



Driver Education Curriculum Guide

A Supplement to the High School Health Curriculum Guide

Revised 2010

To align with the inclusion of Driver Education in Health II

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Administrative Guidelines for Classroom Driver Education

The content for classroom driver education is dictated by the [Curriculum and Administrative Guide for Driver Education in VA](#) , a document from the Department of Education.

In order to get a driver's license in the state of Virginia, anyone 19 and under must complete 36 hours of classroom instruction and 14 hours behind the wheel in a state approved program.

Beginning in the fall of 2010, RCPS will include classroom driver education as part of the health curriculum. This unit of instruction shall be completed during the first nine weeks of Health II. Grades earned during the driver education instruction will be averaged with the other Health II units of instruction to determine the final course grade. The final exam shall include questions from all the course content including driver education and will be averaged as 10% of the final grade as directed by RCPS Exam Policy.

In order to successfully satisfy the classroom driver education requirements a student must....
Complete a minimum of 36 hours of instruction.
Receive a passing grade of at least 70% for the driver education content.

Upon successful completion of the nine weeks of driver education, the student will be issued a *DEC-1* card to verify to commercial driving schools that they have successfully completed the classroom requirements. It will be the instructor's responsibility to see that there is a photocopy of each completed card placed in the student's permanent record at the conclusion of each semester. Blank copies of these cards must be ordered by the instructor from the Department of Education. Please allow 3-4 weeks delivery time.

This curriculum guide has been correlated with textbook, Drive Right, 11th edition, by Pearson and references the [Curriculum and Administrative Guide for Driver Education in VA](#).

Driver's Education Curriculum Overview and Textbook Correlation

Units	Chapters*	Pages*	# Days
1- The Driving Task	1-4	3-77	10
2 – Being a Responsible Driver	5-8	78-161	10
3 – Controlling Your Vehicle	9-13	162-273	11
4 – Driving in Different Environments	14-18	274-381	10
Review and Assessment	1-18		4
			45 Total

*Textbook: Drive Right, 2009 by Pearson

Number of Days includes time for review and assessment

Suggested Order	# of Days
Chapter 1 and 3	5
Chapter 2	2.5
Chapter 4	2.5
Chapter 5	2.5
Chapter 9	2.5
Chapter 10	2.5
Chapter 6 and 8	5
Chapter 14, 15, and 16	6
Chapter 11, 12, and 13	6
Chapter 17 and 18	4
Chapter 7	2.5
Review and Exam	4
	45 Total

Health II: Drivers Education

Unit 2: Being a Responsible Driver

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> Identify the factors contributing to high risk driving. Describe the IPDE Process and the zone control system, how they work together and how they may be used selectively and effectively. Identify the eight steps of the visual search pattern and how they relate to knowledge and experience in order to make accurate decisions. <ul style="list-style-type: none"> Describe how emotions affect driving with a focus on aggressive driving and road rage. Identify ways to manage emotions while driving and strategies for responding to aggressive drivers. (M7;T6;L2) Describe how physical senses are involved in driving and how to manage sensory limitations and distractions. Describe the effects temporary and permanent physical limitations may have on the ability to drive and methods of compensating for those limitations. <p><i>(Module;Topic:Lesson)</i> – listed for those objectives that may be specific to the VA Curriculum Guide</p>	<p>DE.4 a, b, c, d, e</p> <p>DE.10 a, b, c</p> <p>DE.11 a, b, c, d</p>	<p><u>Drive Right</u> - Chapter 5: Managing Risk with the IPDE Process</p> <p>Video: Driver Education Volume II – Breaking the Accident Chain of Events</p> <p>Anchor: Orange Surveyors Tape</p> <p>Anchor: Plastic Car/Tape/Bolt</p> <p>Module 3 and 4: State Curriculum</p> <p><u>Driver Right</u> - Chapter 6: Effects of Driver Condition</p> <p>Module 7: State Curriculum</p>

Health II: Drivers Education

Unit 2: Being a Responsible Driver

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> Describe the effects alcohol and other drugs have on the mental and physical abilities needed for driving. Define blood alcohol concentration and explain factors that affect the BAC.(M7;T3;L1) Identify the laws and legal procedures concerning the use of alcohol and driving, including implied consent and zero tolerance. Describe the role of positive and negative peer pressure and identify steps to make responsible decisions in response to peer pressure. <ul style="list-style-type: none"> Compare the difference between driver inattention and driver distraction. Identify the various types of driver distraction and describe techniques for reducing them. <p><i>(Module;Topic:Lesson)</i> – listed for those objectives that may be specific to the VA Curriculum Guide</p>	<p>DE.8 a, b, c, d, e DE.9 a, b, c, d, e</p> <p>DE.12 a, b, c, d, e</p>	<p><u>Drive Right</u> - Chapter 7: Alcohol, Other Drugs, and Driving</p> <p>Video: Smashed (HBO Documentary)</p> <p>Video: Channel 10 – Reality Check: Teens and Driving</p> <p>Resource Officer: Fatal Vision Goggles (Golf cart)</p> <p>Video: Drive Smart Virginia</p> <p>Module 7: State Curriculum</p> <p><u>Driver Right</u> - Chapter 8: Managing Distractions</p> <p>Video: Driven to Distractions</p> <p>Video: On The Road</p>

Health II: Drivers Education

Unit 3: Controlling Your Vehicle

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> Describe how natural forces such as inertia, momentum, gravity and energy of motion affect the movement of a vehicle. Describe the role of traction in relation to vehicle control and identify driver actions that influence and improve traction. Describe vehicle balance and identify key factors that influence that balance. Describe actions and key factors that determine total stopping distance. Identify factors that affect the force of impact of a collision. Describe the role of safety belts and air bags in the protection of drivers and passengers. <ul style="list-style-type: none"> Describe the proper techniques to identify, search, approach, enter and negotiate an intersection. Define <i>right of way</i> and describe situations when a driver must yield the right of way. Describe the correct procedures for negotiating controlled and uncontrolled intersections; passive and active railroad crossings and roundabouts. 	<p>DE.3 a, b, c, d, e DE.13 d DE.14 a, b, c, d DE.15 a, b, c DE.17 a, b, c</p> <p>DE.4 c DE.5 a, b, d DE.16 a, b, c, d, e, f, g, h</p>	<p><u>Drive Right</u> - Chapter 9: Natural Laws and Car Control</p> <p>Video: Driver Education Volume II – Unlocking the Mystery of Antilock Brakes</p> <p>Video: Drive Safer America! Stomp, Stay, Steer (Continental Tire)</p> <p>Officer Wyatt: Physics of a Crash (cross-curriculum with physics/math classes)</p> <p>Anchor: Plastic Car/Dowel Rod</p> <p>Anchor: Plastic Car/Chalk/Small Board/Rubber Band</p> <p>Anchor: Plexiglas, Plywood, Paper Clip, and Velcro</p> <p>Module 2: State Curriculum</p> <p><u>Driver Right</u> – Chapter 10: Negotiating Intersections</p> <p>Video: Driver Education Volume II – Dangerous Crossing: A Second Thought</p> <p>DVD: Roundabouts – VDOT; includes video and PowerPoint presentation</p> <p>Video/Guest Speaker: Operation Lifesaver – Norfolk Southern</p> <p>Module 1 and 5: State Curriculum</p>

Health II: Drivers Education

Unit 3: Controlling Your Vehicle

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> Describe the driver’s responsibility for protecting pedestrians and how to be alert to situations involving pedestrians. Describe the driver’s responsibility for protecting riders of bicycles, mopeds, and motorcycles and how to search for and predict their actions. Identify the laws to follow and precautions to take when driving near buses, emergency vehicles, and other specialized vehicles. Describe the proper procedures for following and passing trucks. 	<p>DE.13 c DE.16 a, b, c, d, e, f, g, h</p>	<p><u>Drive Right</u> - Chapter 11: Sharing the Road</p> <p>Video: Driver Education Volume II – Getting Safely Past the Orange Barrels</p> <p>Give ‘Em A Brake - VDOT</p> <p>Modules 1,4, and 9: State Curriculum</p>
<ul style="list-style-type: none"> Describe the proper procedures for dealing with reduced visibility and night driving. Describe various reduced-traction situations, including hydroplaning, correcting skid situations and controlled braking; and identify proper handling for each. Identify extreme weather conditions that may impact driving conditions and describe appropriate driver action for each. 	<p>DE.13 a, b, c, d</p>	<p><u>Driver Right</u> - Chapter 12: Driving in Adverse Conditions</p> <p>Video: Driver Education Volume II – Driving in Bad Weather, Night Driving</p> <p>Anchor: Flashlight/Plastic Bag</p> <p>Module 8: State Curriculum</p>

Health II: Drivers Education

Unit 3: Controlling Your Vehicle

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none">• Describe appropriate reactions to common vehicle malfunctions including tire, brake, steering, and engine failure.• Describe how to get back on the road when two or more wheels are off the road, as well as, when to use an emergency swerve.• Describe appropriate reactions in situations involving roadway hazards such as potholes, deep water, and sharp curves.• Explain how to avoid or minimize various types of collisions.• Outline the immediate and follow-up steps to take if involved in a vehicular collision.• Describe the following as it relates to insuring a vehicle: the financial responsibility law, various types of coverage and factors that affect the cost.	<p>DE.15 a, b, c DE.19 a, b, c, d, e, f</p>	<p><u>Drive Right</u> - Chapter 13: Handling Emergencies</p> <p>Video: Advance Auto – Vehicle Maintenance</p> <p>Module 8 and 9: State Curriculum</p>

Health II: Drivers Education

Unit 4: Driving in Different Environments

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> • Identify the two factors that make driving in city traffic difficult. • Describe the correct application of the three second following rule, as well as, steps to avoid conflicts with oncoming traffic. • Describe how far ahead to look in city traffic and how to select the proper lane for driving. • Describe proper procedures to enter, leave, and navigate unexpected situations on one-way streets. 	<p>DE.4 a, b, c, d, e DE.5 a, b, c, d DE.16 a, b, c, d, e, f, g, h</p>	<p><u>Drive Right</u> - Chapter 14: Driving in City Traffic Video: Driving in City Traffic Module 1, 3, 4, and 5: State Curriculum</p>
<ul style="list-style-type: none"> • Identify the unique characteristics of rural roadways, including road conditions and traffic controls and potential hazards. • Describe the application of the IPDE process and Zone Control in rural areas that include curves, hills, intersections, and multilane roads. • Identify steps for passing safely on rural roads and situations in which passing is not safe. • Explain how to deal safely with situations such as slow-moving vehicles, animals on roadway, and railroad crossings in rural areas. • Identify the skills needed to drive safely in special driving environments such as mountains and deserts. 	<p>DE.4 a, b, c, d, e DE.5 c DE.16 a, b, c, d, e, g DE.22 c</p>	<p><u>Driver Right</u> - Chapter 15: Driving in Rural Areas Video: Driving on Rural Highways Module 4 and 5: State Curriculum</p>

Health II: Drivers Education

Unit 4: Driving in Different Environments

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> • Compare and contrast controlled and non-controlled access highways, as well as, various types of highway interchanges. • Describe the proper procedures for entering and exiting a controlled-access highway. • Describe the application of the IPDE Process to the Interstate Highway System. • Describe appropriate lane choice and lane change (M4;T3;L2: M6;T2;L2,) • Identify appropriate procedures for passing and being passed (M6;T2;L3) • Describe the effects of highway hypnosis and velocitation and procedures for dealing safely with each. • Identify risks associated with toll plazas and techniques for reducing those risks. • Describe the safety features built into highway design and how they reduce the consequences of a crash. (M8;T4;L3) • List appropriate questions to ask before purchasing a vehicle. • Compare the advantages and disadvantages of buying a used car versus a new car. • Identify the parts and functions of various vehicle power and control systems. • Summarize basic vehicle maintenance checks outlined in owner's manual (M2;T1;L2) • Identify the techniques for fuel-efficient driving and recyclable vehicle parts and fluids. <ul style="list-style-type: none"> • Identify various vehicle security systems. • Identify the safety features built into vehicle design and describe how they reduce the consequences of a crash.(M8;T4;L2) <p><i>(Module;Topic:Lesson)</i> – listed for those objectives that may be specific to the VA Curriculum Guide</p>	<p>DE.4 b, c, d, e DE.6 a, b, c, d</p> <p>DE.18 a, b, c, d, e, f DE.19 a, b, c, d, e, f DE.21 a, b, c, d, e</p>	<p><u>Drive Right</u> - Chapter 16: Driving on Highways</p> <p>Video: Driving on Expressways</p> <p>Module 4 and 6: State Curriculum</p> <p><u>Driver Right</u> - Chapter 17: Buying and Maintaining a Vehicle</p> <p>Video: Advance Auto – Vehicle Maintenance</p> <p>Video: Maintaining Your Vehicle</p> <p>Video: Virginia Teenage Drivers' Self-Guided Presentation</p> <p>Module 9 and10: State Curriculum</p>

Health II: Drivers Education

Unit 4: Driving in Different Environments

OBJECTIVES	SOL	RESOURCES/ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none">• Describe the affect vehicles have on the environment and how drivers can reduce those effects.• Describe the procedures to prepare for short and long distance travel.• Demonstrate the use maps and GPS systems to help drivers find their destination.• Describe how maneuvering a recreational vehicle, rental truck or other special vehicle may differ from maneuvering passenger vehicles.• Identify the unique equipment and driving techniques needed to pull a trailer.	DE.20 a, b	<u>Drive Right</u> - Chapter 18: Planning Your Trip Module 10: State Curriculum

Virginia Driver Education Curriculum Guide Scope and Sequence 2001

http://www.doe.virginia.gov/instruction/driver_education/curriculum_admin_guide/index.shtml

Module and Topic	Time/Min* (45 min blocks)	# Lessons
Module 1 – Licensing Responsibilities		
T1 - Local Program Guidelines	15	1
T2- Your License to Drive	55	4
T3 – Right-of-Way Concepts	40	2
T4 – Traffic control Devices	35	4
	145 (4)	
Module 2 – Preparing to Operate a Vehicle		
T1 – Driver Preparation Procedures	20	4
T2 – Identifying Vehicle Control Devices	30	2
T3 – Operating Vehicle Control Devices	50	2
T4 – Vehicle Balance Considerations	25	2
T5 – Standard Vehicle Reference Points	30	3
	155 (4)	
Module 3 – Basic Maneuvering – Low Risk		
T1 – Basic Maneuvers	45	3
T2 – Vision and Perception	50	4
T3 – Controlling Risk Using a Space Management System	35	2
T4 – Developing Good Driving Habits	25	2
	155 (4)	
Module 4 – Basic Maneuvering – Moderate Risk		
T1 – Risk Assessment	25	2
T2 – Space Management System	30	3
T3 – Lane Changes	40	3
T4 - Turnabouts	25	1
T5 - Parking	20	1
	140 (4)	
Module 5 – Information Processing – Moderate Risk		
T1 – Processing Information	40	4
T2 – Intersections, Curves and Hills	25	2
T3 - Passing	20	1
	85 (2)	
Module 6 – Information Processing - Complex		
T1 – Characteristics of Expressways	25	3
T2 – Entering, Changing Lanes, and Exiting	25	4
T3 – High Speed Considerations	60	2
	110 (3)	
Module 7 – Driver Performance: Personal Factors		
T1 – Introduction to Alcohol – Saying NO	40	1
T2 – Nature of Alcohol Related Crashes	20	2

T3 – Physiological and Psychological Effects of Alcohol	60	2
T4 – Effects of alcohol and Other Drugs on the Driving Task	50	4
T5 – Dealing with Driver Fatigue	60	1
T6 – Preventing Road Rage	60	6
	290 (5)	
Module 8 – Driver Responsibilities: Adverse Conditions		
T1 – Visibility in Adverse Conditions	20	3
T2 – Extreme Weather Conditions	20	2
T3 – Protecting Occupants	50	1
T4 – Roadway and Vehicle Technology	20	2
T5 – Traction Loss Concerns	45	5
	155 (5)	
Module 9 – Driver Responsibilities: Vehicle Function		
T1 – Vehicle functions/Malfunctions	25	4
T2 – Anti-Lock Braking Systems	50	1
T3 – Vehicle Performance	40	1
T4 – Highway Transportation System Agencies	20	1
	135 (3)	
Module 10 – Driver Res: Making Informed Decisions		
T1 – Insuring the Vehicle	25	7
T2 – Purchasing the Vehicle	25	1
T3 – trip Planning	25	1
T4 – Virginia Conservation Concerns	10	1
	85 (2)	
	36 classes @ 45 min.**	
Module 11 – Behind the Wheel		

*As suggested in the curriculum guide

** Does not make provisions for assessment

PowerPoints and Student Workbook aligned with each module are available on Blackboard.

Instructional Anchors for Driver Education

Instructional Anchors are activities or demonstrations to introduce or reinforce lesson concepts. These have been reference throughout the curriculum.

- Intersection Ball
 - Paint signs on a volleyball
 - Ball may be tossed around the room and recipient must identify the sign.
- Steering Wheels
 - Styrofoam or cardboard
 - Pink insulation sheet used in construction are good for this.
 - Cut circles approximately 14 inches in diameter.
 - May want to let students decorate their own
 - Place numbers of a clock on the wheel
- Brake/Accelerator
 - Place a slightly blown balloon in a lunch bag.
 - Gives the feeling of pressing a brake or accelerator
 - Zip lock bag may also be used for this
- Orange Surveyor's tape
 - Use to represent line of sight.
 - Student places one end of tape on the nose. Teacher then moves the other end to demonstrate where the driver should be looking.
- Plastic car/surveyor's tape/ bolt
 - Affix a bolt in the driver's seat of a plastic car. Tie one end of the surveyor's tape around the bolt.
 - This can be used to demonstrate loss of steering especially with reference points
- Plastic car/dowel rod
 - Drill holes in plastic car the size of the dowel rod
 - Front bumper to back bumper
 - Side to side (middle of vehicle)
 - Top to bottom (middle of vehicle)
 - Used to demonstrate roll, pitch, yaw
 - Also can demonstrate loss of steering if a heavy load is attached to the back of the vehicle
- Plastic car/piece of chalk/small board/rubber band
 - Place chalk between car and board to demonstrate pitch
 - Turn chalk the long way to demonstrate roll
- Piece of Plexiglas
 - Can demonstrate proper way to set BGE mirrors

- Tire print
 - Use a black balloon to press against Plexiglas to demonstrate tire print
- Demonstrate the danger of window in the half-down position
 - Have someone hit Plexiglas hard while holding it straight
 - Ask them to do the same thing to the edge of the Plexiglas
- Piece of plywood (painted)/ plastic cars
 - On one side you can demonstrate reference points
 - Front/rear limitations
 - 6 inches from curb
 - 3 feet from curb
 - 6 inches from left line
- On the other side attach a piece of Plexiglas and a piece of sandpaper
 - Put identical toy cars on the Plexiglas and the sandpaper
 - Begin raising the plywood and see which car moves first
- Flashlight/black plastic bag
 - Hold flashlight up and identify it as your vehicle
 - Put the flashlight in the plastic bag
 - Students can no longer see the “vehicle”
 - Turn flashlight on while still in bag
 - Students will now be able to see vehicle again
 - Demonstrates need for lights in low visibility
- Paper clips
 - Give each student a paper clip
 - Ask them to unfold it
 - Then hold it between thumbs and forefinger and bend back and forth
 - The paper clip will heat up and break
 - Demonstrates what happens to steel belted tires that are under inflated
- Small piece of Velcro
 - Velcro a small piece of 2x4 on top of a plastic car
 - Use to demonstrate what happens to center of gravity when weight is added to the top of a vehicle.

From: Janet Ragland, DOE – Health and Physical Activity Institute, July 09

Driver Education Resources

Title	Type	Source/Contact
Advance Auto – Vehicle Maintenance	video/DVD	
Anchors – a description of instructional “anchors”	written description	See <i>Table of Contents</i>
Channel 10 – Reality Check: Teens and Driving	video or DVD	
Curriculum and Administrative Guide for Driver Education in VA	Published Curriculum Guide - 2001	VA Department of Education
Drive Right, 11 th Edition	textbook	Pearson/Prentice Hall
Drive Right: Keys to Teaching Success	DVD-ROM	Pearson – textbook resource
Drive Safer America! Stomp, Stay, Steer (Continental Tire); 5:04 min.	video	Continental TEVES – Jim Gill 1-800-694-5200
Drive Smart Virginia	video	
Driven to Distractions	video	
Driver Education Volume II – Breaking the Accident Chain of Events Stock # 216; 7:04 min	video	AAA Foundation for Traffic Safety- copies provided to each school
Driver Education Volume II – Dangerous Crossing: A Second Thought; Stock # 216; 16:30 min.	video	AAA Foundation for Traffic Safety- copies provided to each school
Driver Education Volume II – Driving in Bad Weather, Night Driving Stock # 216; 8:49 min	video	AAA Foundation for Traffic Safety- copies provided to each school
Driver Education Volume II – Getting Safely Past the Orange Barrels Stock # 216; 11:52 min.	video	AAA Foundation for Traffic Safety- copies provided to each school
Driver Education Volume II – Unlocking the Mystery of Antilock Brakes; Stock # 216; 15 min.	video	AAA Foundation for Traffic Safety- copies provided to each school
Driver Right Behind the Wheel	DVD - Video Program	Pearson – textbook resource
Driving in City Traffic	video	
Driving on Expressways	video	
Driving on Rural Highways	video	
Keys to Teaching Success	DVD-ROM PowerPoint presentations Test Bank Teacher Resources Teacher’s Edition	Pearson – textbook resource
Fatal Vision Goggles	goggles	Set available from Central Office
Give ‘Em A Brake – VDOT	Live Presentation	

Maintaining Your Vehicle	video	
On the Road	video	
Operation Lifesaver – Norfolk Southern	video and presentation	Norfolk Southern
Roundabouts – VDOT	DVD with video and PowerPoint	
Signs , Signals, and Markings; Stock # 213; 17:30 min	video	AAA Foundation for Traffic Safety
Smashed (HBO Documentary)	video or DVD	
Student Workbook – aligned with State Dr. Ed. Modules	Word documents	Blackboard
teenSMART	video/DVD	Pearson/Prentice Hall
Virginia Teenage Drivers' Self-Guided Presentation – Auto Insurance Education Program	CD with PowerPoint	VA Bureau of Insurance
Sign PowerPoint – DOE	PowerPoint	DOE