

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Driver Education Theory

Grade Level:

Date of Board Approval: _____ 2018 _____

Planned Instruction

Title of Planned Instruction: Driver Education

Subject Area: Driver Education Theory Grade(s): 10

Course Description:

This course will help prepare the student for the legal aspects and responsibilities for driving in Pennsylvania. The class will cover obtaining of a license and the legal and financial accountability associated with driving privileges. The student will have knowledge of the vehicle for basic operation and understand the concepts necessary to safely maneuver the vehicle forwards and backwards. The student will have the information necessary to respond properly to emergency situations. The student will learn about the Pennsylvania Vehicle Code and understand the consequences associated with Vehicle Code violations. The student will learn to visually analyze driving scenes and use defensive driving principles to construct theoretical responses to traffic situations. Upon completion of this course students will be able to thoroughly assess the Highway Transportation System in our area. The students will also discuss drinking, driving, and drugs and the consequences and impact of mixing these choices in the future.

Time/Credit for the Course: 45 days

Curriculum Writing Committee: Sean Giblin

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Curriculum Map

- 1. Marking Period One -Overview with time range in days:**
 - Unit 1: Introduction to Novice Driver Responsibilities and the Licensing System (3 Days)**
 - Unit 2: Getting Acquainted with the Vehicle (3 Days)**
 - Unit 3: Understanding Vehicle Control: Starting, Steering, and Stopping (3 Days)**
 - Unit 4: Traffic Control Devices and Laws (3 Days)**
 - Unit 5: Vision and Space Management (4 Days)**
 - Unit 6: Basic Maneuvers in a Low-Risk (4 Days)**
 - Unit 7: Risk Reducing Strategies for Different Driving Environments (5 Days)**
 - Unit 8: Sharing the Road with Other Users (3 Days)**
 - Unit 9: The Effects of Distractions on Driving (3 Days)**
 - Unit 10: Adverse Driving Conditions and Emergencies (4 Days)**
 - Unit 11: Impaired Driving (3 Days)**
 - Unit 12: The Effects of Fatigue and Emotions on Driving (3 Days)**
 - Unit 13: Travel Planning, Loading, Towing and Driving Special Vehicles (2 Days)**
 - Unit 14: Tire Safety (2 Days)**

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UNIT: Introduction to Novice Driver Responsibilities and the Licensing System

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- What are the Pennsylvania Department of Transportation licensing procedures?
- How are risk management strategies related to successful driving behaviors?

Concepts:

- Knowledge of the licensing process is essential for acquiring driving privileges in Pennsylvania.
- Knowledge of the appropriate application of risk prevention, acceptance, avoidance, reduction, and protection strategies.

Competencies:

- Students will explain the licensing process.
- Students will identify risk factors in various driving situations.
- Students will apply risk management strategies in theoretical driving situations.

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Curriculum Plan

Unit: Introduction to Novice Driver Responsibilities and the Licensing System

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.B, 14.1.CE.C, 14.4.CE.A, 14.4.CE.G, 16.3.12.A

Anchor(s):

R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

Overview:

Unit 1 is designed to introduce the student to the structure, goals, policies and procedures of Delaware Valley's driver education program. The students and will also learn about their state's licensing system requirements. The responsibilities of collision-free and violation-free driving will also be introduced.

Focus Question(s):

- What are the Pennsylvania traffic laws and licensing procedures?

Goals:

- Students will secure a PA Junior Learner's Permit

Objectives:

- Students will understand the process for obtaining a PA Junior Learner's Permit.
- Students will list the steps for securing a PA Driver's License.
- Students will understand that driving is a complex task that involves risk and decisions about risk-taking.
- Students will utilize risk management methods to solve problem driving situations.

Core Activities and Corresponding Instructional Methods:

- Introduce students to the Delaware Valley Driver Education Department
- Introduce Word Wall words
- Overview of GDL
- Overview of Pennsylvania Licensing System
- State Licensing Learning Activity
- Risk and Risk-taking discussion

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Assessments:

Diagnostic:

- Pretest: Licensing and Risk Assessment

Formative:

- State Licensing Activity
- Unit 1 Review Questions
- Word Wall

Summative:

- Unit 1 Test

Extensions:

- Complete the process for obtaining a PA Junior Learner's permit.

Correctives:

- Construct a timeline on the application process for obtaining a permit and a license in PA
- Student-led discussion by those who have gone through the process of obtaining a license and a permit to better understand the procedure.
- Students will be directed to the relevant chapter in *Responsible Driving* for further explanation.

Materials and Resources:

- PA Driver's Manual, Chapter 1
- ADTSEA Driver Education Curriculum 3.0, Unit 1
- Responsible Driving, Ch 1
- Video: ADTSEA 3.0, 1.5 – Driver Education
- Fact Sheet: ADTSEA 3.0, 1.6 – Unit 1 Words to Know Matchup
- Video Review: ADTSEA 3.0, 1.5 – Driver Education
- Unit 1 Test

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UNIT: Getting Acquainted with the Vehicle

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- How does a driver apply risk management to their everyday driving behaviors?
- When analyzing the instrument panel, how can we assess if there is an issue with our vehicle?

Concepts:

- Knowledge of the devices inside the vehicle designed to protect, communicate, and control.
- Knowledge of the appropriate procedures for entering and preparing to start the vehicle.

Competencies:

- Students will describe and identify gauges, lights, instruments found on the dashboard and inside the vehicle.
- Students will identify the types of occupant protection and explain how they work.

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Curriculum Plan

Unit: Getting Acquainted with the Vehicle

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.B, 14.2.CE.A, 14.2.CE.B, 14.2.CE.C, 14.2.CE.E

Anchor(s):

R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

Overview:

Unit 2 will help the student become acquainted with his/her vehicle by introducing the following concepts: how to make routine checks prior to entering the vehicle, how to compensate for the area around the vehicle that cannot be seen, how to perform pre-drive procedures, why safety restraints are important, how to locate and operate the vehicle information and control devices, how to interpret the control and information device symbols, how to set and use mirrors, how to use reference points, and how to use the vehicle owner's manual.

Focus Question(s):

- What pre-entry checks should be made around the vehicle?
- What protective devices are available for occupants of motor vehicles?
- What are the functions of safety, communication, comfort, convenience, and control devices?
- What pre-drive procedures are followed before starting the vehicle?
- How are reference points used to position the vehicle in the roadway?
- What are enhanced mirror settings?

Goals:

- Students will be able to perform pre- and post-trip inspections and adjustments.
- Students will be able to locate and use informational and control devices in their personal vehicle.

Objectives:

- Students will describe pre-entry checks to be made around the vehicle.
- Students will identify the obscured areas around the vehicle.

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- Students will demonstrate knowledge of and proper usage of protective devices available to occupants of motor vehicles.
- Students will identify and describe the location, function and operation of safety, communication, comfort, convenience, and control devices, as well as control and information device symbols found in a passenger vehicle in preparation for starting the vehicle.
- Students will describe the pre-drive procedures used after entering the vehicle and demonstrate knowledge of enhanced mirror settings and mirror usage.
- Students will demonstrate knowledge of standard and personal vehicle reference points to know where the vehicle is positioned in relation to the roadway.
- Students will describe the purpose and use of the vehicle owner's manual.

Core Activities and Corresponding Instructional Methods:

- Introduce Word Wall words
- Discuss pre-entry checks.
- Discuss sight-line limitations.
- Discuss proper usage of protection devices in a motor vehicle.
- "Survival 101" – Officer Moglia presentation.
- Discuss new advances in vehicle safety.
- Discuss the location, function and operation of safety, communication, comfort, convenience, and control devices.
- "Dashboard BINGO".
- "What am I?" device identification activity.
- Discuss pre-drive procedures used after entering the vehicle.
- Demonstrate enhanced mirror settings vs. traditional mirror settings.
- Discuss vehicle reference points.

Assessments:

Diagnostic:

- Pre-test Getting Acquainted with the Vehicle

Formative:

- "Dashboard BINGO" activity
- "What am I?" identification activity

Summative:

- Unit 2 Test

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Extensions:

- Students will create an informational video on how to perform procedures covered in Unit 2.
- Students will create an informational video on seat belt safety.

Correctives:

- Words to Know Matchup.
- Students will look in a vehicle manual to help locate device symbols.
- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

Materials and Resources:

- PA Driver's Manual, Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 2
- Responsible Driving, Chapter 1
- Video: ADTSEA 3.0, 2.1 Pre-Entry Checks
- Video: ADTSEA 3.0, 2.2 The Area Around the Vehicle
- Video: ADTSEA 3.0, 2.3 Reducing Your Risks in the Crash
- Video: ADTSEA 3.0, 2.4 Getting to Know the Vehicle
- Video: ADTSEA 3.0, 2.5 Pre-Drive Procedures, Mirrors and Blind Spots
- Fact Sheet: ADTSEA 3.0, 2.8 Words to Know Definitions Page
- Worksheet: ADTSEA 3.0, 2.4.1 Safety, Communication, Control and Convenience Devices
- Worksheet: ADTSEA 3.0, 2.4.2 Control and Information Device Symbols
- Worksheet: ADTSEA 3.0, 2.4.3 Instrument Panel
- Worksheet: ADTSEA 3.0, 2.6 Identifying Reference Points
- Worksheet: ADTSEA 3.0, 2.8 Words to Know Matchup
- Unit 2 Test

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UNIT: Understanding Vehicle Control: Starting, Steering, and Stopping

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- How does a driver apply risk management to their everyday driving behaviors?
- What are the procedural steps for starting, backing, stopping and securing the vehicle?

Concepts:

- Knowledge of the appropriate procedures for starting, backing, stopping and securing the vehicle.

Competencies:

- Students will explain starting, backing, stopping and securing procedures.
- Students will demonstrate correct hand position and steering techniques.
- Students will identify risk factors in various driving situations.
- Students will apply risk management strategies in theoretical driving situations.

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Curriculum Plan

Unit: Understanding Vehicle Control: Starting, Steering, and Stopping

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A

14.2.CE.D

14.2.CE.E

14.3.CE.B

14.3.CE.C

Anchor(s):

M11.D.3.1.2 Determine how a change in one variable relates to a change in a second variable

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 3 will help the student understand vehicle control. Starting the engine, moving the vehicle forward, steering the vehicle, moving to curb/side of road, entering a roadway from a curb, stopping the vehicle, backing the vehicle and securing the vehicle for parking will be covered.

Focus Question(s):

- What are the procedural steps for starting the engine and moving the vehicle forward?
- What is the proper hand position on the steering wheel?
- What are the procedural steps for entering and exiting a curb?
- What are the procedural steps for stopping and securing the vehicle?
- What are the procedural steps for backing the vehicle?

Goals:

- Students will demonstrate basic operating procedures.

Objectives:

- Student will demonstrate knowledge of procedural steps for starting the engine and moving the vehicle forward.

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- Student will demonstrate proper hand position on the steering wheel and identify the different techniques of steering a vehicle.
- Student will demonstrate knowledge of procedural steps for moving to curb/side of road and entering the roadway from a curb.
- Student will demonstrate knowledge of procedural steps for stopping and securing the vehicle.
- Student will demonstrate knowledge of procedural steps for backing the vehicle.
- Student will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Introduce Word Wall words.
- Discuss starting the engine and moving the vehicle forward.
- “Starting the Engine and Moving the vehicle forward” activity.
- “Vehicle footprint” activity.
- Discuss hand placement and steering techniques.
- “Steering wheel” activity.
- Discuss entering and leaving the curb.
- Discuss stopping and securing the vehicle.
- “The ‘Feel’ of braking.”
- Discuss backing the vehicle.

Assessments:

Diagnostic:

- Pre-Test: Understanding Vehicle Control: Starting, Steering and Stopping

Formative:

- Vehicle Footprint Activity
- Steering Wheel Activity
- “Feel” of Braking Activity

Summative:

- Unit 3 Test

Extensions:

- Students with driving privileges will apply concepts of vehicle control to their driving behavior.

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Correctives:

- Unit 3 Fact sheets
- Worksheet 3.6: Words to Know Matchup

Materials and Resources:

- Responsible Driving: Chapters 4, 5, 6
- ADTSEA Driver Education Curriculum 3.0, Unit 3
- PA Driver's Manual, Chapter 3
- Video: ADTSEA 3.0, 3.1 Starting the Engine and Moving the Vehicle Forward
- Video: ADTSEA 3.0, 3.2 Steering
- Video: ADTSEA 3.0, 3.3 Entering a Roadway from the Curb
- Video: ADTSEA 3.0, 3.4 Stopping and Securing the Vehicle
- Video: ADTSEA 3.0, 3.5 Backing
- Fact Sheet: ADTSEA 3.0, 3.6 Words to Know Definitions Page
- Worksheet: ADTSEA 3.0, 3.1 Starting the Engine and Moving the Vehicle Forward
- Worksheet: ADTSEA 3.0, 3.3 Entering a Roadway from the Curb
- Worksheet: ADTSEA 3.0, 3.4 Stopping and Securing the Vehicle
- Worksheet: ADTSEA 3.0, 3.5 Backing
- Worksheet: ADTSEA 3.0, 3.6 Words to Know Definitions Page
- Unit 3 Test

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UNIT: Traffic Control Devices and Laws

Big Idea # 1: Traffic signs, signals, rules of the road and roadway markings tell drivers how to drive safely and cooperate with other roadway users.

Essential Questions:

- How do traffic signs, roadway markings, and right of way rules contribute to a safe driving environment?

Concepts:

- Knowledge of the classification of signs, signals and roadway markings to control and regulate traffic.

Competencies:

- Students will explain the significance of the use of signs, symbols, and pavement markings through classification.

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Curriculum Plan

Unit: Traffic Control Devices and Laws

Time Range in Days: 4 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A

14.2.CE.D

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 4 will introduce the student to traffic control devices, including signs, signals and pavement markings, as well as traffic laws specific to Pennsylvania, including right-of-way laws, obeying a police officer and speed restrictions.

Focus Question(s):

- What is the purpose of traffic control devices?
- How do colors and shapes help interpret signs, signals and roadway markings?
- What Pennsylvania specific laws pertain to the response by drivers to traffic controls?

Goals:

- Students will identify and interpret signs, signals and roadway markings through classification.

Objectives:

- Student will define and identify the purpose of traffic control devices.
- Student will recognize and identify the color, shape and meaning of traffic signs.
- Student will recognize and identify the meaning of traffic control signal lights.
- Student will recognize and identify the meaning of pavement markings.
- Student will describe state specific laws pertaining to the required response by the driver to traffic signs, signals and pavements markings, and the directions of a police officer.
- Student will define key words associated with the unit objectives.

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Core Activities and Corresponding Instructional Methods:

- Pennsylvania Sign Quiz – Pretest.
- Introduce Word Wall words.
- Discuss definition and purpose of traffic control devices (Worksheet 4.1).
- Discuss color and shape of traffic signs.
- Discuss types of traffic signs.
- “Whiteboard Sign” activity.
- “Signs and Signals Ball” activity.
- Discuss traffic and pedestrian signals.
- “Traffic Lights” activity.
- Discuss pavement markings.
- “Pavement Markings” activity.
- Discuss Pennsylvania traffic and vehicle laws.
- “DRIVO”
- Pennsylvania Sign Quiz – Posttest.
- Unit 4 Test.

Assessments:

Diagnostic:

- Pennsylvania Sign Quiz

Formative:

- Activity 4.2.1 – Whiteboard Sign activity.
- Activity 4.2.2 – Signs and Signals Ball activity.
- Activity 4.3 – Traffic Lights activity.
- Activity 4.4 – Pavement Markings activity.
- DRIVO

Summative:

- Pennsylvania Sign Quiz
- Unit 4 Test

Extensions:

- Students will locate a hazardous intersection in the local area and write a summary of the characteristics of the intersection that make it hazardous.

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Correctives:

- Students will make a list of all the traffic signs along a one-mile stretch of road and classify them.
- Students will be directed to the appropriate chapters of Responsible Driving for further review.

Materials and Resources:

- Pennsylvania Driver's Manual: Chapter 2
- Responsible Driving: Chapters 2 and 3
- ADTSEA Driver Education Curriculum 3.0, Unit 4
- Video: ADTSEA 3.0, 4.1 Signs, Signals, and Pavement Markings
- Video Review: ADTSEA 3.0, 4.1 Signs, Signals, and Pavement Markings
- Fact Sheet: ADTSEA 3.0, 4.6 Words to Know Definitions Page
- Worksheet: ADTSEA 3.0, 4.1 Signs, Signals, and Pavement Markings
- Worksheet: ADTSEA 3.0, 4.2 Words to Know Matchup
- DRIVO game cards (1 per student)
- DRIVO sign cards
- DRIVO markers
- Pennsylvania Sign Quiz PowerPoint
- Unit 4 Test

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UNIT: Vision and Space Management

Big Idea # 1: The SEE space management system is a major aspect of driving and is an ongoing skill that needs to develop.

Essential Questions:

- How does a driver apply the SEE space management system to the everyday driving task?
- How does the use of the SEE system help drivers break down the environment?

Concepts:

- Understanding the safe driving involves having a visual plan of action.

Competencies:

- Students will describe the three components of the HTS.
- Students will identify risk factors in various driving situations.
- Students will apply risk management strategies in theoretical driving situations.

Big Idea # 2: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- How are risk management strategies related to successful driving behaviors?
- How do visual skills help manage risk when operating a motor vehicle?

Concepts:

- Knowledge that the driving task involves social, physical, and decision making skills.

Competencies:

- Students will identify reference points necessary for optimal lane placement.
- Students will identify risk factors in various driving situations.
- Students will apply risk management strategies in theoretical driving situations.

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Curriculum Plan

Unit: Vision and Space Management

Time Range in Days: 5 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.3.CE.A, 14.3.CE.B, 14.3.CE.C, 14.4.CE.A, 14.5.CE.A

Anchor(s):

M11.D.3.1.2 Determine how a change in one variable relates to a change in a second variable

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 5 will introduce operator procedural and information processing tasks in a low risk driving environment. Basic vehicle maneuvering tasks will include vehicle operating space and an introduction to the space management system. The SEE space management system will be used to determine appropriate roadway position, appropriate vehicle speed, and appropriate communication with other users. Roadway characteristics discussed will be interaction with intersections, surface conditions, and traffic controls. Looking for open, closed, and changing areas of space and divided attention/multitasking will also be discussed.

Focus Question(s):

- How do visual skills help manage risk when operating a motor vehicle?
- What is the vehicle operating space?
- What is stopping distance?
- What are the processes of the SEE space management system?
- What are the procedures for selecting and position the vehicle in the proper lane position?
- How does a driver divide attention between path of travel and demands inside the vehicle?

Goals:

- Students will connect the processes of the SEE space management system to make procedural and information processing decisions.

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Objectives:

- Students will identify and describe how effective visual skills help to manage risk when operating a motor vehicle.
- Students will identify the vehicle operating space and maintain an adequate space cushion.
- Students will define stopping distance and how it applies to the space around the vehicle.
- Students will demonstrate knowledge of the space management system SEE.
- Students will demonstrate knowledge of the search process and describe where, when, how and what a driver needs as part of the **search** process.
- Students will demonstrate knowledge of the **evaluating** risk process.
- Students will demonstrate knowledge of the **executing** process for making an appropriate response.
- Students will demonstrate knowledge of procedures for selecting and positioning a motor vehicle in the proper lane for safe, smooth driving.
- Students will identify how to divide attention between path of travel and demands inside the vehicle.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Introduce Word Wall words.
- Discuss Vision and Perception Requirements.
- Discuss Vehicle operating space.
- Discuss Stopping distance.
- Discuss SEE Space Management System.
- “Flash Slide” Activity.
- “Juggling Multiple Hazards” Activity.
- “SEE Steps” Activity.
- Discuss lane positions and making safe lane position adjustments.
- Discuss divided attention and multitasking.
- Unit 5 Test.

Assessments:

Diagnostic:

- Words to Know Matchup

Formative:

- Flash slide activity

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- SEE steps activity

Summative:

- Unit 5 Test

Extensions:

- Students will use a computer to complete the driverZed 3.0 student program.
- Students will use a video camera from the passenger seat to record an adverse weather condition and write a summary of the HTS factors that were witnessed.

Correctives:

- Words to Know Matchup.
- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

Materials and Resources:

- Pennsylvania Driver's Manual: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 5
- Responsible Driving: Chapters 4, 5, 7, 8, and 12
- Video: ADTSEA 3.0, 5.2 *Managing Space*
- Video: ADTSEA 3.0, 5.3 *Stopping Distance*
- Video: ADTSEA 3.0, 5.4.1 *Searching Ahead*
- Video: ADTSEA 3.0, 5.4.2 *Searching to the Sides and Looking Behind*
- Video: ADTSEA 3.0, 5.4.4 *Hazard Recognition*
- Video: ADTSEA 3.0, 5.4.5 *Communication*
- Fact Sheet: ADTSEA 3.0, 5.7 Words to Know Definition Page
- Worksheet: ADTSEA 3.0, 5.7 Words to Know Matchup
- Unit 5 Test
- driver-Zed 3.0

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UNIT: Basic Maneuvers in a Low-Risk Environment

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- How does the development of physical, mental, and social skills improve a roadway user's overall safety on the road?
- Why is there a higher collision and fatality rate at intersections?

Concepts:

- Understanding that the driving task involves social, physical and decision making skills.
- Knowledge of basic car maneuvers that are essential for safe and efficient driving.
- Knowledge that parking the vehicle will be based on terrain and the design of the parking lot.
- Understanding that intersections are the most dangerous places to drive and have the highest crash rates.

Competencies:

- Students will explain the process for performing a proper turn.
- Students will explain the key steps in angle, parallel, perpendicular and hill parking.
- Students will explain the procedures to be followed at controlled and uncontrolled intersections.
- Students will understand the right of way rules for proceeding through intersections.
- Students will identify risk factors in various driving situations.
- Students will apply risk management strategies in theoretical driving situations.

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Curriculum Plan

Unit: Basic Maneuvers in a Low-Risk Environment

Time Range in Days: 4 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A, 14.2.CE.D, 14.3.CE.C, 14.4.CE.G, 14.5.CE.B

Anchor(s):

M11.D.3.1.2 Determine how a change in one variable relates to a change in a second variable

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 6 will introduce the concept of natural laws and their effects on traction and vehicle movement and balance. Operator procedural tasks in a low-risk driving environment will also be introduced, including approaching, entering, stopping and turning at intersections, lane changing, turnabouts, parking, and passing.

Focus Question(s):

- What are natural laws?
- How do natural laws affect traction, vehicle movement, and balance?
- How would a driver approach, enter, stop, and turn at an intersection?
- What is the procedure for making a lane change?
- What is the procedure for making a turnabout?
- What are the procedures for different parking maneuvers?
- What are the conditions that regulate passing?

Goals:

- Students will apply concepts of natural laws to basic driving maneuvers.

Objectives:

- Students will describe natural laws and their effects on traction, vehicle movement and balance.
- Students will demonstrate knowledge of approaching, entering, stopping and turning at intersections and describe staggered stops and double stops.
- Students will demonstrate knowledge of changing lanes.

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- Students will demonstrate knowledge of procedures for turning around.
- Students will demonstrate knowledge of procedures for hill parking, angle parking, perpendicular parking, and parallel parking.
- Students will demonstrate knowledge of passing, being passed and passing on the right and identify the conditions described by law that regulate passing.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Introduce Word Wall words.
- Discuss natural laws and traction.
- Discuss approaching, stopping and turning at intersections.
- Discuss lane changing procedures.
- Discuss turning around.
- “Turn around diagram” activity.
- Discuss parking.
- “Parking Maneuvers” activity.
- Discuss passing and being passed.
- Unit 6 Test.

Assessments:

Diagnostic:

- Parking maneuver pre-test
- Words to know Matchup

Formative:

- Turning around diagram activity
- Parking maneuvers activity

Summative:

- Unit 6 Test

Extensions:

- Students with a permit will practice parallel parking and write a description of the reference points used in parking a vehicle.

Correctives:

- Words to Know Matchup
- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

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Materials and Resources:

- Pennsylvania Driver's Manual: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 6
- Responsible Driving: Chapters 6, 10, 12 and 14
- Video: ADTSEA 3.0, 6.1 *Understanding Car Crashes: It's Basic Physics*
- Video: ADTSEA 3.0, 6.2 *Approaching, Stopping and Turning at Intersections*
- Video: ADTSEA 3.0, 6.3 *Changing Lanes*
- Video: ADTSEA 3.0, 6.4 *Turning Around*
- Video: ADTSEA 3.0, 6.5 *Parking*
- Video: ADTSEA 3.0, 6.6 *Passing*
- Worksheet: ADTSEA 3.0, 6.4 Turning Around Diagram
- Worksheet: ADTSEA 3.0, 6.5 Parking Maneuvers
- Worksheet: ADTSEA 3.0,6.7 Words to Know Matchup
- Unit 6 Test

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UNIT: Risk Reducing Strategies for Different Driving Environments

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- How do traffic signs, roadway markings, and right of way rules contribute to a safe driving environment?
- How does SEE differ for different driving environments?
- What are the different types of hazards between rural and urban driving?
- What are the procedures for entering and exiting an expressway?

Concepts:

- Knowledge of the factors that contribute to urban driving environments having the highest crash rate.
- Knowledge of the factors that contribute to rural driving environments having the highest fatal crash rate.
- Knowledge of the factors that contribute to expressway driving environments having the lowest crash rate.

Competencies:

- Students will explain how rural roads differ from urban roads.
- Students will explain why the fatal crash rate is higher in rural driving environments.
- Students will describe the hazards associated with urban driving.

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Curriculum Plan

Unit: Risk Reduction Strategies for Different Driving Environments

Time Range in Days: 5 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A, 14.2.CE.D, 14.3.CE.B, 14.3.CE.C, 14.4.CE.B, 14.4.CE.G

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 7 will introduce the driver to procedures and information-processing tasks in moderate to high-risk environments. Students will learn the skills needed when driving on urban highways, rural highways, expressways, and divided highways. This unit will emphasize entering, adjusting to, driving on and exiting different types of roadways. Students will learn the importance of smoothness of steering, speed control, lane position, and lane choice on different roadways. Maintaining visibility through curves and hills will also be stressed. Vehicle laws dealing with passing, lane changing, and speed limits on different types of roadways and content on expressway entrances and exits will be presented. Situations specific to the different driving environments will be covered and risk-reducing strategies will be presented for the driver to learn to drive collision-free in different driving environments.

Focus Question(s):

- What are the characteristics of the different driving environments?
- What risk-reducing strategies are effective in the different driving environments?
- What special conditions exist in each of the different driving environments?
- What speed adjustments and laws are applicable to each of the different driving environments?

Goals:

- Students will understand the various factors that affect driving on city streets, rural roads, and multiple lane highways.

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Objectives:

- Students will describe the characteristics, types, risk-reducing strategies, problems, and special conditions of expressways, as well as entering, driving on, and exiting expressways.
- Students will describe the characteristics, risk-reducing strategies, problems, and special situations of urban roadways, as well as driving on urban roadways and using shared left turn lanes.
- Students will describe the characteristics, risk-reducing strategies, problems and special conditions of rural roadways, as well as passing on two-lane roadways and driving through curves and over hills on rural roadways.
- Students will describe the laws and speed adjustments necessary on expressways, urban roadways, and rural roadways.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Word wall introduction activity.
- Discuss expressway driving.
- Discuss urban roadways.
- Discuss rural roadways.
- Discuss PA vehicle code relative to Unit 7 topics.
- Unit 7 Test.

Assessments:

Diagnostic:

- Word wall introduction activity.

Formative:

- Video Review 7.1: Merging on the Expressway
- Video Review 7.3 Driving Through Curves and Hills

Summative:

- Unit 7 test

Extensions:

- Students will use a video camera from the passenger seat to record a merging onto an expressway and write a summary of the HTS factors that were witnessed.

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- Students will use a video camera from the passenger seat to record an interaction on a urban roadway and write a summary of the HTS factors that were witnessed.
- Students will use a video camera from the passenger seat to record a trip on a rural roadway and write a summary of the HTS factors that were witnessed.

Correctives:

- Words to Know Matchup.
- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

Materials and Resources:

- Pennsylvania Driver's Manual: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 7
- Responsible Driving: Chapters 9 & 10
- Video: ADTSEA 3.0, 7.1 *Merging on the Expressway*
- Video: ADTSEA 3.0, 7.3 *Driving Through Curves and Hills*
- Fact Sheet: ADTSEA 3.0, 7.5 Words to Know Definition Page
- Worksheet: ADTSEA 3.0, 7.5 Words to Know Matchup
- Unit 7 Test

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: Sharing the Road with Other Users

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness, and the ability to effectively communicate with other drivers.

Essential Questions:

- Why is it important to share the road with other users?
- What are the characteristics of various other users?
- How would a driver share the road with various other users?

Concepts:

- Knowledge of how to use the SEE space management system to break down the driving environment.

Competencies:

- Students will describe the characteristics of various other roadway users.
- Students will describe how to use the SEE system to effectively share the roadway with other users.

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Curriculum Plan

Unit: Sharing the Road with Other Users

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A, 14.3.CE.B, 14.3.CE.C, 14.4.CE.B

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 8 will introduce the driver to other roadway users and how to interact with them. The student will learn to interact with pedestrians, bicyclists, motorcyclists, and drivers of large vehicles, emergency vehicles, trains, public transportation, and construction vehicles as well as how to drive through work zones. The characteristics of and interaction with these motorized and non-motorized users will be discussed. Risk reducing strategies will be presented for sharing the road with other users.

Focus Question(s):

- Why is it important to share the road with other users?
- What are the characteristics of various other users?
- How would a driver share the road with various other users?

Goals:

- Students will understand how to communicate and interact with the other users of the Highway Transportations System utilizing safe and effective practices.

Objectives:

- Students will describe the importance of sharing the road with other users.
- Students will describe the characteristics of pedestrians and how to share the road with them.
- Students will describe the characteristics of bicycles and how to share the road with them.
- Students will describe the characteristics of motorcycles, scooters, and mopeds and how to share the road with them.

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- Students will describe the characteristics of large vehicles and how to share the road with them.
- Students will describe the characteristics of emergency vehicles and how to share the road with them.
- Students will describe the characteristics of trains and public transportation and how to share the road with them.
- Students will describe the characteristics of construction vehicles and work zones and how to share the road with them.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Word wall introduction activity.
- Discuss the importance of sharing the roadway with other users.
- Discuss sharing the road with pedestrians.
- Discuss sharing the road with bicycles.
- Discuss sharing the road with motorcycles.
- Discuss sharing the road with large vehicles.
- Discuss sharing the road with emergency vehicles.
- Discuss sharing the road with trains.
- Discuss sharing the road with construction vehicles and work zones.

Assessments:

Diagnostic:

- Word wall introduction activity

Formative:

- Words to Know Matchup

Summative:

- Unit 8 test

Extensions:

- Students will use a video camera from the passenger seat to record an interaction with another user of the HTS and write a summary of the HTS factors that were witnessed.

Correctives:

- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

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Materials and Resources:

- *Pennsylvania Driver's Manual*: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 8
- *Responsible Driving*: Chapters 10 and 11
- Video: ADTSEA 3.0, 8.5.1 *Don't Cut off Trucks*
- Video: ADTSEA 3.0, 8.5.2 *Following Large Vehicles*
- Video: ADTSEA 3.0, 8.5.3 *Large Vehicles and Turning*
- Video: ADTSEA 3.0, 8.5.4 *Blind Spots*
- Video: ADTSEA 3.0, 8.7 *Look, Listen, and Live*
- Fact Sheet: ADTSEA 3.0, 8.9 Words to Know Definition Page
- Worksheet: ADTSEA 3.0, 8.9 Words to Know Matchup
- Unit 8 Test

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: The Effects of Distractions on Driving

Big Idea # 1: Distracted driving, which includes texting while driving and driving under the influence, is a major contributor to the number one cause of death to young adults.

Essential Questions:

- What are specific types of distracted driving and how can it impair the driving task?

Concepts:

- Knowledge of potential distractions inside and outside of the vehicle.
- Understanding that there must be a plan for preventing and dealing with distractions before they are present.

Competencies:

- Students will identify potential distractions inside the vehicle.
- Students will identify potential distractions outside the vehicle.
- Students will develop a plan for preventing distractions.

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Curriculum Plan

Unit: The Effects of Distractions on Driving

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.B, 14.4.CE.F

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 9 is designed to help the student understand the substantial negative effects of distractions on a driver's ability to safely perform the driving task. Research and statistics demonstrate that distractions represent a significant factor in motor vehicle crashes, especially for novice drivers. This unit will explore the definition of driving distractions, the various types of driver distractions, the effects of distractions on the driving task, costs related to crashes due to distracted driving, prevention of driving distractions, and strategies for students to disseminate information on the distracted driving problem.

Focus Question(s):

- What is distracted driving?
- What is the nature of the problem of distracted driving?
- What potential distractions exist inside the vehicle?
- What potential distractions exist outside the vehicle?
- How can a driver plan to address and prevent distractions while driving?

Goals:

- Students will plan to address distractions inside the vehicle and mitigate the impact of exterior distractions while driving.

Objectives:

- Students will define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes.
- Students will describe potential distractions that could occur inside the vehicle and their effects on the driving task.

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- Students will describe potential distractions that could occur outside the vehicle and their effects on the driving task.
- Students will develop a plan to prevent distractions before getting behind the wheel.
- Students will develop a plan to address distractions while driving.
- Students will commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their parents, and the community.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Word Wall introduction activity
- Discuss definition, effects and nature of distracted driving
- Discuss potential distractions inside the vehicle
- Discuss potential distractions outside the vehicle
- Discuss Preventing Distractions Before Driving
- Discuss Addressing Distractions While Driving
- Discuss Spreading the Word on the Dangers of Distracted Driving
- Oprah Winfrey Show, *America's New Deadly Obsession*.
- Unit Review and Test

Assessments:

Diagnostic:

- Am I Distracted? Self-Assessment Quiz

Formative:

- Touch of Reality Activity
- Effects of Distractions Using Addition Activity
- Handling Distractions While Driving Worksheet
- Words to Know Matchup

Summative:

- Unit 9 Test

Extensions:

- Students will develop a list of emotions that would affect the driving performance and what the driver would need to do to be a mature driver.

Correctives:

- Students will be directed to the appropriate chapters of Responsible Driving for further review.

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Materials and Resources:

- Pennsylvania Driver's Manual: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 9
- Responsible Driving: Chapter 2
- Video: ADTSEA 3.0, 9.1 *Faces of Distracted Driving*
- Video: ADTSEA 3.0, 9.2.1 *Be Sensible: Don't Drive Yourself to Distraction*
- Video: ADTSEA 3.0, 9.2.2 *Ashley's Story*
- Video: ADTSEA 3.0, 9.6 *Take the Pledge*
- Video: Oprah Winfrey Show, *America's New Deadly Obsession*. Published: January 21, 2010. Available: <http://www.oprah.com/showinfo/Americas-New-Deadly-Obsession>
- Fact Sheet: ADTSEA 3.0, 9.7 Words to Know Definitions Page
- Worksheet: ADTSEA 3.0, 9.1 Am I Distracted? Self-Assessment Quiz
- Worksheet: ADTSEA 3.0, 9.2.1 Potential In-Vehicle Distractions
- Worksheet: ADTSEA 3.0, 9.2.2 Potential Dangers and Benefits of Cell Phones in Vehicles
- Worksheet: ADTSEA 3.0, 9.3 Potential Distractions Before Driving
- Worksheet: ADTSEA 3.0, 9.5 Handling Distractions While Driving
- Worksheet: ADTSEA 3.0, 9.7 Unit 9 Words to Know Matchup
- Unit 9 Test

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: Adverse Driving Conditions and Emergencies

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness, and the ability to effectively communicate with other drivers.

Essential Questions:

- What are the correct actions to take in response to driving emergencies?

Concepts:

- Knowledge that different adverse conditions require different safety strategies.
- Understanding that most emergency situations can be avoided through proper maintenance and driver awareness.

Competencies:

- Students will describe the procedures involved in controlling your car in different adverse driving conditions.
- Students will describe the procedures involved in minimizing the risk if a crash is imminent.
- Students will describe the procedures involved in handling various emergency situations.

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Curriculum Plan

Unit: Adverse Driving Conditions

Time Range in Days: 4 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.5.CE.A, 14.5.CE.B, 14.5.CE.C

Anchor(s):

M11.D.3.1.2 Determine how a change in one variable relates to a change in a second variable

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 10 will introduce students to the problems associated with driving under conditions of inclement weather, limited visibility and limited traction. Specific attention will be directed to vehicular factors and increased time/space needs under such conditions. Technological advances in automotive design and their contribution to occupant safety in controlling consequences if a crash appears imminent will be reviewed. Information about vehicle system functions and malfunctions, and what to do if involved in a collision will be presented.

Focus Question(s):

- What are the problems associated with reduced visibility?
- What technological advances enhance occupant safety?
- What conditions and actions influence the level of traction?
- How does a driver control the consequences of an imminent crash?
- What should a driver do when involved in a collision?

Goals:

- Students will apply appropriate driving strategies to deal with reduced visibility and traction conditions.

Objectives:

- Students will demonstrate knowledge of the problems associated with reduced visibility such as driving at night, in fog, rain, snow, and glare conditions and describe conditions and strategies of driving in strong winds.

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- Students will demonstrate knowledge of technological advances in the design of motor vehicles that enhance occupant safety and ability to respond more effectively under conditions of limited time and space.
- Students will demonstrate knowledge of weather, other physical conditions, and driver actions that influence the level of traction or adhesion between tires, road surface and vehicle control.
- Students will describe the characteristics of front wheel and rear wheel traction loss and run-off the road crashes and the actions to take in order to control the vehicle.
- Students will demonstrate knowledge of actions necessary to better control the consequences if a crash appears imminent.
- Students will describe the correct actions to take in response to driving emergencies caused by vehicle malfunction.
- Students will describe the actions to take when involved in a collision.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Word Wall Introduction activity
- Discuss changing weather and conditions of visibility
- Discuss advanced automotive technology
- Discuss changing traction conditions
- Discuss emergency recovery
- Discuss controlling consequences of a crash
- Discuss vehicle malfunctions
- Discuss collision reporting
- Unit 10 Test



Assessments:

Diagnostic:

- Word Wall Introduction Activity

Formative:

- *Driving at Night* Video Review
- *Stomp, Stay Steer* Video Review
- *Evasive Maneuvers* Video Review

Summative:

- Unit 10 Test

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Extensions:

- Students will use a video camera from the passenger seat to record an adverse weather condition and write a summary of the HTS factors that were witnessed.

Correctives:

- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

Materials and Resources:

- *Pennsylvania Driver's Manual*: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 10
- *Responsible Driving*: Chapters 13, 14, 16
- Video: ADTSEA 3.0, 10.1 *Driving at Night*
- Video: ADTSEA 3.0, 10.2.1 *Stomp, Stay, Steer*
- Video: ADTSEA 3.0, 10.2.2 *Electronic Stability Program*
- Video: ADTSEA 3.0, 10.4.1 *Skidding*
- Video: ADTSEA 3.0, 10.4.2 *Run-off the Road Crashes: Recognize, React, Recover*
- Video: ADTSEA 3.0, 10.5 *Evasive Maneuvers*
- Video: ADTSEA 3.0, 10.7 *Handling Crashes*
- Fact Sheet: ADTSEA 3.0, 10.8 Words to Know Definition Page
- Worksheet: ADTSEA 3.0, 10.8 Words to Know Matchup
- Unit 10 Test

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UNIT: Impaired Driving

Big Idea # 1: Distracted driving, which includes texting while driving and driving under the influence, is a major contributor to the number one cause of death to young adults.

Essential Questions:

- How might alcohol or drugs affect your ability to safely operate a vehicle?

Concepts:

- Knowledge that alcohol affects mental and physical abilities needed for safe driving.
- Knowledge that drugs have an effect on the driving process.
- Knowledge of the appropriate application of risk prevention, acceptance, avoidance, reduction, and protection strategies.

Competencies:

- Students will understand the effects of alcohol and other drugs on the mind and body.
- Students will make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.
- Students will recognize the nature of the alcohol-related traffic crash problem.
- Students will describe the effects of alcohol on space management including perception, vision, reaction time and risk-taking, as well as the common signs of the drinking driver and how to eliminate alcohol from the system.
- Students will explain how drugs other than alcohol affect the driving task.

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Curriculum Plan

Unit: Impaired Driving

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A, 14.1.CE. B, 14.6.CE.A, 14.6.CE.B, 14.6.CE.C, 14.6.CE.D, 14.6.CE.E, 14.6.CE. F

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 11 is designed to give the student an understanding of the significant effects of alcohol and other drugs on a person's ability to perform the driving task. Statistics will indicate that alcohol is a significant factor in fatal motor vehicle crashes for individuals between 15 and 24 years of age. Many of these crashes are caused by people who use alcohol and other drugs. This use compounds the effects and creates a serious problem for the new driver.

Focus Question(s):

- What is the nature of the alcohol-related traffic crash problem?
- What is Pennsylvania's definition of intoxication?
- What are Pennsylvania's penalties associated with driving under the influence?
- What are the effects of alcohol on space management?
- How do drugs other than alcohol affect the driving task?

Goals:

- Students will apply concepts of responsibility and risk reduction to make sound decisions regarding the use of alcohol and other drugs while operating a motor vehicle.

Objectives:

- Students will make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.
- Students will recognize the nature of the alcohol-related traffic crash problem.
- Students will explain the definition of intoxication according to their state law and explain the penalties associated with driving under the influence.

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- Students will describe the effects of alcohol on space management including, perception, vision, reaction time and risk-taking, as well as the common signs of the drinking driver and how to eliminate alcohol from the system.
- Students will explain how drugs other than alcohol affect the driving task.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Word Wall introduction activity
- Discuss the responsibility to say “No”
- Discuss alcohol-related traffic crash problem
- Discuss Pennsylvania alcohol laws and penalties
- Discuss the effects and elimination of alcohol
- “Judging Distance” activity
- “Examples of How Alcohol Affects Driving” activity
- Discuss the effects of drugs other than alcohol on the driving task
- “Fatal Vision Goggles” activity
- Unit 11 Test

Assessments:

Diagnostic:

- Word wall introduction activity

Formative:

- “Judging Distance” activity
- “Examples of How Alcohol Affects Driving” activity

Summative:

- Unit 11 Test

Extensions:

- Students will create a public service announcement using the information gathered for the informational brochure.
- The students will research the DUI law and write an op-ed piece for the school paper.

Correctives:

- Students will go to AAA Foundation for Traffic Safety and investigate the crash statistics related to drinking and driving.
- Students will be directed to the appropriate chapter in *Responsible Driving* for further study.

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Materials and Resources:

- *Pennsylvania Driver's Manual*: Chapter 4
- ADTSEA Driver Education Curriculum 3.0, Unit 11
- *Responsible Driving*: Chapters 2 and 18
- Video: ADTSEA 3.0, 11.1 *Drinking and Driving*
- Fact Sheet: ADTSEA 3.0, 11.6 Words to Know Definition Page
- Worksheet: ADTSEA 3.0, 11.6 Words to Know Matchup
- "Fatal Vision Goggles"
- Unit 11 Test

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: Effects of Fatigue and Emotions on Driving

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- What are the effects of fatigue and other physical conditions on driver performance?
- What are the dangers of aggressive driving and road rage?

Concepts:

- Knowledge that the effects of drowsy driving are similar to those of drunk driving.
- Knowledge that distracted and aggressive driving is a leading cause of traffic collisions

Competencies:

- Students will describe the causes of fatigue and how it affects a driver's abilities.
- Students will describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving.
- Students will describe aggressive driving and road rage characteristics and the different types and degrees of aggression.
- Students will develop strategies for anger management and for responding to aggressive driving and road rage.

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Curriculum Plan

Unit: The Effects of Fatigue and Emotions on Driving

Time Range in Days: 3 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A, 14.1.CE.B, 14.4.CE.A, 14.4.CE.B, 14.4.CE.C, 14.4.CE.D, 14.4.CE.E, 14.4.CE.F, 14.6.CE.G

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 12 will have the new driver explore the effects of fatigue, drowsy driving, and the impact of emotions on one's driving ability. The consequences of drowsy driving and prevention techniques will be discussed. Students will learn actions to take to control emotional responses that occur when driving and learn the characteristics of aggressive driving and road rage and the different types and degrees of aggression.

Focus Question(s):

- What are the causes of fatigue?
- How does fatigue affect a driver's abilities?
- What is aggressive driving?
- What is Road Rage?

Goals:

- Students will apply concepts to avoid driving while fatigued.
- Students will apply concepts to respond appropriately to aggressive driving and road rage.

Objectives:

- Students will describe the causes of fatigue and how it affects a driver's abilities.
- Students will describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving.

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- Students will describe aggressive driving and road rage characteristics and the different types and degrees of aggression.
- Students will develop strategies for anger management and for responding to aggressive driving and road rage.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Introduce Word Wall words.
- Discuss the causes and effects of fatigue.
- Discuss how emotions that can affect driving behavior.
- Discuss the characteristics and dangers of aggressive driving and road rage.
- Discuss strategies for anger management and responding to aggressive driving and road rage.
- Words to Know Matchup activity.
- Unit 12 Test.

Assessments:

Diagnostic:

- How Sleepy Are You? Questionnaire
- How Aggressive Are You? Questionnaire

Formative:

- Video Review: *Breaking Night*
- Video Review: *Cage the Rage*
- Unit 12 Review Questions

Summative:

- Unit 12 Test

Extensions:

- Students will develop a list of emotions that would affect the driving performance and what the driver would need to do to be a mature driver.

Correctives:

- Students will be directed to the relevant chapter in *Responsible Driving* for further explanation.

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Materials and Resources:

- *Pa Driver's Manual*, Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 12
- *Responsible Driving*, Chapters 2, 16 and 17
- Video: ADTSEA 3.0, 12.1 *Breaking Night*
- Video: ADTSEA 3.0, 12.3 *Cage the Rage*
- Worksheet: ADTSEA 3.0,12.1 How Sleepy Are You? Questionnaire
- Worksheet: ADTSEA 3.0,12.3 How Aggressive Are You? Questionnaire
- Fact Sheet: ADTSEA 3.0, 12.5 Words to Know Definitions Page
- Worksheet: ADTSEA 3.0, 12.6 Words to Know Matchup

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UNIT: Travel Planning, Loading, Towing, and Driving Special Vehicles

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness and the ability to effectively communicate with other drivers.

Essential Questions:

- Why is effectively planning for travel by preparing a trip plan, developing a driving route, and preparing the vehicle for travel an essential part of the driving task.

Concepts:

- Knowledge of developing a driving route.
- Knowledge of preparing the vehicle for travel.
- Knowledge of properly loading a vehicle and preparing extra equipment.

Competencies:

- Students will describe the preparation needed before taking trips and planning considerations of the vehicle, vehicle loading and equipment, and personal considerations when driving to a destination far away.
- Students will describe the skills required for safely towing a boat or trailer and the techniques required to back a trailer successfully.

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Curriculum Plan

Unit: Travel Planning, Loading, Towing and Driving Special Vehicles

Time Range in Days: 2 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.B, 14.2.CE.A, 14.2.CE.B, 14.2.CE.D, 14.2.CE.E

Anchor(s):

M11.D.3.1.2 Determine how a change in one variable relates to a change in a second variable

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 13 will explain to the driver how to effectively plan for travel by preparing a trip plan, developing a driving route, and preparing the vehicle for travel. Students will also be introduced to the skills required for safely towing a boat or trailer, the techniques for backing a trailer successfully, equipment needed to tow a trailer, and how to load a trailer properly.

Focus Question(s):

- What preparation is needed before taking trips?
- What skill are necessary for safely towing a boat or trailer?
- What equipment is necessary for safely towing a trailer?

Goals:

- Students will effectively plan a trip by developing a driving route and listing the preparations needed for the vehicle for travel.

Objectives:

- Students will describe the preparation needed before taking trips and planning considerations of the vehicle, vehicle loading and equipment, and personal considerations when driving to a destination far away.
- Students will describe the skills required for safely towing a boat or trailer and the techniques required to back a trailer successfully.

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- Students will list the basic equipment needed to tow a trailer safely, describe how to connect a trailer to a vehicle, and explain the procedure for distributing weight when loading a trailer.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Introduce Word Wall words
- Discuss Travel Planning.
- Discuss Towing and Driving Special Vehicles.
- Discuss Connecting and Loading a Trailer Properly.
- Words to Know Matchup activity.
- Unit 13 Test.

Assessments:

Diagnostic:

- Word Wall Activity

Formative:

- Video Review: *Driving Special Vehicles*
- Video Review: *Safe Trailering*

Summative:

- Unit 13 Test

Extensions:

- Students will develop a travel plan for a summer vacation.

Correctives:

- Students will be directed to the relevant chapter in *Responsible Driving* for further explanation.

Materials and Resources:

- ADTSEA Driver Education Curriculum 3.0, Unit 13
- PA Driver's Manual, Chapter 3
- Video: ADTSEA 3.0, 13.2 Driving Special Vehicles
- Video: ADTSEA 3.0, 13.3 Safe Trailering
- Fact Sheet: ADTSEA 3.0, 13.4 Words to Know Definitions Page
- Worksheet: ADTSEA 3.0, 13.4 Words to Know Matchup
- Unit 13 Test

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: Risk Reducing Strategies for Different Driving Environments

Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness, and the ability to effectively communicate with other drivers.

Essential Questions:

- How can safe tires save your life?
- How can you determine if you need new tires?
- How do you buy the correct tires for a vehicle?

Concepts:

- Knowledge of the steps to maintain a vehicle's tires.
- Knowledge of the characteristics of unsafe tires.

Competencies:

- Students will explain how to check tire pressure, tread depth, and condition of the tires.
- Students will explain how to determine if you need new tires and how to buy correct tires.
- Students will describe the care procedures for tires including tire rotation, alignment, and balancing.

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Curriculum Plan

Unit: Tire Safety

Time Range in Days: 2 Days

Standard(s):

PA Academic Standards

Standards Addressed:

14.1.CE.A, 14.2.CE.D, 14.3.CE.B, 14.3.CE.C, 14.4.CE.B, 14.4.CE.G

Anchor(s):

R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.

Overview:

Unit 14 will help the student become familiar with tire safety and how to perform tire maintenance on their vehicle. This unit will emphasize the importance of tire maintenance and provide steps to help drivers maintain the tires, how to check tire pressure with a tire pressure gauge, check tread depth using the Penny Test, and how determine the condition of the tires. The students will understand how to care for tires, determine if they need new tires and buy the correct tires.

Focus Question(s):

- What are the steps to maintaining vehicles tires?
- What tire conditions are considered unsafe?
- How do you know if you need new tires?

Goals:

- Students will understand the various factors that go into the care and maintenance of their tires

Objectives:

- Students will describe how safe tires can save your life.
- Students will identify steps to maintain the vehicle's tires, including checking the tire pressure, tread depth, and condition of the tires.
- Students will identify tire conditions, including under-inflation, uneven wear issues, tire damage, and vibration issues.
- Students will describe how to care for tires including tire rotation, alignment, and balancing.

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- Students will explain how to determine if you need new tires and how to buy the correct tires for a vehicle.
- Students will define key words associated with the unit objectives.

Core Activities and Corresponding Instructional Methods:

- Word wall introduction activity
- Discuss tire safety.
- Discuss the steps to maintain tires.
- Discuss tire maintenance issues.
- Discuss buying tires.
- Unit 14 Test

Assessments:

Diagnostic:

- Word wall introduction activity.

Formative:

- Video Review 14.2.1 Checking Your Air Pressure
- Video Review 14.2.2 The Penny Test
- Video Review 14.5 Installing Two New Tires

Summative:

- Unit 14 test

Extensions:

- Students will use a video camera to record a proper tire safety inspection.

Correctives:

- Words to Know Matchup.
- Students will be directed to the appropriate chapters of *Responsible Driving* for further review.

Materials and Resources:

- Pennsylvania Driver's Manual: Chapter 3
- ADTSEA Driver Education Curriculum 3.0, Unit 14
- Responsible Driving: Chapter 19
- Video: ADTSEA 3.0, 14.2.1 *Checking Your Air Pressure*
- Video: ADTSEA 3.0, 14.2.2. *The Penny Test*

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- Video: ADTSEA 3.0, 14.5 *Installing Two New Tires*
- Fact Sheet: ADTSEA 3.0, 14.1 Safe Tires Can Save Your Life
- Fact Sheet: ADTSEA 3.0, 14.2 Steps to Maintain Your Tires
- Fact Sheet: ADTSEA 3.0, 14.3 Tire Maintenance Issues
- Fact Sheet: ADTSEA 3.0, 14.4 Tire Maintenance
- Fact Sheet: ADTSEA 3.0, 14.5 Buying Tires
- Fact Sheet: ADTSEA 3.0, 14.6 Words to Know Definition Page
- Worksheet: ADTSEA 3.0, 14.2.1 Checking Your Tread Depth
- Worksheet: ADTSEA 3.0, 14.2.2 Checking Your Air Pressure
- Unit 14 Test

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *Responsible Driving*

Textbook ISBN #: 0-07-867814-5

Textbook Publisher & Year of Publication: Glencoe, 2006

Curriculum Textbook is utilized in (title of course): Driver Education Theory

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Appendix A – Pennsylvania Content Expectations

- 14.1.CE.A: Identify and explain traffic laws related to safe driving.
- 14.1.CE.B: Identify and explain laws that relate to responsible use of a vehicle.
- 14.1.CE.C: Describe the Pennsylvania licensing procedures
- 14.2.CE.A: Identify and describe the pre-trip inspection outside the vehicle.
- 14.2.CE.B: Identify and describe the pre-trip preparation inside the vehicle.
- 14.2.CE.C: Identify and assess purpose of modern vehicle technology.
- 14.2.CE.D: Describe and explain the proper application of basic driving skills.
- 14.2.CE.E: Identify post-trip procedures.
- 14.3.CE.A: Describe perception as a mental process that is selective and can be improved.
- 14.3.CE.B: Describe visual search categories for identifying risk situations.
- 14.3.CE.C: Identify traffic situations and develop avoidance strategies.
- 14.3.CE.D: Analyze the need for divided visual and mental attention from path of travel to driving tasks, then back to path of travel for brief periods of time.
- 14.4.CE.A: Identify and know a model of decision-making.
- 14.4.CE.B: Identify and describe concerns when sharing the roadway.
- 14.4.CE.C: Identify how emotions affect driver decisions.
- 14.4.CE.D: Describe the characteristics of the aggressive driver.
- 14.4.CE.E: Identify appropriate responses to the aggressive driver.
- 14.4.CE.F: Identify driver distractions and the appropriate responses to them.
- 14.4.CE.G: Analyze the consequences of high-risk driver actions and human error.
- 14.5.CE.A: Describe hazardous conditions and their effects on vision, motion and steering control tasks while driving.
- 14.5.CE.B: Identify challenges of night driving and appropriate responses to them.

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14.5.CE.C: Identify the dangers of vehicle malfunctions.

14.5.CE.D: Identify the dangers of sudden emergencies.

14.6.CE.A: Know legal aspects of alcohol and other drug use.

14.6.CE.B: Evaluate the factors that influence individuals to use alcohol and other drugs.

14.6.CE.C: Define and analyze the problem of driving under the influence (DUI).

14.6.CE.D: Identify and analyze the physiological and psychological effects of alcohol on the driver.

14.6.CE.E: Identify and analyze the physiological and psychological effects of drugs.

14.6.CE.F: Identify and analyze how alcohol and other drugs affect driving performance.

14.6.CE.G: Identify types of fatigue and how to combat their effects.

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Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

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