

Driver's Education Planned Course: Grade 11

Unit: **Pennsylvania Laws and Regulations**

Content Standard: **Traffic Laws Related to Safe Driving**

State Curriculum Standard: **Pennsylvania Laws and Regulations – 14.1**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Explain Traffic Laws Related To Safe Driving</p> <ul style="list-style-type: none">• traffic controls (signs, signals, markings)• right of way• speed regulations• pedestrian rights and responsibilities	<ul style="list-style-type: none">• Identify signs as regulatory, warning, guide by shape and color• Explain the meaning of signs from sight• Identify different types of pavement markings, their functions and meanings• Explain the purpose of Right of Way Laws that prevent conflicts on the road with other drivers and pedestrians• Define the term 'driving at a safe speed'• Explain maximum Speed limits• Explain minimum speed limits• Explain special speed limits in a school zone	<ul style="list-style-type: none">• PA Drivers Manual (current edition)• <u>License to Drive in Pennsylvania</u>, The Alliance for Safe Driving. The Delmar Thomson Learning Co. © 2002• <u>License to Drive in Pennsylvania</u> workbook. The Delmar Thomson Learning Co.• Overhead/PowerPoint masters provided with the Pennsylvania Enhanced Driver Education Program	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Homework assignments• Class participation• Teacher made worksheets

Driver's Education Planned Course: Grade 11

Unit: **Pennsylvania Laws and Regulations**

Content Standard: **Traffic Laws Related to Safe Driving**

State Curriculum Standard: **Pennsylvania Laws and Regulations – 14.1**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Explain Traffic Laws Related to Safe Driving.</p> <ul style="list-style-type: none">• traffic controls (signs, signals, markings)• right of way• speed regulations• pedestrian rights and responsibilities	<ul style="list-style-type: none">• Identify drivers responsibilities when encountering pedestrians	<ul style="list-style-type: none">• PA Drivers Manual (current edition)• <u>License to Drive in Pennsylvania</u>, The Alliance for Safe Driving. The Delmar Thomson Learning Co. © 2002• <u>License to Drive in Pennsylvania</u> workbook. The Delmar Thomson Learning Co.• Overhead/PowerPoint masters provided with the Pennsylvania Enhanced Driver Education Program	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Homework assignments• Class participation• Teacher made worksheets

Driver's Education Planned Course: Grade 11

Unit: **Pennsylvania Laws and Regulations**

Content Standard: **Laws that Relate to Responsible Use of a Vehicle**

State Curriculum Standard: **Pennsylvania Laws and Regulations – 14.1**

Course Content	Student Performance	Resources	Assessments
<p>B. Identify and Explain Laws That Relate to Responsible Use of a Vehicle</p> <ul style="list-style-type: none"> • Vehicle Registration • Insurance Regulations • Vehicle/emissions inspection • Seat Belts • Child safety seats • Passengers in pickup trucks 	<ul style="list-style-type: none"> • Explain how to register a vehicle in Pennsylvania • List the types of insurance that may be purchased and explain which are required and which are optional <ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> • Bodily injury liability • Property damage liability • Medical Benefits coverage • Optional: <ul style="list-style-type: none"> • Collision • Comprehensive • Uninsured/Under-insured motorist protection • Define and explain the following terms: <ul style="list-style-type: none"> • Policy • Deductible • Premium • Liability • Explain what is meant by vehicle emissions testing 	<ul style="list-style-type: none"> • <u>Pennsylvania Drivers Manual</u> • License to Drive in Pennsylvania Textbook • License to drive in Pennsylvania workbook • Overhead/PowerPoint masters provided by the PA Enhanced Driver Education Program 	<ul style="list-style-type: none"> • Teacher made tests • Correcting workbook • Homework assignments • Class Participation • Teacher made worksheets

Driver's Education Planned Course: Grade 11

Unit: **Pennsylvania Laws and Regulations**

Content Standard: **Laws that Relate to Responsible Use of a Vehicle**

State Curriculum Standard: **Pennsylvania Laws and Regulations – 14.1**

Course Content	Student Performance	Resources	Assessments
B. Identify and Explain Law That Relate to Responsible Use of a Vehicle <ul style="list-style-type: none">• Vehicle Registration• Insurance Regulations• Vehicle/emissions inspection• Seat Belts• Child safety seats• Passengers in pickup trucks	<ul style="list-style-type: none">• Explain seat belt laws in the state of Pennsylvania as they pertain to all drivers• Explain child safety seat laws in Pennsylvania	<ul style="list-style-type: none">• <u>Pennsylvania Drivers Manual</u>• License to Drive in Pennsylvania Textbook• License to drive in Pennsylvania workbook• Overhead/PowerPoint masters provided by the PA Enhanced Driver Education Program.	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Homework assignments• Class Participation• Teacher made worksheets

Driver's Education Planned Course: Grade 11

Unit: **Pennsylvania Laws and Regulations**

Content Standard: **Describe the Pennsylvania Licensing Process**

State Curriculum Standard: **Pennsylvania Laws and regulations 14.1**

Course Content	Student Performance	Resources	Assessments
A. Describe the Pennsylvania Licensing Procedures <ul style="list-style-type: none">• How to obtain a permit• Graduated licensing	<ul style="list-style-type: none">• Explain the steps in obtaining a PA Permit<ul style="list-style-type: none">• Must be at least 16 years old• Complete a permit application (DL -180)• Pass the vision and written test• Permit is good for 1 year<ul style="list-style-type: none">• First 6 months to be used for practice driving.• After 6 months, eligible to take the road test. If passed, person receives a junior license until they are 18, (17 1/2 if driver education and driver training courses are passed with a clean driving record)• Explain graduated licensing	<ul style="list-style-type: none">• Pennsylvania Drivers Manual• Overheads	<ul style="list-style-type: none">• Teacher made Tests

Driver's Education Planned Course: Grade 11

Unit: **Pennsylvania Laws and Regulations**

Content Standard: **Describe the Pennsylvania Licensing Process**

State Curriculum Standard: **Pennsylvania Laws and regulations 14.1**

Course Content	Student Performance	Resources	Assessments
A. Describe the Pennsylvania Licensing Procedures <ul style="list-style-type: none">• How to obtain a permit• Graduated licensing	<ul style="list-style-type: none">• With a junior license in Pennsylvania there are restrictions on the young driver (no. of persons in the car cannot exceed the no. of seatbelts: No driving from 11:00 p.m. to 5:00 a.m.) At age 18 the restrictions are removed	<ul style="list-style-type: none">• Pennsylvania Drivers Manual• Overheads	<ul style="list-style-type: none">• Teacher made Tests

Driver's Education Planned Course: Grade 11

Unit: **Knowledge of Vehicle Operations**

Content Standard: **Pre-trip Inspection Outside the Vehicle**

State Curriculum Standard: **Knowledge of Vehicle Operations 14.2**

Course Content	Student Performance	Resources	Assessments
A. Identify and Describe the Pre-Trip Inspection Outside the Vehicle.	<ul style="list-style-type: none">• Explain the visual inspection steps outside the vehicle (e.g. wheels, body, lights)• Explain the visual inspection of surroundings (e.g. front, sides, back)	<ul style="list-style-type: none">• License to drive in Pennsylvania textbook• License to drive in Pennsylvania Workbook	<ul style="list-style-type: none">• Teacher made Tests• Correcting workbook• Class participation• Teacher made worksheets

Driver's Education Planned Course: Grade 11

Unit: **Knowledge of Vehicle Operations**

Content Standard: **Pre-trip Preparation Inside the vehicle**

State Curriculum Standard: **Knowledge of Vehicle Operations 14.2**

Course Content	Student Performance	Resources	Assessments
B. Identify and Describe the Pre-Trip Preparation Inside the Vehicle.	<ul style="list-style-type: none">• Identify and explain the following:<ul style="list-style-type: none">• Car door locks• Ignition• Seat position• Mirror settings (traditional/enhanced)• Communications controls (e.g. turn signals, high/low beams, flashers)• Safety devices (e.g. wipers, seat belt adjustments, head restraints)• Comfort/ climate controls (e.g. heater, air conditioner, defroster)• Hand position on steering wheel	<ul style="list-style-type: none">• License to Drive Textbook• License to Drive Workbook	<ul style="list-style-type: none">• Teacher made Tests• Correcting workbook• Class participation• Teacher made worksheets

Driver's Education Planned Course: Grade 11

Unit: **Knowledge of Vehicle Operations**

Content Standard: **Modern Vehicle Technology**

State Curriculum Standard: **Knowledge of Vehicle Operations 14.2**

Course Content	Student Performance	Resources	Assessments
C. Identify and Assess the Purpose of New Vehicle Technology	<ul style="list-style-type: none">• Identify and explain the following:<ul style="list-style-type: none">• Owner manual specifications• Air bags• Antilock Braking System (ABS)• Global Positioning System (GPS)• Electronic Stabilization Control (ESC)	<ul style="list-style-type: none">• License to Drive Textbook• License to Drive Workbook• Teacher made Overheads/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made Tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Knowledge of Vehicle Operations**

Content Standard: **Basic Driving Skills**

State Curriculum Standard: **Knowledge of Vehicle Operations 14.2**

Course Content	Student Performance	Resources	Assessments
D. Describe and Explain the Proper Application of Basic Driving Skills	<ul style="list-style-type: none">• Explain the following:<ul style="list-style-type: none">• staying in the driving lane• starting from a stop• accelerating• recognizing when to brake• making a left turn into traffic• making right turns• driving in reverse• entering and exiting flow of traffic on a limited-access highway• making lane changes• selecting a sufficient gap to enter traffic passing	<ul style="list-style-type: none">• Pennsylvania Drivers manual• License to drive textbook• License to drive workbook• Teacher made• Overheads/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Knowledge of Vehicle Operations**

Content Standard: **Post-trip Procedures**

State Curriculum Standard: **Knowledge of Vehicle Operations 14.2**

Course Content	Student Performance	Resources	Assessments
E. Identify Post – Trip Procedures	<ul style="list-style-type: none">• Securing the vehicle (e.g. place in park, set parking brake, remove keys)• Exiting the vehicle (e.g. open door safely, face traffic when exiting, lock doors)	<ul style="list-style-type: none">• Pennsylvania Drivers manual• License to drive textbook• License to drive workbook	<ul style="list-style-type: none">• Teacher made tests• Teacher made handouts• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Perceptual Skills Development**

Content Standard: **Perception as a Mental Process**

State Curriculum Standard: **Perceptual Skills Development 14.3**

Course Content	Student Performance	Resources	Assessments
A. Describe Perception as a Mental Process that is Selective and Can Be Improved.	<ul style="list-style-type: none">• Describe and explain the following:<ul style="list-style-type: none">• Visual functions: central, fringe, peripheral, depth• Projected path of travel• Scanning environment and staying in driving lane• The S I P D E process• The Smith System	<ul style="list-style-type: none">• License to drive Textbook• <u>How to be a More Perceptive Driver</u> Textbook, © 1997, Safety Enterprises• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbooks• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Perceptual Skills Development**

Content Standard: **Visual Search Categories**

State Curriculum Standard: **Perceptual Skills Development 14.3**

Course Content	Student Performance	Resources	Assessments
B. Describe Visual Search Categories for Identifying Risk	<ul style="list-style-type: none">• Identify and explain the following:<ul style="list-style-type: none">• Traffic controls• Highway characteristics/conditions• Other highway users	<ul style="list-style-type: none">• License to drive textbook• <u>How to be a More Perceptive Driver</u> Textbook © 1997, Safety Enterprises• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbooks• Class Participation

Driver's Education Planned Course: Grade 11

Unit: **Perceptual Skills Development**

Content Standard: **Traffic Situations and Avoidance Strategies**

State Curriculum Standard: **Perceptual Skills Development 14.3**

Course Content	Student Performance	Resources	Assessments
C. Identify Traffic Situations and Develop Avoidance Strategies	<ul style="list-style-type: none">• Identify and explain the following:<ul style="list-style-type: none">• Judging speed traveling around a curve• Looking before pulling out from a driveway or stop sign• Reducing crash potential• Recognizing a stopped vehicle• Changing speed and/or direction• Judging speed and distances of on-coming traffic• Making correct decisions at intersections• Applying basic driving skills to city, rural and expressway driving	<ul style="list-style-type: none">• License to drive textbook• How to be a More Perceptive Driver Textbook © 1997, Safety Enterprises• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Teacher made handouts• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Perceptual Skills Development**

Content Standard: **The Need for Divided Visual and Mental Attention**

State Curriculum Standard: **Perceptual Skills Development 14.3**

Course Content	Student Performance	Resources	Assessments
D. Analyze the Need For Divided Visual and Mental Attention from Path of Travel to Driving Tasks, then Back to Path of Travel for Periods of Time.	<ul style="list-style-type: none">• Identify and explain the following:<ul style="list-style-type: none">• searching from path of travel to signs, signals, and roadway markings• searching from path of travel for intersection problems• searching from path of travel to new entry lane when turning left or right• searching from path of travel to instrument panel for speed and vehicle information• Searching from path of travel to vehicle accessories for appropriate operation	<ul style="list-style-type: none">• License to drive textbook• How to be a more• Perceptive Driver Textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Teacher made handouts• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making Risk Reduction**

Content Standard: **Models of Decision-making**

State Curriculum Standard: **Decision- making/Risk Reduction 14.4**

Course Content	Student Performance	Resources	Assessments
A. Identify and Know a Model for Decision-Making	<ul style="list-style-type: none">• Identify, list, and explain the following:<ul style="list-style-type: none">• Stop-Think-Go• SIPDE (Search, Identify, Predict, Decide, Execute)• SEE (Search, Evaluate, Execute)	<ul style="list-style-type: none">• License to Drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Teacher made handouts• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making/Risk Reduction**

Content Standard: **Concerns when Sharing the Roadway**

State Curriculum Standard: **Decision-making/Risk/Reduction 14.4**

Course Content	Student Performance	Resources	Assessments
B. Identify and Describe Concerns When Sharing the Roadway	<ul style="list-style-type: none">• Identify and describe the following concern to motorists:<ul style="list-style-type: none">• Motorized vehicles• Non-motorized vehicles• Commercial/large vehicles• Pedestrians• Animals	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making/Risk Reduction**

Content Standard: **Emotional Effects on Driver Decisions**

State Curriculum Standard: **Decision-making/Risk Reduction 14.4**

Course Content	Student Performance	Resources	Assessments
C. Identify How Emotions Affect Driver Decisions	<ul style="list-style-type: none">• Identify the following as they relate to driving a vehicle:<ul style="list-style-type: none">• Depression/Sadness• Elation• Anger• Road Rage	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making/Risk Reduction**

Content Standard: **Characteristics of the Aggressive Driver**

State Curriculum Standard: **Decision-making/Risk Reduction 14.4**

Course Content	Student Performance	Resources	Assessments
D. Describe the Characteristics of the Aggressive Driver	<ul style="list-style-type: none">• Identify and explain the following as they relate to the driving environment:<ul style="list-style-type: none">• High Speed• Erratic vehicle• Movements• Gestures• Vocal outbursts	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making/Risk Reduction**

Content Standard: **Identify appropriate Responses to the Aggressive Driver**

State Curriculum Standard: **Decision-making/Risk Reduction 14.4**

Course Content	Student Performance	Resources	Assessments
E. Identify Appropriate Responses to the Aggressive Driver	<ul style="list-style-type: none">• Identify and explain the following:<ul style="list-style-type: none">• Eye contact avoidance• Emotional detachment• Speed adjustment• Lane adjustment	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations• Video – Road Rage	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making/Risk Reduction**

Content Standard: **Driver Distractions and the appropriate Responses**

State Curriculum Standard: **Decision-making/Risk Reduction 14.4**

Course Content	Student Performance	Resources	Assessments
F. Driver Distractions and the Appropriate Responses	<ul style="list-style-type: none">• Identify the following distractions and the appropriate responses to them:<ul style="list-style-type: none">• Within the vehicle (e.g. passengers and pets, food and drinks, cell phones and other electronic devices)• Outside the vehicle (e.g. construction zones, people, accidents, and emergency vehicles)	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Decision-making/Risk Reduction**

Content Standard: **Consequences of High Risk Driver Actions and Human Error**

State Curriculum Standard: **Decision-making/Risk Reduction 14.2**

Course Content	Student Performance	Resources	Assessments
A. Consequences of High Risk Driver Actions and Human Error	<ul style="list-style-type: none">• Analyze the consequences of unsafe driver actions and human error :<ul style="list-style-type: none">• Vehicular crashes• Loss of license• Fines• Injury or death• Property damage• Civil liability• Financial loss• Pennsylvania Point System	<ul style="list-style-type: none">• Pennsylvania Drivers manual drive• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Driving Conditions**

Content Standard: **Hazardous Conditions and their Effects**

State Curriculum Standard: **Driving Conditions 14.5**

Course Content	Student Performance	Resources	Assessments
A. Describe Hazardous Conditions and Their Effects on Driving	<ul style="list-style-type: none">• Define and explain the following as they pertain to the driving environment<ul style="list-style-type: none">• Snow• Rain• Fog• Sleet/ice• Hydroplaning• Skidding	<ul style="list-style-type: none">• Pa Drivers manual drive• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Driving Conditions**

Content Standard: **Challenges of Night Driving and Appropriate Responses**

State Curriculum Standard: **Driving Conditions 14.5**

Course Content	Student Performance	Resources	Assessments
B. Identify Challenges of Night Driving and Appropriate Responses to Them	<ul style="list-style-type: none">• Identify the following and explain how these conditions can affect the driver:<ul style="list-style-type: none">• Reduced Visibility• Eye Fatigue• Overdriving headlights	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations• How to be a More Perceptive Driver Textbook	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Driving Conditions**

Content Standard: **Dangers of Vehicle Malfunctions**

State Curriculum Standard: **Driving Conditions 14.5**

Course Content	Student Performance	Resources	Assessments
C. Dangers of Vehicle Malfunctions	<ul style="list-style-type: none">• Identify the dangers of vehicle malfunctions and other sudden emergencies:<ul style="list-style-type: none">• Blowouts• Brake failures• Stuck Accelerator• Engine stalls• Engine overheats• Engine fire• Warning indicator malfunctions• Off-road recovery	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Driving Conditions**

Content Standard: **Dangers of Sudden Emergencies**

State Curriculum Standard: **Driving Conditions 14.5**

Course Content	Student Performance	Resources	Assessments
D. Identify the Dangers of Sudden Emergencies	<ul style="list-style-type: none">• Identify the following as they pertain to the driving environment<ul style="list-style-type: none">• High Water• Vehicle crossing center Line• Vehicle not yielding at intersection• Vehicle running off roadway• Traction loss to front and rear tires	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Legal Aspects of Alcohol and other Drugs**

State Curriculum Standard: **Influences Upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
A. Legal Aspects of Alcohol and Other Drugs	<ul style="list-style-type: none">• Define and analyze the problem of driving under the influence (DUI):<ul style="list-style-type: none">• Significance of problem• Consequences• Solutions	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Factors that influence Individuals to Use Alcohol and other Drugs**

State Curriculum Standard: **Influences upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
B. Factors that Influence Alcohol and Drug Usage	<ul style="list-style-type: none">• Identify and analyze the physiological and psychological effects of alcohol on the driver:<ul style="list-style-type: none">• Process of alcohol entering and exiting the body• How alcohol affects people differently• Changes to the central nervous system	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• Teacher made tests• Correcting workbook• Class participation

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Driving under the Influence**

State Curriculum Standard: **Influences Upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
C. Driving Under the Influence (DUI)	<ul style="list-style-type: none">• Identify and analyze the physiological and psychological effects of drugs:<ul style="list-style-type: none">• Types (e.g. over the counter, prescription, controlled substances)• How drugs affect people differently• Changes to central nervous system	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Physiological and Psychological Effects of Alcohol**

State Curriculum Standard: **Influences Upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
D. Physiological and Psychological Effects of Alcohol	<ul style="list-style-type: none">• Identify and analyze how alcohol and other drugs affect driving performance:<ul style="list-style-type: none">• Impaired judgment and reasoning• Visual impairment• Slower motor skills• Increased response time• Loss of reality	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Physiological and Psychological Effects of Drugs**

State Curriculum Standard: **Influences Upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
E. Physiological and Psychological Effects of Drugs	<ul style="list-style-type: none">• Evaluate the factors that influence individuals to use alcohol and drugs:<ul style="list-style-type: none">• Advertising• Peer pressure• Social norms• Culture• Holidays	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Effects of Alcohol and Drugs on Driving Performance**

State Curriculum Standard: **Influences Upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
F. Effects of Alcohol and Drugs on Driving Performance	<ul style="list-style-type: none">• Know the legal aspects of alcohol and other drugs:<ul style="list-style-type: none">• Terms and meanings associated with drinking and driving• Penalties while intoxicated• Implied consent• Zero tolerance	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations

Driver's Education Planned Course: Grade 11

Unit: **Influences Upon Driver Performance**

Content Standard: **Types of Fatigue and How to Combat their Effects**

State Curriculum Standard: **Influences Upon Driver Performance 14.6**

Course Content	Student Performance	Resources	Assessments
G. Types of Fatigue and How to Combat their Effects	<ul style="list-style-type: none">• Identify types of fatigue a how to combat their effects:<ul style="list-style-type: none">• Mental and physical types (e.g. boredom, eye strain, drowsiness)• Symptoms (e.g. slowed response time, daydreaming , heavy eyes)• Methods to delay fatigue (e.g. exit and walk around the vehicle , pull over, rest)	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations	<ul style="list-style-type: none">• License to drive textbook• License to drive workbook• Overhead/PowerPoint presentations