

Wilson Area School District Planned Course Guide

Title of planned course: Traffic Safety

Subject Area: Driver's Education

Grade Level: 10-12

Course Description: Traffic Safety is a standards-based course designed to prepare students to become safe and responsible drivers. The focus of the course is on: Decision Making, Pennsylvania Laws and Regulations, Knowledge of Vehicle Operations, Perceptual Skills Development, Risk Reduction, Driving Conditions, and Influences Upon Driver Performance.

Time/Credit for this Course: 45 Classes per semester, 80 minutes per class

Curriculum Writing Committee: Mike Falcone

Curriculum Map

August: Intro

September: Decision Making Process/PA Laws and Regulations

October: Vehicle Operations/Risk Reduction

November: Perceptual Skills Development

December: Driving Conditions/Influences Upon Driver Performance

January: Influences Upon Driver Performance...Semester 2:Intro/Decision Making Process

February: PA Laws and Regulations

March: Vehicle Operations/Risk Reduction

April: Perceptual Skills Development/Driving Conditions

May: Driving Conditions/Influences Upon Driver Performance

June: Influences Upon Driver Performance

Wilson Area School District Planned Course Materials

Course Title: Traffic Safety

Teacher Resources:

- Pennsylvania Enhanced Driver Education Program Guide
- Pennsylvania Driver's Manual
- Current Events (News/Newspaper)
- Pennsylvania Department of Education Driver Education Resources
- IUP Novice Driver Statewide Program Resources
- Pleasant Valley School District Driver's Education
- PADriver's License Practice Test App
- AAA How to Drive Resources
- Ongoing/Updated Driver Education Resources
- Responsible Driving by Glencoe/McGraw-Hill

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Course Introduction and The Decision Making Process

Time frame: 2-3 Classes

State Standards: 14.4: Decision Making

Anchor(s) or adopted anchor: 14.4.A- Demonstration of a Decision-Making Process

Essential content/objectives: At end of the unit, students will be able to:

- Understand the value of Driver's Education and Traffic Safety
- Identify and know a model of decision making, and how it relates to driving

Core Activities: Students will complete/participate in the following:

- Custom License Plate Design
- Knowledge/Attitudes Survey and Driving Questions
- Stop - Think - Go and Right/Reality/Responsibility Filters
- Role Plays/Scenarios with emphasis on decision making

Extensions: Enhanced Driver Guide Activities

Remediation: Adaptations to specific learner's needs

Instructional Methods:

- Direct Instruction
- Opinion Surveys/Questions
- Think-Pair-Share
- Group Work
- Journals

Materials & Resources:

- Worksheets
- Teacher-Generated Materials
- Enhanced Driver Education Program Guide Activities

Assessments:

- Pretests
- Quizzes
- Writing Samples
- Journal Entries
- Group Work
- Discussions and Participation

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Pennsylvania Laws and Regulations

Time frame: 4-5 Classes

State Standards: 14.1: Pennsylvania Laws and Regulations

Anchor(s) or adopted anchor:

- 14.1.A- Identify and explain traffic laws related to safe driving
- 14.1.B- Identify and explain laws that relate to responsible use of a vehicle
- 14.1.C- Describe the Pennsylvania licensing procedures

Essential content/objectives: At end of the unit, students will be able to:

- Identify and explain traffic controls, Right of way, speed regulations, and pedestrian rights and responsibilities
- Identify and explain vehicle registration, insurance regulations, vehicle/emissions inspection, seat belts, child safety belts, and passengers in pickup trucks
- Describe the process for obtaining a Learner's Permit
- Describe the graduated driver's licensing procedure

Core Activities: Students will complete/participate in the following:

- Traffic Control Identification
- Traffic Law Worksheets/Readings (for drivers and pedestrians)
- Worksheets/Handouts on Vehicle Registration, Insurance, Inspection, Seat Belts, Child Safety Belts, and Passengers in Pickup Trucks
- Guide on how to obtain a permit
- Guide on the Graduated Driver's Licensing Procedures

Extensions:

- Guest Speakers
- Personal Experiences (if students are going through the process currently)

Remediation: Adaptations to specific learner's needs

Instructional Methods:

- Direct Instruction
- Think-Pair-Share
- Group Work
- Worksheets/Identification activities (for traffic controls)
- Scenarios
- Handouts of laws/procedures

Materials & Resources:

- PA Driver's Manual
- PA Enhanced Driver Education Guide
- Teacher Generated Materials
- Current Events
- PADriver's License Practice Test App
- IUP Novice Driver Statewide Program Resources

Assessments:

- Quiz
- Identification Worksheets
- Teacher Generated Assessments

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Knowledge of Vehicle Operations

Time frame: 5-6 Classes

State Standards: 14.2- Knowledge of Vehicle Operations

Anchor(s) or adopted anchor:

- 14.2.A- Identify and describe the pre-trip inspection outside the vehicle
- 14.2.B- Identify and describe the pre-trip inspection inside the vehicle
- 14.2.C- Identify and assess purpose of modern vehicle technology
- 14.2.D- Describe and explain the proper application of basic driving skills
- 14.2.E- Identify post-trip procedures

Essential content/objectives: At end of the unit, students will be able to:

- Identify and describe an appropriate visual inspection outside of the vehicle (wheels, body, lights, etc.), and of the surroundings (front, sides, back, etc.), prior to driving
- Identify and describe appropriate visual inspection inside of the vehicle (car door locks, ignition, seating positions, mirror settings, communication controls, safety devices, climate controls, and hand position on steering wheel) prior to driving
- Identify and assess the purpose of modern vehicle technology, including: owner's manual specifications, alert and warning symbols, supplemental restraint systems, anti-lock braking systems, global positioning system, and electronic stabilization control
- Describe and explain the proper application of basic driving skills, including: staying in your lane, starting from a stop, accelerating, managing intersections, recognizing when to brake, making a left turn into traffic, making right turns, making lane changes, and entering traffic
- Identify post-trip procedures, including: securing the vehicle (place in park, set parking brake, remove keys, etc.) and exiting the vehicle (open door safely, facing traffic when exiting, lock doors, etc.)

Core Activities: Students will complete/participate in the following:

- Pre and Post Trip Inspections/risk assessments if unchecked
- Compare and contrast different types of vehicles
- Scenarios for basic driving skills

Extensions:

- Research various vehicles
- Compare past to present, and think ahead to future

Remediation: Adaptations specific to learner's needs

Instructional Methods:

- Direct Instruction
- Think-Pair-Share
- Group Work
- Worksheets/Identification activities (for traffic controls)
- Scenarios
- Handouts of laws/procedures

Materials & Resources:

- PA Driver's Manual
- PA Enhanced Driver Education Guide
- Teacher Generated Materials
- Current Events
- Owner's Manuals
- IUP Novice Driver Statewide Program Resources

Assessments:

- Quiz
- Identification Worksheets
- Teacher Generated Assessments
- Vehicle Research

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Decision Making and Risk Reduction

Time frame: 5-6 Classes

State Standards: 14.4- Decision Making/Risk Reduction

Anchor(s) or adopted anchor:

- 14.4.B- Identify and describe concerns when sharing the roadway
- 14.4.C- Identify how emotions affect driver decisions
- 14.4.D- Describe the characteristics of the aggressive driver
- 14.4.E- Identify appropriate responses to the aggressive driver
- 14.4.F- Identify driver distractions and the appropriate responses to them
- 14.4.G- Analyze the consequences of high-risk driver actions and human error

Essential content/objectives: At end of the unit, students will be able to:

- Identify and describe the concerns when sharing the roadway with: motorized vehicles, non-motorized vehicles, commercial/large vehicles, pedestrians, and animals
- Identify how depression/sadness, elation, anger, road rage, and fear affect driver decisions
- Describe the characteristics of the aggressive driver: high speed, erratic vehicle movements, gestures, and vocal outbursts
- Identify the appropriate responses to the aggressive driver: eye contact avoidance, emotional detachment, speed adjustment, lane adjustment
- Identify internal (within vehicle) and external (outside vehicle) driver distractions and the appropriate responses to them
- Analyze the consequences of high-risk driver actions and human error: vehicular crashes, injuries or death, civil liability, property damage, financial loss, PA point system, fines, loss of license

Core Activities: Students will complete/participate in the following:

- Scenarios and Case Studies
- Guest Speakers (Police, Lawyers, Insurance Agents)
- Brainstorm distractions
- Student Journals/Personal Experience stories

Extensions: Further research on situations

Remediation: Adaptations to specific learner's needs

Instructional Methods:

- Direct Instruction
- Think-Pair-Share
- Group Work
- Worksheets
- Scenarios/Situations
- Handouts of laws
- Current Events

Materials & Resources:

- PA Driver's Manual
- PA Enhanced Driver Education Guide
- Teacher Generated Materials
- Current Events
- IUP Novice Driver Statewide Program Resources

Assessments:

- Quiz
- Identification Worksheets
- Teacher Generated Assessments
- Research assignments

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Perceptual Skills Development

Time frame: 6-8 Classes

State Standards: 14.3- Perceptual Skills Development

Anchor(s) or adopted anchor:

- 14.3.A- Describe perception as a mental process that is selective and can be improved.
- 14.3.B- Describe visual search categories for identifying risk situations.
- 14.3.C- Identify traffic situations and develop avoidance strategies.
- 14.3.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.

Essential content/objectives: At end of the unit, students will be able to:

- Describe visual functions (focal, useful field of vision, peripheral and depth perception), projected path of travel, scanning the environment and staying in your lane.
- Describe visual search categories for identifying risk situations, such as: restrictions to path of travel, restrictions to sightline, traffic controls, highway characteristics/conditions, and other highway users
- Identifying the following traffic situations and the appropriate avoidance strategies: speed around a curve, pulling out from a driveway or stop sign, crash reduction by adjusting speed, lane position, and proper communication, recognizing a stopped vehicle, changing speed and/or direction to avoid conflicts with sightline and path of travel restrictions, judging speed/distances of oncoming traffic, proper decision making at intersections, and applying basic driving skills to city, rural, and expressway in various weather and roadway conditions
- Analyzing divided attention from path of travel to: signs/symbols/markings, intersection problems, new entry lanes, instrument panel for speed and vehicle information, and vehicle accessories for appropriate operation

Core Activities: Students will complete/participate in the following:

- Slides/Visuals for scenarios
- Videos with changing scenarios
- Identification of risk scenarios (notes and application)

Extensions:

- Further research on situations
- Simulators/Videos

Remediation: Adaptations to specific learner's needs

Instructional Methods:

- Direct Instruction
- Think-Pair-Share
- Group Work
- Worksheets
- Scenarios/Situations
- Simulators
- Current Events

Materials & Resources:

- PA Driver's Manual
- PA Enhanced Driver Education Guide
- Teacher Generated Materials
- Current Events
- Generated Slides/Pictures of Traffic Situation
- IUP Novice Driver Statewide Program Resources
- Guest Speakers

Assessments:

- Quiz
- Identification Worksheets
- Teacher Generated Assessments
- Research assignments
- Scenario Assessment

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Driving Conditions

Time frame: 5-7 Classes

State Standards: 14.5- Driving Conditions

Anchor(s) or adopted anchor:

- 14.5.A- Describe the hazardous conditions and their effects on vision, motion, and steering control tasks while driving
- 14.5.B- Identify challenges of night driving and appropriate responses to them
- 14.5.C- Identify the dangers of vehicle malfunctions
- 14.5.D- Identify the dangers of sudden emergencies

Essential content/objectives: At end of the unit, students will be able to:

- Describe hazardous conditions (rain, snow, fog, sleet/ice, hydroplaning, and traction loss) and their effects on vision, motion, and steering control tasks while driving
- Identify challenges (reduced visibility, eye fatigue, and overdriving headlights) of night driving and appropriate responses to them
- Identify danger of vehicle malfunctions, such as: warning indicators, failures (tires, brakes, steering), stuck accelerator, engine stalls, loss of headlights or forward vision due to vehicle malfunction
- Identify dangers of sudden emergencies, such as: high water, vehicle crossing centerline, vehicle not yielding at intersection, vehicle running off roadway, and traction loss to front/rear tires

Core Activities: Students will complete/participate in the following:

- Hazardous Situations Graffiti Wall
- Time of Day Driving Analysis
- Current Events Stories/Scenarios
- Safety Posters

Extensions:

- Further research on situations
- Modern Car Safety features research or compare/contrast

Remediation: Adaptations to specific learner's needs

Instructional Methods:

- Direct Instruction
- Think-Pair-Share
- Group Work
- Worksheets
- Scenarios/Situations
- Simulators
- Current Events

Materials & Resources:

- PA Driver's Manual
- PA Enhanced Driver Education Guide
- Teacher Generated Materials
- Current Events
- Generated Slides/Pictures of Traffic Situation
- IUP Novice Driver Statewide Program Resources
- Guest Speakers
- AAA Driving in Bad Weather Video

Assessments:

- Quiz
- Identification Worksheets
- Teacher Generated Assessments/Scenarios
- Research assignments

Curriculum Scope & Sequence

Planned Course: Traffic Safety

Unit: Influences Upon Driver Performance

Time frame: 6-8 Classes

State Standards: 14.6- Influences Upon Driver Performance

Anchor(s) or adopted anchor:

- 14.6.A- Know legal aspects of alcohol and other drug use
- 14.6.B- Evaluate the factors that influence individuals to use alcohol and other drugs
- 14.6.C- Define and analyze the problem of driving under the influence (DUI)
- 14.6.D- Identify and analyze the physiological and psychological effects of alcohol on the driver
- 14.6.E- Identify and analyze the physiological and psychological effects of drugs
- 14.6.F- Identify and analyze how alcohol and other drugs affect driving performance
- 14.6.G- Identify types of fatigue and how to combat their effects

Essential content/objectives: At end of the unit, students will be able to:

- Know the terms (implied consent, zero tolerance), meanings, and penalties associated with drinking and driving
- Know how to say “No”
- Evaluate how advertising, peer pressure, social norms, culture, and holidays influence individuals to use alcohol and other drug
- Define and analyze the problems of DUI: significance, consequences, solutions
- Identify the process of alcohol entering and exiting the body, analyze how it affects people differently, and its changes on the central nervous system
- Identify the types (over-the-counter, prescription, controlled substances) of drugs, analyze how they affect people differently, and their changes on the central nervous system
- Identify and analyze how alcohol and other drugs affect driving performance: impaired judgment and reasoning, visual impairment, slower motor skills, increased response time, loss of reality
- Identify types of fatigue (physical and mental), their symptoms, and methods to delay fatigue (pull over, take a break and walk around the car, stop for a bathroom break/snack)

Core Activities: Students will complete/participate in the following:

- Fact or Myth Worksheets about drugs/alcohol
- Terms and Meanings (slides/lecture)
- DUI law and sentencing guide
- Current Events/Articles
- Factors about drug use and how to control/say No
- Effects of drugs/alcohol on the body
- Scenario creation

Extensions:

- Pledge for fellow classmates to not drive under the influence
- Simulators/Videos

Remediation: Adaptations to specific learner's needs

Instructional Methods:

- Direct Instruction
- Think-Pair-Share
- Group Work
- Worksheets
- Scenarios/Situations
- Simulators
- Current Events
- Guest Speakers

Materials & Resources:

- PA Driver's Manual
- PA Enhanced Driver Education Guide
- Teacher Generated Materials
- Current Events
- Generated Slides/Pictures of Traffic Situation
- IUP Novice Driver Statewide Program Resources
- Guest Speakers

Assessments:

- Quiz
- Identification Worksheets
- Teacher Generated Assessments
- Research assignments
- Scenario Assessment