

School District of South Orange-Maplewood High School Driver Education Curriculum – Grade 10



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**

2017-2018

GRADE 10

Driver Education

Introduction

Driver Education Theory is a critical part of our coursework in Health Education. Accidents are the leading cause of death for teenagers age 15-19 accounting for nearly half of all teen deaths..(Centers for Disease Control, 2015).

In 2015, 2,333 teens in the United States ages 16–19 were killed and 221,313 were treated in emergency departments for injuries suffered in motor vehicle crashes in 2014. That means that six teens ages 16–19 died every day from motor vehicle injuries.

The risk of motor vehicle crashes is higher among 16-19-year-olds than among any other age group. In fact, per mile driven, teen drivers ages 16 to 19 are nearly three times more likely than drivers aged 20 and older to be in a fatal crash.

Among teen drivers, those at especially high risk for motor vehicle crashes are:

- Males: In 2014, the motor vehicle death rate for male drivers and passengers ages 16 to 19 was two times that of their female counterparts.¹
- Teens driving with teen passengers: The presence of teen passengers increases the crash risk of unsupervised teen drivers. This risk increases with the number of teen passengers.^{3,4}
- Newly licensed teens: Crash risk is particularly high during the first months of licensure.^{5,6} The crash rate per mile driven is 3 times higher for 16-17 year olds as compared to 18-19 year olds. ²

The Driver Education Theory course is delivered in accordance with the laws and statutes set forth by the New Jersey Motor Vehicle Commission (NJMVC) and all instructors are certified to teach the course by the NJMVC. The culminating activity of the course is the state driver education exam, which, if passed with an 80 or better, allows students to pursue a driver's permit.

The School District of South Orange-Maplewood has adopted the curriculum, assessments and resources associated with the **ADTSEA 3.0 curriculum** (2012). Additions have been made to account for New Jersey State Law and the New Jersey Core Curriculum Content Standards in Comprehensive Health and Physical Education. Instruction in Driver Education requires 30 hours of seat time and affords families the opportunity to seek reductions on car insurance policies if students perform satisfactorily in the course.

NJ Student Learning Standards addressed:

- 2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.*
- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.*
- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.*
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.*
- 2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).*
- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.*

State Mandates addressed:

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids

(N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L. 1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.*
- o Fully address myths and misunderstandings regarding organ and tissue donation.*
- o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.*
- o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination*

thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

Driver Education Theory

Unit 1: Introduction to Novice Driver Responsibilities and the Licensing System

Grade Level: 10th Grade

Thematic Overview

Unit 1 is designed to introduce the student and parent/guardian/mentor to the structure, goals, policies and procedures of your school's driver education program. The students and parents/guardians/mentors will also learn about their state's licensing system requirements. The responsibilities of collision-free and violation-free driving will also be introduced. Communication among all those involved in the driver education program will be stressed (student, parent/guardian/mentor, instructor).

Student Objectives and Learning Goals

The student and parent/guardian/mentor will gain an understanding of:

1. The driver education program goals, course structure, testing and course evaluation.
2. The school's plan and procedures for classroom and in-car instruction, including the skill log to document supervised practice.
3. The need for continuous communication between the student, parent/guardian/mentor and instructor.
4. The state's driver education program and licensing system requirements.
5. Driving as a complex task that involves risk and decisions

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 2: Getting Acquainted with the Vehicle
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Describe pre-entry checks to be made around the vehicle.
2. Identify the obscured areas around the vehicle.
3. Demonstrate knowledge of and proper usage of protective devices available to occupants of motor vehicles.
4. Identify and describe the location, function and operation of safety, communication, comfort, convenience, and control devices, as well as control and information device symbols found in a passenger vehicle in preparation for starting the vehicle.
5. Describe the pre-drive procedures used after entering the vehicle and demonstrate knowledge of enhanced mirror settings and mirror usage.
6. Demonstrate knowledge of standard and personal vehicle reference points to know where the vehicle is positioned in relation to the roadway.
7. Describe the purpose and use of the vehicle owner's manual.
8. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 3: Understanding Vehicle Control: Starting, Steering and Stopping
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Demonstrate knowledge of procedural steps for starting the engine and moving the vehicle forward.
2. Demonstrate proper hand position on the steering wheel and identify the different techniques of steering a vehicle.
3. Demonstrate knowledge of procedural steps for moving to curb/side of road and entering the roadway from a curb.
4. Demonstrate knowledge of procedural steps for stopping and securing the vehicle.
5. Demonstrate knowledge of procedural steps for backing the vehicle
6. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 4: Traffic Control Devices and Laws
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Define and identify the purpose of traffic control devices.
2. Recognize and identify the color, shape and meaning of traffic signs.
3. Recognize and identify the meaning of traffic control signal lights.
4. Recognize and identify the meaning of pavement markings.
5. Describe state specific laws pertaining to the required response by the driver to traffic signs, signals and pavements markings and the directions of a police officer.
6. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 5: Vision and Space Management
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Identify and describe how effective visual skills help to manage risk when operating a motor vehicle.
2. Identify the vehicle operating space and maintain an adequate space cushion.
3. Define stopping distance and how it applies to the space around the vehicle.
4. Demonstrate knowledge of the space management system SEE.

Demonstrate knowledge of the search process and describe where, when, how and what a driver needs as part of the search process.

Demonstrate knowledge of the evaluating risk process.

Demonstrate knowledge of the executing process for making an appropriate response.

5. Demonstrate knowledge of procedures for selecting and positioning a motor vehicle in the proper lane for safe, smooth driving.
6. Identify how to divide attention between path of travel and demands inside the vehicle.
7. Key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 6: Basic Maneuvers in a Low-Risk Environment
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Describe natural laws and their effects on traction, vehicle movement and balance.
2. Demonstrate knowledge of approaching, entering, stopping and turning at intersections and describe staggered stops and double stops.
3. Demonstrate knowledge of changing lanes.
4. Demonstrate knowledge of procedures for turning around.
5. Demonstrate knowledge of procedures for hill parking, angle parking, perpendicular parking, and parallel parking.
6. Demonstrate knowledge of passing, being passed and passing on the right and identify the conditions described by law that regulate passing.
7. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 7: Risk Reducing Strategies for Different Driving Environments
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

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

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 8: Sharing the Road with Other Users
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Describe the importance of sharing the road with other users.
2. Describe the characteristics of pedestrians and how to share the road with them.
3. Describe the characteristics of bicycles and how to share the road with them.
4. Describe the characteristics of motorcycles, scooters and mopeds and how to share the road with them.
5. Describe the characteristics of large vehicles and how to share the road with them.
6. Describe the characteristics of emergency vehicles and how to share the road with them.
7. Describe the characteristics of trains and public transportation and how to share the road with them.
8. Describe the characteristics of construction vehicles and work zones and how to share the road with them.
9. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 9: The Effects of Distractions on Driving
Grade Level: 10th Grade

Thematic Overview

Unit 9 is designed to help the student understand the substantial negative effects of distractions on a driver's ability to safely perform the driving task. Research and statistics demonstrate that distractions represent a significant factor in motor vehicle crashes, especially for novice drivers.

This unit will explore the definition of driving distractions, the various types of driver distractions, the effects of distractions on the driving task, costs related to crashes due to distracted driving, prevention of driving distractions and strategies for students to disseminate information on the distracted driving problem.

Student Objectives and Learning Goals

The student will:

1. Define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes.
2. Describe potential distractions that could occur inside the vehicle and their effects on the driving task.
3. Describe potential distractions that could occur outside the vehicle and their effects on the driving task.
4. Develop a plan to prevent distractions before getting behind the wheel.
5. Develop a plan to address distractions while driving
6. Commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their parents, and the community.
7. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at: adtsea.org

Driver Education Theory
Unit 10: Adverse Driving Conditions and Emergencies
Grade Level: 10th Grade

Thematic Overview:

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

Student Objectives and Learning Goals

The student will:

1. Demonstrate knowledge of the problems associated with reduced visibility such as driving at night, in fog, rain, snow, and glare conditions and describe conditions and strategies of driving in strong winds.
2. Demonstrate knowledge of technological advances in the design of motor vehicles that enhance occupant safety and ability to respond more effectively under conditions of limited time and space.
3. Demonstrate knowledge of weather, other physical conditions and driver actions that influence the level of traction or adhesion between tires, road surface and vehicle control.
4. Describe the characteristics of front wheel and rear wheel traction loss and run-off the road crashes and the actions to take in order to control the vehicle.
5. Demonstrate knowledge of actions necessary to better control the consequences if a crash appears imminent.
6. Describe the correct actions to take in response to driving emergencies caused by vehicle malfunction.
7. Describe the actions to take when involved in a collision.
8. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 11: Impaired Driving
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.
2. Recognize the nature of the alcohol-related traffic crash problem.
3. Explain the definition of intoxicated according to their state law and explain the penalties associated with driving under the influence.
4. Describe the effects of alcohol on space management including, perception, vision, reaction time and risk-taking, the common signs of the drinking driver and how to eliminate alcohol from the system.
5. Explain how drugs other than alcohol affect the driving task. 6. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 12: The Effects of Fatigue and Emotions on Driving
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Describe the causes of fatigue and how it affects a driver's abilities.
2. Describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving.
3. Describe aggressive driving and road rage characteristics and the different types and degrees of aggression.
4. Develop strategies for anger management and for responding to aggressive driving and road rage.
5. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Driver Education Theory
Unit 13: Travel Planning, Loading, Towing and Driving Special Vehicles
Grade Level: 10th Grade

Thematic Overview

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

Student Objectives and Learning Goals

The student will:

1. Describe the preparation needed before taking trips and planning considerations of the vehicle, vehicle loading and equipment, and personal considerations when driving to a destination far away.
2. Describe the skills required for safely towing a boat or trailer and the techniques required to back a trailer successfully.
3. List the basic equipment needed to tow a trailer safely, describe how to connect a trailer to a vehicle, and explain the procedure for distributing weight when loading a trailer.
4. Define key words associated with the unit objectives.

Sample Assessments, Lessons, Activities and Powerpoint Presentations can be found at:
adtsea.org

Approved Resources

- New Jersey Motor Vehicle Commission Student Driver Education Manual
- New Jersey Motor Vehicle Commission Parent Guidelines
- New Jersey Motor Vehicle Commission State Driver Education Examination (all versions)
- Driver Education Simulator
- www.adtsea.org
- <http://www.state.nj.us/mvc/>
- American Driver and Traffic Safety Education Association Novice Driver Education Curriculum Standards
- Links through adtsea.org website include:

New England Donate to Life

Adam Little Foundation - Share the Road with Bicyclists Unit Lesson Plan

Adam Little Foundation - Share the Road with Bicyclists Unit Presentation

The IDecide Project

AT&T Don't Text While Driving

DOT Distracted Driving Hub

Public Service Announcement Videos

Center for Disease Control Driver Education

Alcohol and Driving

Blindzone Glare Elimination

Efficient Steering Techniques

Proper Seat Belt Use

Risk Management

Visual Search / Perception

Work / Construction Zones

Approved Videos through ADTSEA:

- Supporting video with narration from AAA throughout the curriculum
- *Ashley's Story*, National Road Safety Foundation – distracted driving
- *Be Sensible: Don't Drive Yourself to Distraction*, 2nd edition, Cingular Wireless – distracted driving
- *Faces of Distracted Driving: Kassy's Story*, NHTSA – distracted driving

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○ *Take the Pledge*, National Road Safety Foundation – distracted driving

○ *Look to Live*, Operation Lifesaver – railroad crossing safety

○ *Recognize, React, Recover*, AAA Foundation for Traffic Safety – run-off the road crashes

○ *Teens and Trucks: Share the Road*, Commercial Vehicle Safety Alliance (CVSA) – sharing the road with large trucks

○ *Breakin' Nite*, National Road Safety Foundation – drowsy driving

○ *Cage the Rage*, National Road Safety Foundation – aggressive driving

○ *Safe Trailing*, U-Haul – loading, towing and driving a vehicle with a trailer