## Driver’s Education Curriculum Map

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<th>1st or 3rd Quarter</th>
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<tbody>
<tr>
<td>Enduring Understanding: The introduction module is intended to provide an explanation of the driver's education program content and expectations. The instructor should identify the basic elements of becoming a successful driver and provide an overview of the Utah driver's license and the license process.</td>
<td>Comprehension of Graduate License System Knowledge of Utah Driver License traffic laws Standards and objectives of driver education</td>
<td>▪ Control ▪ Responsibility ▪ Recognition ▪ Anticipation ▪ Compensation ▪ Courtesy</td>
<td>What are the Student Responsibilities, Class Schedule &amp; Syllabus Structure of Class, Administrative Requirements</td>
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<tr>
<td>Standards/Objectives: Explain the structure of the driver’s education program and their responsibilities for successful completion.</td>
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<td>Value of Taking a Driver Education Course</td>
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<tr>
<td>▪ List the basic driving fundamentals ▪ Identify the impact of decision making on driving records ▪ Define the Utah license classes and restrictions ▪ Outline the procedure for obtaining a license</td>
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<td>Importance of Good Decision Making</td>
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### Suggested Assessments and Learning Activities

Issue a personality indicator instrument so students can identify the type of driver they might be.

- Facilitate a discussion with the students on decision-making and gauge their understanding of how decisions impact their driving.

### Learning Extensions

- AAA foundation;
- Heavenly debate video
- Insurance institute for highway safety Young drivers, the high risk years
- Debate the importance of driver education
**Enduring Understanding:** This module provides basic education on the concept of the transportation system and explains the road markings that new drivers must be able to read and understand in order to apply this information to a driving situation. This module is intended to identify roadway communication tools that drivers must be able to comprehend and be responsive to.

**Knowledge and comprehension of roadway signs**
- Alternative courses of action when sharing the road
- Evaluate safe driving tips

**Concepts/Content Vocabulary:**
- Advisory speed limits, basic speed law, flashing signal, full stop, guide sign, international symbols, lane signal, minimum speed limit, pedestrian signal, regulatory sign, right of way, right-turn-on-red, roadway markings, rumble strips, school zones, warning sign, yield.

**Essential Questions:**
A. What is the Highway Transportation System (HTS)?
B. Highways and Their Design
   - Intersection with Streets and Roads
C. Federal & State Requirements
   - A. Stop and Yield Signs
   - B. Regulatory Signs
   - Action Required
   - Speed Limit Signs
   - Railroad Crossbucks
   - C. Warning Signs
   - Action Required
   - School Area Signs
   - Railroad Warning Signs
   - D. Guide Signs
   - Function of Guide Signs
   - Route Markers
   - Destination and Mileage Signs
   - Roadside Services Signs
   - Recreational Services Signs
   - International Signs in Use in the United States
   - E. Road Work Warnings
   - A. Motor Vehicle Signals
   - B. Pedestrian Signals
   - C. Traffic Officer’s Directions
   - D. Lane Use Lights
   - School Zones
   - Construction Zones

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**1st or 3rd Quarter**

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| Enduring Understanding:   | Knowledge and comprehension of roadway signs | Advisory speed limits, basic speed law, flashing signal, full stop, guide sign, international symbols, lane signal, minimum speed limit, pedestrian signal, regulatory sign, right of way, right-turn-on-red, roadway markings, rumble strips, school zones, warning sign, yield. | A. What is the Highway Transportation System (HTS)?
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   - School Zones
   - Construction Zones |

**Suggested Assessments and Learning Activities**

Issue a pre-test about signs, signals, and road markings at the beginning of this module then issue a post-test at the end of this module.

**Learning Extensions**

- Safety, signs, signals and markings. Video
- Paint on the pavement
- Signs and signal
**Core Standards/Objectives**
**Enduring Understanding**
This module provides an orientation of the basic vehicle components and the control systems drivers must be familiar with in order to control a vehicle. The subject matter is intended to educate new drivers about the importance of understanding and effectively using vehicle components and to build routine habits necessary to being a safe driver.

**1st or 3rd Quarter**

### Standards/Objectives:
- Upon completion of this module, the student should be able to:
  - Locate and label basic vehicle components
  - Explain the importance of communication devices and its affect on driving
  - Create pre-driving procedure checklist
  - Define the two types of transmissions

### Essential Questions:
- What is a:
  - A. Automatic Transmission
  - B. Manual Transmission

### Skills:
- Describe four devices that help make you comfortable in a car.
- List 6 devices that enable you to control a car and explain what each does.
- Identify 7 devices that provide information about your car.
- Identify at least 5 aids to visibility
- Describe four features that are designed to protect you and your passengers from injury
- Name 3 antitheft devices
- Describe 6 checks you should make before entering your car

### Concepts/Content Vocabulary:
- Alternator warning light, Antilock braking system ABS
- Back up lights
- Blind spot area
- Clutch pedal
- Cruise control
- Downshifting
- Friction point
- Hazard lights
- Ignition switch
- Odometer
- Shift indicator
- Target

### Alternator
- Warning light
- Antilock braking system
- ABS
- Back up lights
- Blind spot area
- Clutch pedal
- Cruise control
- Downshifting
- Friction point
- Hazard lights
- Ignition switch
- Odometer
- Shift indicator
- Target

### What is a:
- A. Automatic Transmission
- B. Manual Transmission

### Ignition Switch
- Selector Lever for Automatic Transmission
- Gearshift for Manual Transmission
- Clutch Pedal for Manual Transmission
- Steering Wheel
- Accelerator (Gas Pedal)
- Cruise Control
- Brake Pedal
- Parking Brake
- B. Comfort Devices
- Seat-Position Controls
- Air Conditioner and Heater
- Rearview and Side-View Mirrors
- B. Restraint Systems
- Safety Belts
- Air Bags
- Head Restraints
- Door Locks
- Structural Features
- C. Anti-Theft Devices
- Ignition Buzzer
- Locks
- Alarms and Other Antitheft Devices
- 4. Instruments & Controls
- Speedometer and Odometer
- Fuel Gauge
- Alternator Gauge or Warning Light
- Temperature Gauge or Warning Light
- Oil-Pressure Gauge or Warning Light
- Brake Warning Light (ABS)
- Check Engine Light
- Other Dashboard Lights
- 5. Communication Devices
- Taillights
- Directional (Turn) Signals
- Emergency Flashers (Hazard Lights)
- Parking Lights
- Horn
- 6. Pre-Driving Procedure A. External Checks
- View the Surrounding Area
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<th>Suggested Assessments and Learning Activities</th>
<th>Learning Extensions</th>
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<tr>
<td>Have each student create a pre-driving checklist.</td>
<td>Interactive driving systems</td>
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<tr>
<td>Have each student complete a vehicle survey of the components of the vehicle they will drive the most.</td>
<td>Reference points</td>
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<td>Targeting</td>
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<td>Car tours</td>
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<td></td>
<td>Auto control monster</td>
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<td>1st or 3rd Quarter</td>
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<td><strong>Enduring Understanding:</strong> This module introduces students to three systems that will help them organize their driving skills. When mastered, the IPDE process—used with the Smith System and the Zone Control System—enables drivers to enjoy low-risk and low-stress driving.</td>
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</table>

### Standards/Objectives:
- Describes the IPDE process, an organized system for safe driving. Students will be introduced to the Smith System and Zone Control System and how they are used to enhance the IPDE process. They will learn how to identify and analyze situations, predict possible outcomes, and make wise decisions for executing safe actions. Students also will learn how to search zones effectively.

### Suggested Assessments and Learning Activities
- This activity will help students understand the importance of knowing where to look and what to look for. Before students arrive, place any two objects on your desk in clear view of the class. Do not call attention to the objects. After five minutes, block the students' views of the objects. Ask students to write the names of the objects that are on the desk. Select a student to walk from the back of the room to a marker in the front of the classroom. Ask the class to call out how many seconds they think it will take the student to reach the marker. When the student begins to walk, count 1001, 1002, 1003, etc. Until the student reaches the marker.

### Learning Extensions
- AAA, using your eyes effectively video<br>Managing space and time for safe driving<br>Interactive, Mottola’s zone control for awareness<br>Targeting Safety, defensive driving video
## Core Standards/Objectives

**Enduring Understanding:** This module teaches students that in addition to employing safe driving habits, it is also important to understand how natural laws affect driving and how to counteract the result of natural laws. This module begins the development of advanced driving skills needed to navigate certain driving situations.

**Standards/Objectives:** Upon completion of this module, the students should be able to:
- Define natural laws and explain their impact on driving and a driver
- List the types of skids and the suggested solutions for controlling or regaining control of the vehicle
- Identify the stopping distance needed in various driving situations
- Explain how speed control and knowledge of natural laws can help avoid a collision
- Provide examples of the impact of collisions
- Provide examples of the impact of collisions

## Skills

Students learn about:
- Gravity, energy of motion, friction, traction, the parts of total stopping distance, and how to estimate stopping distance at different speeds.
- The force of impact in a collision and the benefits of restraint devices are discussed.

## Concepts/Content Vocabulary

- Active restraint device
- Blowouts
- Braking distance
- Center of gravity
- Energy of motion
- Force of impact
- Perception distance
- Reaction distance
- Total stopping distance
- Tread

## Essential Questions

1. Natural Laws and the Movement of Vehicles
   - What Are Natural Laws?
2. Steering and Braking
   - A. Factors and Natural Laws Affecting Steering
   - B. Natural Laws Affecting Steering Around a Curve
   - C. How Gravity and the Contour of the Road Affect Steering
   - D. How Natural Laws Influence Braking Distance
3. What Can Make A Vehicle Skid?
4. Impact and Restraint Systems
5. ABS and How they differ from other braking systems
6. Gravity and Energy of Motion
7. Friction and Traction
8. Stopping Distances

## Suggested Assessments and Learning Activities

Have students complete a post-test that contains driving scenarios learned in this module and have them provide the answer based on applying what they learned in this module. It should include:
- Scenarios about stopping distance
- Scenarios about steering in different skid situations and how to regain control
- List examples of natural law

## Learning Extensions

- The control factor
- Buckle up
- Targeting
- Auto control monster
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<td><strong>Enduring Understanding</strong></td>
<td>Basic maneuvers needed for steering, changing lanes, making turns, executing turnabouts, and parking in various situations</td>
<td>Angle parking, Hand-over-hand parking, Parallel parking, Perpendicular parking, Personal reference point, Push-pull steering, Standard reference points, Turnabout</td>
<td>How do you: Starting, Moving &amp; Stopping, Steering, Use of Mirrors, Use of Headlights, Signaling, Turning Procedures, Executing a Left Turn, Backing up, Executing a Reverse in Direction, Parking the Vehicle, Changing Lanes, Passing, Acceleration and Braking</td>
</tr>
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</table>

**Standards/Objectives:**
- Upon completion of this module, the student should be able to:
  - Identify the initial steps a driver always takes as they prepare to drive.
  - Demonstrate effective methods of holding a steering wheel, turning the steering wheel, and steering in reverse.
  - Describe how to use the various mirrors while driving and how they assist in navigation.
  - List the steps drivers must follow when preparing to turn or change lanes.
  - Explain how to control your vehicle using acceleration, deceleration and braking.

**Suggested Assessments and Learning Activities**
Issue a pre-test and a post-test that addresses the key components of basic driving skills.

**Learning Extensions**
- Backing and Parking
- Precision Turns
- Reference points
- Parking Safely
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<td><strong>Enduring Understanding:</strong> This module is intended to teach students about the rules of the road and the proper observation of these rules. Searching intersections, controlled and uncontrolled. Determining right of way and judging gaps</td>
<td>Skills needed to search and negotiate intersections safely Describe proper searching techniques and judgments involving time, space, and distance related to intersections and railroad crossings Students also will learn about yielding the right of way and judging gaps</td>
<td>Controlled intersections Controlled railroad crossing Cross buck Delayed green light Point-of-no-return Protected left turn</td>
<td>Explain how to search an intersection after it has been identified Tell when you are at the point of no return Describe what you should do when you have a closed front zone at an intersection Explain how to approach a controlled intersection Tell how to move from a stop sign when your view is blocked Define the right of way Describe situations in which you, the driver, must yield right of way Describe the proper procedures for crossing uncontrolled railroad tracks</td>
</tr>
</tbody>
</table>

**Standards/Objectives:**
- Upon completion of this module, the students should be able to:
  - Identify the different types of speed limits and how they relate to the basic speed laws
  - Explain what rotaries and roundabouts are and describe how to drive in single lane rotaries, multiple lane rotaries and roundabouts and how to pass in these situations
  - Define right of way and the right of way rules for all users of the road including vehicles, pedestrians, motorcyclists and bicyclists
  - Provide examples of how to judge time and distance and how this relates to negotiating intersections and passing

**Suggested Assessments and Learning Activities**
- Provide diagrams about intersections, roundabouts, rotaries and right of way scenarios and have the students label them appropriately depending on the road situation.
- Test student’s memory of the different types of speed limits and related speed laws.
- Provide a multiple-choice test about negotiating intersections

**Learning Extensions**
- Dangerous crossings video
- Driving tips to avoid accidents
- Motto’s zone control
- Precision turns
- Searching intersections
- Operation lifesavers it’s your choice
### Core Standards/Objectives

**Enduring Understanding:** This module educates students about sharing the road with users other than vehicles such as pedestrians, bicyclists, and motorcyclists. The intention is to provide information about safe ways to share the road and drive with other roadway users as well as unexpected changes.

**Standards/Objectives:**
- Identify the other users of the road and explain how to interact safely
- Explain the unique situations encountered with commercial vehicles and how to drive through them safely
- Recognize the different school bus and 7D vehicle signals and explain how a driver must react to those signals

### Skills

Emphasize the driver’s responsibility for protecting motorcyclists, bicyclists, drivers of other small vehicles, and pedestrians. Students will learn how the actions of cyclists, pedestrians, and large trucks can affect the driver.

### Concepts/Content Vocabulary

- Moped
- Motor scooter
- No-zone
- Protective equipment
- Recreational vehicle
- Tractor trailer
- Tractor-semitrailer

### Essential Questions

- Tell why you have the responsibility for protecting motorcyclists
- Describe situations where you should look for motorcyclists
- Explain the difference in acceleration and braking abilities between motorcyclists and vehicles
- Describe the protective equipment motorcyclists should wear
- Tell how you can help protect bicyclists from conflicts
- Explain why you should use extra caution and care to protect pedestrians
- Define no-zone around large trucks

### Suggested Assessments and Learning Activities

- Have students take a pre-test and post-test regarding important aspects of sharing the road and the responsibilities of pedestrians, motorcyclists, bicyclists, and drivers.
- Quiz students on the appropriate driver responses to school buses, 7D vehicles, and emergency vehicles.

### Learning Extensions

- The new children in traffic video
- Driving in the real world
- Sharing the road
- Bicycle safety
- Helmet laws
- Motorcycling
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<td>Enduring Understanding: This module alerts students to different driving environments and is intended to teach them how to navigate various challenges like changing lanes, driving in urban versus rural areas, driving on hills, mountains and highways, and exiting and entering.</td>
<td>Introduce students to urban driving situations by providing techniques and procedures for safe driving. Students learn how to use a 3-second following distance and how to cover the brake in tight driving situations. Interaction with other road users such as pedestrians and tailgating drivers is addressed.</td>
<td>Cover the brake. Overtake. Ride the brake. Tailgate.</td>
<td>Name two factors that can make driving difficult in the city traffic. Describe how to use the IPDE process for city driving. Describe how to use the 3 second following distance rule. Describe how you can safely manage a tailgater. Describe how far ahead you should look in city traffic. Tell how to cover the brake.</td>
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<td></td>
<td>Have students take a pre-test and post-test about the various skills they must gain for different driving situations.</td>
<td>AAA traffic safety managing space and time for safe driving. Approaching curves. Following time and space. Mottol:s zone control for awareness. Using slides, photographs, or videos of traffic scenes will be helpful.</td>
</tr>
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</table>
### Core Standards/Objectives

**Enduring Understanding:** This module alerts students to different driving environments and is intended to teach them how to navigate various challenges like changing lanes, driving in urban versus rural areas, driving on hills, mountains and highways, and exiting and entering.

Standards/Objectives:
- Upon completion of this module, the students should be able to:
  - Describe how to manage visibility, time and space in rural areas
  - List the steps to follow when changing lanes
  - Explain how to behave when being passed and what to do when passing and being passed.

### 2nd or 4th Quarter

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<td><strong>Enduring Understanding</strong></td>
<td>Learn to drive on two-lane multilane rural roads</td>
<td>Advisory speed sign</td>
<td>Explain how to pass a slow-moving vehicle</td>
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<td></td>
<td>It also describes characteristics of rural traffic, basic skills used in rural areas, passing and being passed, situations peculiar to rural roadways, and special driving environments</td>
<td>Median</td>
<td>Explain the steps to take to deal with animals on or along the roadway</td>
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<td>Slow-moving vehicle</td>
<td>Pull-out area</td>
<td>Describe special safety precautions for mountain driving</td>
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<td>Switchbacks</td>
<td>Runaway vehicle ramp</td>
<td>Describe special safety precautions for desert driving</td>
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<td>Explain how the IPDE process should be used in rural driving</td>
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</table>

### Suggested Assessments and Learning Strategies

- Have students take a pre-test and post-test about the various skills they must gain for different driving situations

### Learning Extensions

- Approaching curves
- Searching intersections
- Mountain driving
- Rural highway hazards
### Core Standards/Objectives

**Enduring Understanding**

This module alerts students to different driving environments and is intended to teach them how to navigate various challenges like changing lanes, driving on expressways and highways, and exiting and entering.

**Standards/Objectives:**

- Upon completion of this module, the students should be able to:
  - Describe how to manage visibility, time and space on expressways and highway driving
  - List the steps to follow when changing lanes
  - Explain how to behave when being passed and what to do when passing and being passed.
  - Identify the special situations drivers face when driving on a highway and how to enter and exit a highway

### Skills

- Steps for entering, driving on, and exiting expressways.
- Students will also learn about special problems encountered on expressways.
- Strategies for driving on expressways.

### Concepts/Content Vocabulary

- Acceleration lane
- Common speed
- Controlled-access highway
- Deceleration lane
- Entrance ramp
- Exit ramp
- Highway hypnosis
- Merging area
- Velocitation
- Wolf pack

### Essential Questions

- List five reasons why expressways have lower collision rates than other highways.
- Describe four different types of expressway interchanges.
- Explain how to enter an expressway properly.
- Tell what actions to take when you are being tailgated.
- Describe three actions that should be automatic when you are changing lanes on an expressway.
- List steps for exiting an expressway.
- List three key factors that contribute to safe driving on expressways.

### Suggested Assessments and Learning Strategies

- Have students take a pre-test and post-test about the various skills they must gain for different driving situations on the expressway.

### Learning Extensions

- AAA freeway driving
- Safety industries freeway driving
- Driving in traffic expressway hazards
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<td><strong>Enduring Understanding</strong></td>
<td>Techniques and suggestions for driving in a wide variety of adverse conditions</td>
<td><strong>Controlled braking</strong>&lt;br&gt;<strong>Fishtail</strong>&lt;br&gt;<strong>Hydroplaning</strong>&lt;br&gt;<strong>Overdriving headlights</strong>&lt;br&gt;<strong>Rocking a vehicle</strong>&lt;br&gt;<strong>Skid</strong></td>
<td>Explain what you can do to help others see you at dawn and dusk. Describe the special techniques you can use for night driving. Explain the procedure to use at night when an oncoming driver fails to use low-beam headlights. Describe what happens to traction during rain and snow. List the steps you can take to avoid hydroplaning. Describe how to correct a rear-wheel skid. Tell how to use the controlled-braking technique. Explain how to control your vehicle in windy conditions. List precautions for driving in extremely hot or cold weather.</td>
</tr>
<tr>
<td><strong>Standards/Objectives:</strong></td>
<td><strong>Students will find out about problems related to bad weather.</strong>&lt;br&gt;They will learn steps to use when driving at night and under other conditions of reduced visibility. They will learn how to deal with reduced traction and how to take steps to correct various types of skids. Other exceptional weather condition, especially winter driving conditions are described.</td>
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<td><strong>Upon completion of this module, the students should be able to:</strong></td>
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<td>▪ Identify five conditions that affect driving.</td>
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<td>▪ Describe how to drive safely when light is low and when there is glare from the sun.</td>
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<tr>
<td>▪ List the steps you should follow to manage visibility, time, and space in rain and snow.</td>
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<td>▪ Explain how to anticipate and prevent skids and hydroplaning.</td>
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| **Suggested Assessments and Learning Strategies** |  |
| □ Have students complete a pre-test and post-test about all weather conditions. |  |
| □ Have students list safe driving strategies for driving in sun glare, wind, fog, rain and snow. |  |

<p>| <strong>Learning Extensions</strong> |  |
| AAA Driving in bad weather |  |
| Night driving |  |
| Ready set winter |  |
| Get a grip |  |
| Low visibility |  |
| Driving under adverse conditions |  |
| Night vision |  |</p>
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<tr>
<td><strong>Enduring Understanding</strong></td>
<td>This module is intended to teach new drivers about common vehicle malfunctions and roadway hazards. It is also intended to demonstrate how a safe driver, using good decision making skills, handles each situation along with the steps they should follow if ever in a vehicle accident.</td>
<td>Emergencies caused by vehicle malfunction and driver error</td>
<td>Blowout</td>
<td>List actions to take if a tire blowout</td>
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<td>Learn how to handle emergencies and what actions to take after a collision</td>
<td>Brake fade</td>
<td>List the proper steps to follow if the brakes fail</td>
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<td>Counter steer</td>
<td>Explain what to do in case of steering failure</td>
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<td>Jack</td>
<td>Describe how to return to the roadway if your vehicle runs off the roadway</td>
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<td>Lug nuts</td>
<td>Tell how to escape from a vehicle that is sinking in water</td>
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<td>Explain how to avoid or minimize head-on, side impact, and rear-end collisions</td>
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<td>List the immediate steps to take if a collision occurs</td>
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</table>

**Suggested Assessments and Learning Strategies**

Have students change a tire.
Drive the skid car
Check all fluids

**Learning Extensions**

Traffic safety, on the scene: A guide to bystander car at a roadside emergency
Auto accident; What to do afterward
Emergency situations
<table>
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<tr>
<th>Core Standards/Objectives</th>
<th>Skills</th>
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<tbody>
<tr>
<td><strong>Enduring Understanding</strong></td>
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<td><strong>Essential Questions</strong></td>
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<tr>
<td>Enduring Understanding: This module alerts new drivers that their personal mental and physical condition impacts their driving skills. The intent is to describe how changes in emotions and physical conditions can affect driving skills and may cause them to drive unsafely.</td>
<td>How emotions affect driving. It also focuses on the physical abilities needed for safe driving and how physical limitations can affect driving. Driving requires students to focus all their mental and physical abilities in order to manage the risks involved. Students must make special efforts to control the effects their emotions have on their driving abilities.</td>
<td>Carbon monoxide, color-blindness, depth perception, emotion, night blindness, tunnel vision, visual acuity.</td>
<td>Tell how anger can affect your ability to drive. Explain how passengers can help a driver. Describe the influence emotions have on your willingness to accept risk. Define the parts of your field of vision. Explain how your senses help you drive. Tell what you can do to combat fatigue. Describe what drivers who have permanent disabilities can do to compensate.</td>
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<tr>
<td>Standards/Objectives: Upon completion of this module, the students should be able to:</td>
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<tr>
<td>▪ List the ways emotions affect your driving.</td>
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<td>▪ Explain the relationship between vision and ability to drive.</td>
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<td>▪ Describe how fatigue, long term and short term illnesses affect your driving skills.</td>
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<td>▪ Identify four driving distractions and how they affect your driving ability.</td>
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<td>Provide 10 scenarios related to Mental and Physical conditions effecting driving and have students create the solution to address the problem. The problem could be making a decision to drive or not and what to do if it were to occur while he/she was driving.</td>
<td>AAA traffic safety Preventing road rage. National safety; Road rage. How you can protect yourself. Safety industries; Physical and mental conditions.</td>
</tr>
</tbody>
</table>
### Core Standards/Objectives

#### Enduring Understanding

Enduring Understanding: This module is intended to teach students about the physical and mental affects alcohol and drugs have on driving skills. It is intended to educate them about the science of reduced coordination, reaction time, vision, and decision-making due to substances in the body. This should be used as an opportunity to educate new drivers about the proven scientific research regarding the affects of alcohol, medicines and other drugs on driving skills.

#### Standards/Objectives:

Upon completion of this module, the students should be able to:
- Describe the physical effects of alcohol and drugs
- Explain the impact of alcohol and drugs on driving skills
- Identify the myths and facts of alcohol and drugs
- List the individual’s responsibilities regarding drinking

### Skills

- Effects of alcohol and other drugs on driver performance
- Laws governing the use of alcohol are described
- Students also learn about how peer pressure might affect their decisions about drinking and driving

### Concepts/Content Vocabulary

- Blood-alcohol concentration
- BAC
- Depressant
- Designated driver
- DUI
- DWI
- Implied-consent law
- Inhibitions
- Zero-tolerance law

### Essential Questions

- Explain how alcohol affects mental and physical abilities needed for driving
- Define blood-alcohol concentration
- Explain factors that affect blood-alcohol concentration
- List five myths and truths about the use of alcohol
- Explain how depressants, stimulants, and hallucinogenic drugs can affect a driver
- Explain what is meant by the implied-consent law
- Describe zero-tolerance levels of intoxication, and tell how these levels can be measured
- Explain what a driver should do when stopped by a police officer
- List five steps involved in making a responsible decision

### 2nd or 4th Quarter

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<td>□ Have students complete an effects of alcohol and drugs pre-test and then a post-test.</td>
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<tr>
<td>□ Have students read about recent alcohol related accidents and have them identify which elements of safe driving may have failed and thus caused the accident.</td>
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<td>Use the fatal vision simulator goggles</td>
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<td>AAA traffic safety; just another Saturday night</td>
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<tr>
<td>AIMS; Saying no to drinking drivers</td>
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<tr>
<td>Insurance institute; sober thoughts on drinking and driving</td>
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<tr>
<td>National commission; Drunk driving your choice?</td>
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<tr>
<td>Safety industries; drunk driving, the party’s over</td>
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**Enduring Understanding:**
- **Enduring Understanding:** Know the costs of owning and driving a vehicle. Discuss how the costs would vary among vehicles. Expenses can be much higher than students expect.

**Standards/Objectives:**
- Buying a Vehicle. Insuring a Vehicle. Environmental concerns

**Suggested Assessments and Learning Strategies**
- Have students find the cost of their dream car and how much it will be for insurance on it.
- Have students find the cost of the car that they will be driving.

**Learning Extensions**
- Safety industries; Buying and Insuring a car.
- Content overheads.
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<td><strong>Standards/Objectives:</strong></td>
<td><strong>Buying a Vehicle. Insuring a Vehicle. Environmental concerns</strong></td>
<td>Financial and legal responsibilities of vehicle ownership Factors to consider when buying a vehicle and learn how to check out a used vehicle How insurance works, types of insurance, and factors that affect the cost of insurance Environmental effects of vehicle use also are included</td>
<td>List the responsibilities of owning or leasing a vehicle List the various costs associated with owning and operating a vehicle Explain how to select a used vehicle Describe the options and steps in buying a vehicle Explain what financial responsibility laws require Explain how auto insurance works What kinds of auto insurance cover Factors that affect the cost of insurance Identify ways individuals can reduce the effects of vehicles on the environment</td>
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<td><strong>Learning Extensions</strong></td>
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<td><strong>Enduring Understanding:</strong> This module explains problems and solutions of short- and long-range travel. Students find out what knowledge and skills are needed to plan and execute driving trips. The will learn the basics of map reading, how to plan and pack for a trip, and how to operate recreational vehicles, including pulling a trailer.</td>
<td>Long-distance travel, Local travel, Special Vehicles</td>
<td>Safety Chain, Legend, Navigating, Route markers</td>
<td>State two questions you should ask yourself before making a short trip. Name three things you can do to simplify a short trip. Demonstrate three ways you can use a road map to find the distance between two cities. Describe how to prepare for a long-distance trip. Tell what techniques you can use to stay alert while driving. Explain some special steps you need to take when pulling a trailer. Tell how to back a trailer.</td>
</tr>
<tr>
<td><strong>Standards/Objectives:</strong> Upon completion of this module, the student should be able to: Understand and read maps. Identify Plan for long and short trips. Describe Special equipment and vehicle loads. List the steps to backing and pulling a trailer.</td>
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### Suggested Assessments and Learning Strategies
Use a GPS, Google map or vehicle’s navigation system to plan a trip.

### Learning Extensions

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