

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12

Driver Education

Course Title	Driver Education
Grade Level	9 th - 12 th Grade
Semesters (1-2-3-4)	1- 4
Prerequisite	15 Years Old
Course Description	<p>The goal of our driver education program is to develop competence and responsible traffic citizens who will continue to improve their driving performance throughout their lifetime.</p> <p>Driver education is a semester course that offers beginning instruction in the safe, efficient and enjoyable operation of the automobile. Instruction is also provided in safe practices for pedestrians and motorcycle riders. Each student receives 30 hours of classroom instruction which is required for graduation. The course also offers 6 hours of laboratory experience to each student in a dual-controlled vehicle. The classroom and laboratory phases are integrated and are taught concurrently. The course content includes the following units of study:</p> <ol style="list-style-type: none"> 1. The driving task 2. Interacting with traffic 3. Driving in different environments and conditions 4. Driver responsibilities

<p>District-approved Materials and/or Resources</p>	<ol style="list-style-type: none"> 1. Textbook: <u>Drive Right</u>, A Responsible Approach, 2009 2. <u>Drive Right</u>, Skills and Application Book 3. <u>Drive Right</u>, In-car Driving Guide 4. <u>Drive Right</u>, Teacher's Resource Book 5. <u>Rules of the Road</u>, current edition 6. Numerous videos and DVD's providing support information for various areas of course 7. Several reference books, periodicals, slides, transparencies, and pamphlets.
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Unit of Study: major topics	HIGHWAY TRANSPORTATION SYSTEM	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 21: Develop team-building skills by working with others through physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. State the purpose of the Highway Transportation System B. State at least five (5) reasons why our present way of life is so dependent upon the safe use of the Highway Transportation System. C. State at least four (4) reasons why the safe and efficient operation of the Highway Transportation System is so important to the economy of the United States. D. List at least five (5) examples for each of the following major <ul style="list-style-type: none"> a. Traffic Units b. Highways c. Traffic Controls E. Identify the type of highway shown and the setting it is in. F. State at least three reasons why the Highway Transportation System is considered a complex system. 	
Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence

Unit of Study: major topics	TRAFFIC CONTROLS UNIT	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Distinguish between regulatory, warning, guide, or construction signs. B. When you are shown a picture or diagram of a traffic sign, identify the message. C. List what information is provided by the traffic signs. D. For a standard traffic control signal, list the order in which the lights flash on and off. E. When shown pictures or diagrams of traffic situations for a period of three seconds or less, identify the signal lights and pavement markings present and state the message intended. F. Identify the traffic control signals, flashing signals, lane control signals, and pavement markings at least 12 seconds ahead of the car and tell the intended message. G. State and explain the meaning the “basic speed law” as it applies to the maximum or minimum speeds to be traveled. H. State the speed and right-of-way laws that apply to given traffic situations. I. Identify the traffic unit that is required to yield the right-of-way to another one. 	

Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence
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Unit of Study: major topics	BASIC HABITS AND SKILLS FOR CAR CONTROL UNIT	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 21: Develop team-building skills by working with others through physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Do the pre-driving checks and adjustments without any help. B. Start and idle engine without racing, flooding or clashing starter motor gears. C. Handle the selector lever, brake, and accelerator correctly to creep the car forward and backward. D. Follow correct habits and procedures for controlling the direction and speed of the car along selected pathways. <ul style="list-style-type: none"> a. Do hand positioning and hand-over-hand steering b. Use tell the correct eye habits for car control c. Increase speed d. Decrease speed 	
Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence

Unit of Study: major topics	AUTOMOBILE CAPABILITIES UNIT	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Explain why a certain amount of space and time are required for safe movement and control of the motor vehicle. B. Define and give an example of each of the following terms: Speed, static acceleration, and dynamic acceleration C. For automobiles traveling at given speeds: Compute the amount of feet each auto will travel in one second. D. Estimate the time and speed required for completing turning and law changing maneuvers using smooth acceleration. E. For given selector lever positions: Identify the appropriate speed range and demonstrate the use of this capability in the driver education car. F. List the clues to look for in order to identify when a car is accelerating rapidly. G. Define the following terms: cornering vehicle understeer, vehicle oversteer, vehicle overhang, center steering, fourth turn, complete turn, and recovery. H. State the principals or rules to follow for judging the amount of space and time required for given cornering and turning situations. 	

	<ul style="list-style-type: none"> I. Explain the purpose of the power steering unit and what happens when the power unit fails. J. List the clues to look for in order to identify cars that do not appear to have good directional stability. K. For given turning situations: Estimate the width of the travel path and demonstrate the proper position and lane usage for completing the turns. L. Define the following term: deceleration, braking distance, reaction time distance, perception time distance, stopping distance and sight distance. M. Explain and demonstrate the steps for establishing the (a) two-second following distance, and (b) the four-second stopping zone. N. Explain and demonstrate the proper use of downshifting for deceleration purposes. O. Explain the purpose of the power brake unit and what happens to the braking capability of a car when the power unit fails. P. List the clues to look for when identifying a car that is making a quick stop. 		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="526 1213 932 1507"> <u>Drive Right</u>, Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment. </td> <td data-bbox="932 1213 1448 1507">Other Evidence</td> </tr> </table>	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence
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Unit of Study: major topics	BASIC MANEUVERS UNIT	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 21: Develop team-building skills by working with others through physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Enter traffic properly from a parked position along the roadway without slowing down traffic. B. Leave traffic properly to a parked position along the roadway without slowing down traffic. C. Execute right turns at different types of intersections for all the possible traffic situations while following the proper steps and legal moves. D. Execute left turns at various types of intersections for all the possible traffic situations while following the proper steps and legal moves. E. Execute the lane change maneuver according to the proper steps without obstructing the flow of traffic. F. Follow the proper procedure to perform the following: <ul style="list-style-type: none"> a. Driveway (or alley) turnabouts b. 3 point turnabouts c. U-turns G. Execute the proper procedures for overtaking and passing another vehicle. 	

Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence
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Unit of Study: major topics	IDENTIFICATION OF HIGHWAY TRANSPORTATION SYSTEM ELEMENTS	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Demonstrate efficient scanning and search methods by shifting their eyes and attention to a different section of the traffic scene at least an average of every three seconds. <ul style="list-style-type: none"> a. List the steps to follow for improving your scanning ability. b. Describe the procedures to follow for establishing the twelve (12) second visual lead. c. Give three reasons for using the ground viewing habit and state the precautions to take when using this habit. d. State at least three errors to look for to determine whether or not a driver is using good scanning habits. B. Demonstrate the habit of checking one of the rearview mirrors or the gauges on the dash at least every five seconds in urban areas and at least every ten seconds in a rural area and make head-checks before each change of direction. <ul style="list-style-type: none"> a. Describe a driver's blind spots. b. Describe the most important times for making eye checks and state a rule for such an activity. C. You can state the three rules to follow for identifying Highway Transportation System elements and clues and explain the reason for each rule. D. List or state the four major groups or classes of Highway Transportation System elements that will help a driver be more systematic in his or her identifications. E. Identify and define 4 out of 5 Highway Transportation System elements that can be classified as part of: <ul style="list-style-type: none"> a. The highway 	

	<ul style="list-style-type: none"> b. Other traffic units or users c. Traffic controls d. You're own car <p>F. Identify those areas of:</p> <ul style="list-style-type: none"> a. Reduced visibility b. Reduced space c. Reduced traction along the twelve-second travel path <p>G. Identify those <u>traffic clues</u> that will help you predict:</p> <ul style="list-style-type: none"> a. Changes in the direction of other vehicles b. Changes in acceleration or speed of other vehicles c. Changes in deceleration of braking of their vehicles d. Probable driver error or unusual actions e. Probable action of pedestrians and bicyclists <p>H. Identify those feedback clues from your own vehicle control responses that may indicate possible need to make corrections.</p>		
Assessments	<table border="1" style="width: 100%;"> <tr> <td data-bbox="472 884 956 1104"><u>Drive Right</u>, Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.</td> <td data-bbox="956 884 1502 1104">Other Evidence</td> </tr> </table>	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence
<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence		

Unit of Study: major topics	EVALUATION OF HIGHWAY TRANSPORTATION SYSTEM HAZARDS & SITUATIONS	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. For a given Highway Transportation System situation in which a vehicle is coming to an area of reduced traction, judge and tell: <ul style="list-style-type: none"> a. How much the traction would be reduced. b. If there is a good chance for a loss of vehicle control at the given speed. c. How the probable loss of vehicle control would change the vehicle direction and speed. d. If there is a good change that vehicle will run into a nearby highway hazard unless proper adjustments in speed and direction are made. B. For a given Highway Transportation System situation in which a vehicle is coming to an area of limited visibility, judge and tell: <ul style="list-style-type: none"> a. If the sight distance ahead will be less than the four-second stopping zone for the given vehicle speed. b. If the vehicle's four-second stopping distance from the intersection is less or greater than the distance observed down an uncontrolled side road. c. The kind of hazards to expect in the hidden area of the roadway(s). C. For a given Highway Transportation System situation in which a vehicle is coming to an area of reduced space, judge and tell: <ul style="list-style-type: none"> a. If reduced traction or visibility would increase the chance 	

	<p>of running into a nearby hazard.</p> <p>b. If there is enough space for correcting any expected errors when making maneuvers.</p> <p>D. Describe which of the possible actions a driver or pedestrian can make that will lead to a probable closing of your intended path</p> <p>a. Oncoming car situations</p> <p>b. Ongoing or cars ahead situations</p> <p>c. Following car situations</p> <p>d. Entering and merging car situations</p> <p>e. Intersecting cars and pedestrian situations</p> <p>E. For a traffic hazard in a given Highway Transportation System</p> <p>a. If there is a good chance the traffic controls will not be obeyed</p> <p>b. What effect the road conditions will likely have on control actions</p> <p>c. What are the probable errors?</p> <p>d. If there is a good chance a specific error will be made</p> <p>F. For a given Highway Transportation System situation, predict and tell if a traffic hazard has a high or low probability for closing on your intended path of travel.</p> <p>I. For a given traffic hazard with high closing probability, predict and tell:</p> <p>a. Where and when the closing will take place in your path or travel</p>	
Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence

Unit of Study: major topics	DECISION-MAKING FOR A PLAN OF ACTION	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Select the best path of travel available for given highway situations. <ul style="list-style-type: none"> a. Identify the pathway or lane with the best road surface for traction b. Identify the pathway with the best lane of sight and field of view. c. Identify the pathway with the best space margin to the sides. B. Select the safest path of travel available for given traffic situations. <ul style="list-style-type: none"> a. Identify the pathway that best minimizes the closing probabilities of traffic hazards with your car. b. Identify the pathway with the best flow of traffic. C. Select the best (reasonable and proper) speed to travel for given pathways and highway conditions. <ul style="list-style-type: none"> a. Identify the maximum speed for areas of reduced traction, reduced space and reduced visibility. b. Select a speed which will allow adequate time for the observation and processing of information. D. Select speed that is best for preventing collisions for given traffic situations and selected pathways. <ul style="list-style-type: none"> a. Select a speed that provides for a minimum space margin from ongoing and following cars. b. Select the speed which will allow you to simplify a traffic situation. (Pick best place to meet moving traffic units). c. Select the speed that best minimizes the closing probabilities of traffic hazards with your car. E. Select the best communication and control actions to take for a plan of action requiring changes in the pathway and/or speed. 	

	<ul style="list-style-type: none"> a. Choose the best method of communication for a given message. b. Choose the best method for making the desired changes in vehicles speed and direction. 	
Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence

Unit of Study: major topics	DRIVER CONDITION UNIT	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Know the emotions they feel when given an example of things that may happen before a trip or in-trip. B. Know the effect of the emotion on driving. C. List the actions a person should take for keeping these emotions from D. Identify types of fatigue E. Know what the effect of fatigue on driving will be. F. List ideas for helping keep down the effects of fatigue on the driver. G. For given short illnesses, you can: <ul style="list-style-type: none"> a. List the symptoms of short illnesses b. List the effects of the illness on driving c. Explain the effects of medications usually taken for such illnesses d. List the steps to follow for lowering the chances of the illness affecting a driver. 	
Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, behind the wheel assessment, and written assessment.	Other Evidence

Unit of Study: major topics	DRINKING AND DRIVING	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. • State Goal 21: Develop team-building skills by working with others through physical activity. • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. Describe the various effects that alcohol in varying percentages can have on a driver's performance. <ul style="list-style-type: none"> a. Identify, in order, parts of the brain affected by alcohol in the blood and explain why they are affected. b. Describe the expected behaviors of drivers who had the following percentages of alcohol in their blood: 0.01-0.04, 0.05-0.09, 0.10-0.15, 0.16-0.30 and 0.31-0.45. c. Describe a "hangover" and explain the effects on driving. B. Describe how long it takes the body to recover from the affects of alcohol. <ul style="list-style-type: none"> a. Describe how alcohol is absorbed into the blood and reaches the brain. b. List the factors which determine how fast alcohol is absorbed into the bloodstream. d. List the factors that determine how long it takes the body to get rid of alcohol from the bloodstream. C. Determine how a person who has decided to drink alcoholic beverages can control the effect of alcohol so as to be able to drive safely. <ul style="list-style-type: none"> a. Give the amount of alcohol in different types of drinks. b. Explain how a person can keep from having more than 0.03 percent of alcohol in his or her blood. c. Determine when a person who has had too much alcohol would be fit to drive. D. Explain how a host or hostess can plan a party where alcoholic beverages are served so that the guests can drive home without 	

	<p>having the alcoholic affect their driving.</p> <ul style="list-style-type: none"> a. Explain the reasons people use for serving alcoholic beverages at parties and how much is enough for that party. b. List guidelines for planning when to serve and quit serving alcoholic beverages. c. Recommend the kinds of beverages and foods to have on hand. d. Know which guests drink too much alcoholic beverages for the good of the party and the effects on driving. <p>E. Explain the best ways to overcome social pressure without losing good friends when close friends or others make it hard for persons to control their drinking.</p> <ul style="list-style-type: none"> a. Explain why it may be hard to follow a set of personal guides for controlling the effects of alcohol. b. Explanation a friend who has been drinking too much why he or she should not drive or why you cannot take the chance of riding with him or her. c. List the factors that would increase the effects of alcohol on driving. e. Determine whether or not he/she is doing things you might not want to do. <p>F. Explain how serious the drinking-driving problem is and why persons</p> <ul style="list-style-type: none"> a. Explain why drivers who drink have more accidents and why they take the chance they take. b. Determine who is more likely to be involved in traffic accidents and why. 	
<p>Assessments</p>	<p><u>Drive Right</u>, Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.</p>	<p>Other Evidence</p>

Unit of Study: major topics	COLLISIONS AND INSURANCE	Resources that will support instruction Textbook: Drive Right: Responsible Approach 2009
Illinois Learning Standards, Benchmarks,	<ul style="list-style-type: none"> • State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. • State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> A. List the procedures to follow at the scene of a traffic collision in each of the following situations: <ul style="list-style-type: none"> a. You are one of the drivers involved. b. You are a passenger in one of the cars involved in which the driver is unconscious. c. You are the driver of a car which has hit an unattended vehicle. B. Given a description and details of a traffic collision, fill out a state accident report form and tell where it should be sent. C. Determine whether or not the Safety Responsibility Law applies to given problems. Give the needs that must be met and the law not followed and explain ways providing financial responsibility. D. List the six (6) types of auto insurance and explain the protection provided for each type. E. When given a report of a traffic collision and the amount of insurance coverage of each driver, find the amount of court-awarded damages each insurance company will pay. F. Explain how insurance rates are set and why some driver may pay higher premiums than others. F. Explain why the State of Illinois has an Assigned Risk: Plan of insurance and describe how it works. 	
Assessments	<u>Drive Right</u> , Skills and Application Book Worksheets, Quiz, Videos, final power point presentation option, and behind the wheel assessment.	Other Evidence