!

Don't forget to:

- **Complete your KWL (both pages)**
- **Complete your reading passage questions**
- **Turn everything in**



As time allows, have students share their responses from the "Double Check" page -

- * what did they learn today?
- * what do they wish others knew about this topic?



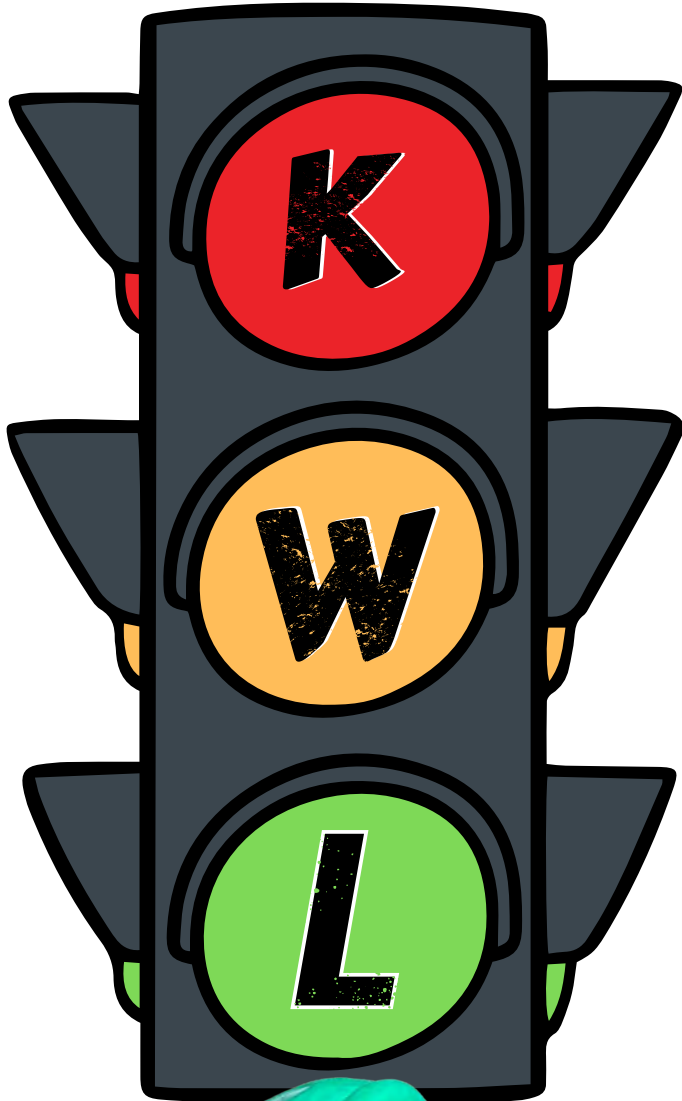
Handouts & Activities

6th - 8th Grade



LET'S TALK DISTRACTED DRIVING!

Directions:



What I KNOW!

What I WANT to know!

What I LEARNED!



Let's Talk Distracted Driving!

Today's
Objective:

Let's DOUBLE CHECK!



If you had to explain what you learned today in two sentences,
what would it be?

What is something you wish everybody knew about this topic?



Recall the Road Memory Challenge

Planning Time: 30-45 minutes	Event Time: 30 -45 minutes	Best Time to Conduct: During lunch periods, club meetings, in health or leadership classes, or as a stand-alone activity in any class on non-typical days (i.e. days before a holiday).
BRIEF DESCRIPTION OF EVENT- This activity will show the effect of distractions on your ability to pay attention and focus. Challenge participants to remember two sets of words before and after distractions are introduced. This is a quick and easy activity that requires minimal materials.		

Items Needed

- Download the **Recall the Road Memory Challenge Worksheet** (from the *Distractions Guided Outreach Unit page* at www.t-driver.com) or create your own lists of 15 random words (you will need 2 unique lists).
- Pen and paper for each student participating
- Timer (with audible alert, if possible)
- Some sort of distraction (music, noisemaker, or a volunteer to talk while second list of words is being read)
- Distraction focused tattoos/stickers and wrist bands found in in your resource kit to reward participants.

Steps

1. Explain to participants that they will need to listen closely to the words you recite and try to remember as many of them as they can.
2. Recite the first list of 15 words to students without distractions.
3. Set the timer and give students 30 seconds to write down as many of the words as they can remember.
4. Inform students you are going to read a second list of words and they again need to try to remember as many of them as they can.
5. Recite the second list of 15 words to students WITH distractions. This can be music playing, someone sounding a noisemaker, or other students talking in the background.
6. Set the timer and give students 30 seconds to write down as many of the words as they can remember.
7. Read back both lists to students to see how many words they were able to recall from each list.
8. Now, discuss with the students using the prompt questions from the **Recall the Road Memory Challenge Worksheet**.
9. Take photos during the activity and share, along with information on distracted driving, on your school's social media channels and/or website.
10. Submit an online activity form at t-driver.com to get credit for your efforts.

Don't Forget

The purpose of this activity is to see the affect distractions have on you while doing even simple tasks and to encourage you, your peers, and adults in your life to commit to not driving distracted and to speak up when you see it happening.

Make it GREAT

- Host this activity for other campus organizations and teams as a way to talk about traffic safety around campus.



RECALL THE ROAD MEMORY CHALLENGE

MEMORY CHALLENGE WORD LISTS

#1 - RECITE WITHOUT DISTRACTIONS

TRAFFIC	PEDESTRIAN	BICYCLE	CELL PHONE	UNICORN
PINEAPPLE	APPLIE	PUPPY	SPEEDING	DRIVER
CONE	PARROT	STOP SIGN	TREE	SEAT BELT

#2- RECITE WITH DISTRACTIONS

(such as music, a noisemaker, or a volunteer talking while the list is being recited)

PICKLE	HUG	CANDY	TEACHER	BANANA
SPEED	NIGHT	FOOTBALL	STUDENT	PASSENGER
TEXTING	HEAD LIGHTS	COFFEE	TRUCK	FLOWER



RECALL THE ROAD **MEMORY CHALLENGE**

GROUP DISCUSSION

- Compare the number of words recalled from the first list versus the second list.
- Why was it more difficult to recall the second list compared to the first list?
- What does it say about our ability to focus when distractions are present?
- How is this activity like talking on the phone while driving?
- Name some other ways drivers can be distracted.
- As a passenger in a car, would you speak up if the driver was driving distracted?
- What could you say to the driver to encourage them to not drive distracted?



Teaching Standards

6th - 8th Grade



Health Teacher/ELA Cross Curriculum Lessons

Our TDS Distracted and Impaired driving curriculum can be used as part of a thematic unit with other subject areas or could also be blended with your existing curriculum if it aligns with the same objectives. In addition, these resources and lessons can be effectively utilized as standalone lessons on non-typical days (i.e. days before a holiday, testing days, etc.).

Please select your state to identify related standards.

- [TEXAS](#)
- [GEORGIA](#)
- [NEBRASKA](#)
- [WASHINGTON](#)

Texas TEKS

The overarching TEKS covered in this project are:

Grade	Health TEKS	ELA TEKS
6 th Grade	<ul style="list-style-type: none"> • 115.26(B) -understanding risk and protective factors • 115.26 (b)(2)(C) -decision-making skills • 115.26 (3)(A) -communicating emotions in a variety of scenarios • 115.26 (3)(B) -healthy ways of responding to conflict • 115.26 (3)(C) -assess peer influence • 115.26 (3)(D) -communicating important issues • 115.26 (5)(A) -influences on emotions and decision making • 115.26 (15)(A) -dangers associated with impairment • 115.26 (16)(B) -legal consequences of impairment • 115.26 (17)(C) -getting help in unsafe situations due to impairment • 115.26 (18)(A) -peer influence regarding impairment • 115.26 (18)(B) -positive and negative relationships (impairment) • 115.26 (18)(C) -social influences of the impaired • 115.26 (18)(D) -impairment and unsafe situations 	<ul style="list-style-type: none"> • 110.22-2(b)(5)(A) - Reading Purpose • 110.22-2(b)(5)(B) - Generate Questions and Understanding • 110.22-2(b)(5)(C) - Make Predictions • 110.22-2(b)(5)(D) - Create Mental Images • 110.22-2(b)(5)(E) - Make Connections to Personal Experiences • 110.22-2(b)(5)(F) - Make Inferences • 110.22-2(b)(5)(G) - Evaluate Details • 110.22-2(b)(5)(H)- Synthesize Information • 110.22-2(b)(5)(I)- Monitor Comprehension • 110.22-8(A)- Knowledge of Literary Elements • 110.22-8(D)- Analyze Informational Text

7-8 th Grade	<ul style="list-style-type: none"> • 115.27 (a)(1) -responsible decision making • 115.27 (a)(2) -decision making, problem solving, • 115.27 (a)(3) -injury prevention and safety • 115.27 (a)(3)(B) -understanding risk and protective factors • 115.27 (a)(3)(D) -promote awareness of dangerous situations • 115.27 (a)(3)(E) -risk factors of impairment • 115.27 (b)(3)(B) -healthy techniques for managing stress • 115.27 (b)(11) -injury prevention • 115.27 (b)(16)(A) -analyze health consequences of addiction • 115.27 (b)(18)(A) -peer influence regarding impairment • 115.27 (b)(18)(C) -how impairment effects unsafe situation • 115.27 (b)(18)(D) -identify support systems 	<p>7th Grade</p> <ul style="list-style-type: none"> • 110.23-2(b)(8)(A) - Author's Purpose • 110.23-2(b)(8)(B) - Text Structure • 110.23-2(b)(8)(C) - Author's Use of Print & Graphic Organizers • 110.23-2(b)(8)(D) - Figurative Language • 110.23-2(b)(8)(E) - Literary Devices and Figurative Language • 110.23-2(b)(8)(F) - Mood & Voice • 110.23-2(b)(8)(G) - Rhetorical Devices • 110.23-2(b)(9)(A) - Literary Genres • 110.23-2(b)(9)(D) - Text Structural Elements <p>8th Grade</p> <ul style="list-style-type: none"> • 110.22-2(b)(8)(A) - Literary Genres • 110.22-2(b)(8)(D) - Text Structural Elements • 110.22-2(b)(8)(A) - Author's Purpose • 110.22-2(b)(8)(B) - Text Structure & Author's Purpose • 110.22-2(b)(8)(C) - Author's Use of Print & Graphic Features • 110.22-2(b)(8)(D) - Figurative Language • 110.22-2(b)(8)(E) - Literary Devices • 110.22-2(b)(8)(F) - Mood & Voice • 110.22-2(b)(8)(G) - Rhetorical Devices
Source:	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch115b.pdf	https://texreg.sos.state.tx.us/public/readtac\$xt.ViewTAC?tac_view=5&ti=19&pt=2&ch=110&ch=B&rl=Y

Georgia Standards of Excellence

The Standards of Excellence covered are:

Grade	Health	English Language Arts
Grade 6	<ul style="list-style-type: none"> • HE6.1. a – healthy behaviors and risk practices • HE6.1. c -impacts on personal health • HE6.1. d -injury prevention • HE6.1. f -practicing healthy behaviors • HE6.1. j -effects of drug and alcohol use • HE6.1. k -positive alternatives to using • HE6.1. m -effects of risky behaviors • HE6.2. c -peer influence on healthy behaviors • HE6.2. f -influence of technology on health • HE6.2. h -identify norms • HE6.2. i -compare healthy and unhealthy choices 	<ul style="list-style-type: none"> • ELAGSE6RI1 - Knowledge of Literary Elements • ELAGSE6RI3- Analyze Informational Text • ELAGSE6RL4 - Reading Purpose • ELAGSE6RI5: - Generate Questions and Understanding • ELAGSE6RI6 - Make Predictions & Author's POV • ELAGSE6RI7 - Create Mental Images & Personal Connections • ELAGSE6RI8: - Make Inferences & Evaluate Details

	<ul style="list-style-type: none"> • HE6.5. a – analyze influences • HE6.5. b – decision-making process • HE6.5. c -when to seek help • HE6.5. d -healthy alternatives • HE6.5. e -consequences of actions • HE6.5. f -healthy alternatives decisions • HE6.7. a -accept responsibility for behaviors • HE6.7.b -healthy behaviors to maintain health • HE6.7.c -model practices to reduce risk • HE6.8. b -support others in positive choices • HE6.8.c -advocate for healthy lifestyle 	<ul style="list-style-type: none"> • ELAGSE6RI10- Monitor Comprehension & Synthesize Information
Grade 7	<ul style="list-style-type: none"> • HE7.1. a -assess healthy behaviors • HE7.1.e -reduce or prevent risks • HE7.1.f -unhealthy behavior risks • HE7.2. l -choices influencing unhealthy behaviors • HE7.4. b -refusal skills to avoid health risks • HE7.5. a -identify healthy decision situations • HE7.5. b -collaborative decision-making • HE7.5. c -healthy/unhealthy alternatives • HE7.5. d -short term impact of actions • HE7.5. f -outcomes of decisions • HE7.7. a -personal health behaviors • HE7.7. b -healthy behavior improvements • HE7.7. c -avoid/reduce health risks • HE7.8. b -strategies for positive health choices 	<ul style="list-style-type: none"> • ELAGSE7RI1 – Textual Evidence & Analysis • ELAGSE7RI3- Analyze Informational Text & Influence of Ideas • ELAGSE7RI4 - Reading Purpose and Meaning of Words • ELAGSE7RI5: - Text Structures & Author's POV • ELAGSE7RI6 - Make Predictions & Author's POV • ELAGSE7RI7 - Create Mental Images & Personal Connections • ELAGSE7RI8: - Make Inferences & Evaluate Details • ELAGSE7RI10- Monitor Comprehension & Synthesize Information
Grade 8	<ul style="list-style-type: none"> • HE8.1. a -behaviors and personal health • HE8.1. e -reduce/prevent injuries • HE8.1. h -impact of injury due to unhealthy behaviors • HE8.1. j -reduce/prevent injuries • HE8.1. p -understand state laws regarding illegal substances • HE8.2. e -health risk behavior influences • HE8.4. b -refusal skills • HE8.5. a -identify health enhancing decisions • HE8.5. c -promote wellbeing • HE8.5. d -health-related scenarios • HE8.5. e -support healthy options • HE8.7. a -assume responsibility for health • HE8.7. b -improve health of self and others • HE8.7. c -reduce health risks to self and others 	<ul style="list-style-type: none"> • ELAGSE8RI1 – Textual Evidence & Analysis • ELAGSE8RI3- Analyze Informational Text & Connections of Ideas and Events • ELAGSE8RI4 - Reading Purpose and Meaning of Words • ELAGSE8RI5: - Text Structures & Author's POV • ELAGSE8RI6 - Make Predictions & Author's POV • ELAGSE8RI7 - Create Mental Images & Personal Connections • ELAGSE8RI8: - Make Inferences, claims & Evaluate Details • ELAGSE8RI10- Monitor Comprehension & Synthesize Information
Source	https://www.georgiastandards.org/Georgia-Standards/Documents/Health-Education-K-12-Georgia-Standards.pdf	https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx

Nebraska Standards

The Standards covered are:

Grade	Health	English Language Arts
Grade 6 - 8	<ul style="list-style-type: none"> • <u>Standard 1</u>: Students will use functional health information to support health and well-being of self and others. • <u>Standard 2</u>: Students will analyze influences that affect health and well-being of self and others. • <u>Standard 4</u>: Students will demonstrate the ability to use interpersonal communication skills to support health and well-being of self and others. • <u>Standard 5</u>: Students will demonstrate the ability to use a decision-making process to support health and well-being of self and others. • <u>Standard 7</u>: Students will demonstrate the ability to demonstrate practices and behaviors to support health and well-being of self and others. • <u>Standard 8</u>: Students will demonstrate the ability to advocate to promote health and well-being of self and others. 	<p>6th Grade</p> <ul style="list-style-type: none"> • LA.6.RI.1 - Knowledge of Literary Elements • LA.6.RI.2 - Analyze Informational Text • LA.6.RI.3 - Reading Purpose • LA.6.RI.4: - Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • LA.6.V.2 - Create Mental Images & Personal Connections, and Use of Figurative Language • LA.6.RI.8 R: - Make Inferences & Evaluate Details; Monitor Comprehension & Synthesize Information <p>7th Grade</p> <ul style="list-style-type: none"> • LA.7.RI.1 – Textual Evidence, Central Idea & Analysis • LA.7.RI.2 - Analyze Informational Text & Influence of Ideas and Supporting Details • LA.7.RI.3 - Reading Purpose and Meaning of Words • LA.7.RI.4: - Text Structures, Ideas & Author's POV • LA.7.RI.6 - Make Predictions, Arguments & Author's POV • LA.7.RI.7 - Create Mental Images & Personal Connections • LA.7.RI.8: - Make Inferences & Evaluate Details • LA.7.V.2 - Monitor Comprehension, Figurative Language & Synthesize Information <p>8th Grade</p> <ul style="list-style-type: none"> • LA.8.RI.1 – Textual Evidence, Central Ideas & Analysis • LA.8.RI.2 - Analyze Informational Text, Key Facts & Connections of Ideas and Events • LA.8.RI.3 - Reading Purpose, Author's Purpose and Meaning of Words

		<ul style="list-style-type: none"> • LA.8.RI.4: - Text Structures • LA.8.RI.6 - Make Predictions & Arguments • LA.8.RI.7 - Create Mental Images & Personal Connections • LA.8.RI.8: - Make Inferences, claims & Evaluate Details • LA.8.V.1 - Monitor Comprehension & Synthesize Information through Vocabulary
Source:	https://www.education.ne.gov/healthed/	https://www.education.ne.gov/ela/2020-21-nebraska-essential-instructional-content-for-ela/

Washington Standards

The Standards covered are:

Grade	Health	English Language Arts
Grade 6	<ul style="list-style-type: none"> • H1.Sa1.6 -guidelines related to traffic safety • H1.Su2.6 -short and long-term effects of impairment • H8.Su3.6 -benefits of abstaining from impairment 	<ul style="list-style-type: none"> • 28A.655.071.6.1- Textual Evidence and Inferences • 28A.655.071.6.2- Central Idea and Details/ Summarization. • 28A.655.071.6.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.6.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.6.10- Knowledge of Literary Elements & Analyze Informational Text.
Grade 7	<ul style="list-style-type: none"> • H7.Sa1.7 -promoting safety • H1.Su2.7 -short and long-term effects of impairment 	<ul style="list-style-type: none"> • 28A.655.071.7.1- Textual Evidence and Inferences • 28A.655.071.7.2- Central Idea and Details/ Summarization. • 28A.655.071.7.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.7.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.7.10- Knowledge of Literary Elements & Analyze Informational Text.
Grade 8	<ul style="list-style-type: none"> • H8.Sa1.8 -advocate for injury prevention • H2.Sa1.8 -safety and injury prevention • H1.Su2.8 -impairment affects on health 	<ul style="list-style-type: none"> • 28A.655.071.8.1- Textual Evidence and Inferences

	<ul style="list-style-type: none"> • H6.Su5.8 -short and long-term effects on personal goals 	<ul style="list-style-type: none"> • 28A.655.071.8.2- Central Idea and Details/ Summarization. • 28A.655.071.8.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.8.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.8.10- Knowledge of Literary Elements & Analyze Informational Text.
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