			Driver Education 10th Grade Pennsylvania Laws and Regulations
Course/Subject: Driver Education	Grade: 10		Suggested Timeline: 3 Weeks

Grade Level Summary	The 10th grade driver education curriculum is designed to provide students with the skills and knowledge necessary to understand the basic traffic laws and how the laws relate to safe driving. Students will understand procedures to receive their learner's permit and driver's license. Students will examine Pennsylvania laws and regulations; knowledge of vehicle operations; perceptual skill development; decision-making/risk reduction; driving conditions; and influences upon driver performance.
Grade Level Units	<ol style="list-style-type: none"> 1. Pennsylvania Laws and Regulations 2. Knowledge of Vehicle Operations 3. Visual and Mental Processes 4. Influences on a Driver/ Driving Conditions

Unit Title	Pennsylvania Laws and Regulations
Unit Summary	Students will examine the learner's permit and driver's license procedures in Pennsylvania along with the Pennsylvania traffic laws and regulations. Students will learn the parts of the highway transportation system and how it is regulated. Students will examine the impact of attitude and how it affects day to day driving procedures. Students will understand how social, physical, and mental skills all work together to form the driving task.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What valuable information does the PA manual and DMV website provide for a beginner driver? 2. What are the three parts of the highway transportation system, and how is it regulated? 3. How does social, physical, and mental skills work together in your driving task? 4. What are the actions you take at a stop, yield, and speed limit signs? 	Key Understandings: <ol style="list-style-type: none"> 1. Procedures to obtain a learner's permit and driver's license in Pennsylvania. 2. Basic traffic laws and how they relate to driver safety. 3. The three parts of the highway transportation system and how it is regulated. 4. Distinguish and understand regulatory, warning, and guide signs. 5. Distinguish between basic speed law, stop, and yield 6. How social, physical, and mental skills work together while driving.
---	---

Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
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.
--------	--

Important Standards Addressed in the Unit:

14.1.C	Describe the Pennsylvania licensing procedures
--------	--

Misconceptions: <ul style="list-style-type: none"> The posted speed limit is safe for all driving conditions. A collision and an accident are the same thing. 	Proper Conceptions: <ul style="list-style-type: none"> The posted speed limit is set for ideal roadway conditions. A collision is caused by human error. An accident is something that happens by chance.
--	--

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will understand the Pennsylvania license procedures Students will understand the Pennsylvania permit procedures Students will understand the basic driving laws. Students will be able to identify and recall regulatory, warning, and guide signs. Students will be able to differentiate between yellow, white, solid, and dotted road markings. Students will understand what to do at flashing red and yellow signals. 	<ul style="list-style-type: none"> Describe the three parts of the highway transportation system. Tell how the highway transportation system is regulated. Explain how social, physical, and mental skills work together in your driving task. Students will differentiate between a collision and an accident. Students will explain how your attitude will affect your driving. 	<ul style="list-style-type: none"> Students will be competent with the Pennsylvania laws and regulations in order to obtain their permit and license. Students will develop a conscientious mindset in order to be successful on the roadways.

Academic Vocabulary:

<ul style="list-style-type: none"> Basic Speed Law Highway Transportation System Warning Signs 	<ul style="list-style-type: none"> Driver's License Learner's Permit Yield 	<ul style="list-style-type: none"> Guide Signs Regulatory Signs
---	---	---

Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Test, PA Manual Study Guide, Signs Graphic Organizers, Teen Driving Guide, Class Participation
--

Interdisciplinary Connections:


- Health

Additional Resources:

- Pennsylvania DMV website
- Pennsylvania Driver's Manual

-
- Textbook

Created By: Todd Teal

			Driver Education 10th Grade Knowledge of Vehicle Operations
Course/Subject: Driver Education	Grade: 10		Suggested Timeline: 2 Weeks

Grade Level Summary	The 10th grade driver education curriculum is designed to provide students with the skills and knowledge necessary to understand the basic traffic laws and how the laws relate to safe driving. Students will understand procedures to receive their learner's permit and driver's license. Students will examine Pennsylvania laws and regulations; knowledge of vehicle operations; perceptual skill development; decision-making/risk reduction; driving conditions; and influences upon driver performance.
Grade Level Units	<ol style="list-style-type: none"> 1. Pennsylvania Laws and Regulations 2. Knowledge of Vehicle Operations 3. Visual and Mental Processes 4. Influences on a driver/Driving Conditions

Unit Title	Knowledge of Vehicle Operations
Unit Summary	Students will examine all of the car controls and vehicle functions of an automobile. Students will learn the importance of understanding every car control and warning light, along with where they are located. Students will explore different types of new technology in vehicles and distinguish between positives and negatives as it relates to driver safety. Students will learn about proper application of basic driving skills. Students will examine the steps necessary for pre and post checks of a vehicle.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why does a driver need to be familiar with the functions and locations of car controls and warning lights of the vehicle they are driving? 2. Why is performing a pre and post trip inspection important for a driver? 3. How does the proper application of basic driving skills keep me and others safe? 	Key Understandings: <ol style="list-style-type: none"> 1. All car controls are important and it is vital to understand what each one does and where it is located. 2. Pre and post trip checks are crucial for your safety along with other roadway users. 3. There are positives and negatives when it comes to modern technology in new vehicles. 4. Basic driving skills are the primary building blocks of safe driving.
--	---

Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
14.2.A	Identify and describe the pre-trip inspection outside the vehicle.

14.2.B	Identify and describe the pre-trip preparation inside the vehicle.
14.2.C	Identify and assess purpose of modern vehicle technology.
14.2.E	Identify post-trip procedures.

Important Standards Addressed in the Unit:

14.2.D	Describe and explain the proper application of basic driving skills.
---------------	--

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Each vehicle has the same car controls, and they are in the same location. To drive somewhere, all I need to do is get in the car and go. 	<ul style="list-style-type: none"> Each vehicle is very unique. All vehicles will have the basic car controls, however they can be in different locations. Special features can vary from vehicle to vehicle depending on the model. It is very important to walk around the vehicle to check for leaks, damages, and deflated tires before I can safely drive to my location.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will understand why pre trip checks are so important to driver safety. Students will understand the actions necessary when a warning light is on. Students will understand basic driving skills needed to drive safely and effectively. Students will understand why post trip checks are important before leaving the vehicle. 	<ul style="list-style-type: none"> Students will identify each gauge and warning light on an instrument panel and explain its function. Students will explain the purpose of each control used to operate a vehicle. Students will perform necessary pre and post trip checks when approaching and leaving a vehicle. Students will investigate current vehicle technologies to promote safety and driving efficiency. 	<ul style="list-style-type: none"> Students will exhibit a conscientious mindset when going through pre and post trip checks of their vehicle. Students will develop strong competency skills understanding all car controls and vehicle functions.

Academic Vocabulary:

<ul style="list-style-type: none"> Defroster Instrument Panel Tachometer 	<ul style="list-style-type: none"> Downshifting Odometer 	<ul style="list-style-type: none"> Friction Point Riding the Clutch
---	--	---

Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Test, Car Controls Scavenger Hunt, Intersections Project, Class Participation


Interdisciplinary Connections:

- Health
- Science

Additional Resources:

- Pennsylvania DMV website
- Pennsylvania Driver's Manual
- Textbook

Created By: Todd Teal

			Driver Education 10th Grade Visual and Mental Processes
Course/Subject: Driver Education	Grade: 10		Suggested Timeline: 2 Weeks

Grade Level Summary	The 10th grade driver education curriculum is designed to provide students with the skills and knowledge necessary to understand the basic traffic laws and how the laws relate to safe driving. Students will understand procedures to receive their learner's permit and driver's license. Students will examine Pennsylvania laws and regulations; knowledge of vehicle operations; perceptual skill development; decision-making/risk reduction; driving conditions; and influences upon driver performance.
Grade Level Units	<ol style="list-style-type: none"> 1. Pennsylvania Laws and Regulations 2. Knowledge of Vehicle Operations 3. Visual and Mental Processes 4. Influences on a driver/Driving Conditions

Unit Title	Visual and Mental Processes
Unit Summary	Students will examine mental and visual processes and how they can keep the driver safe. Students will examine the characteristics of aggressive and defensive driving. Students will examine the types of driving distractions, and learn ways to avoid them. Students will learn how emotions affect driving, and strategies on ways to combat them. Students will examine the SIPDE process and learn how to utilize it while driving.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why is the mental/visual process absolutely essential in order to drive safely and effectively? 2. How can a driver avoid being distracted while driving? 3. How can a driver's attitude positively or negatively affect driving? 4. How does a driver use the SIPDE process to increase driver safety? 	Key Understandings: <ol style="list-style-type: none"> 1. Defensive driving is a selfless act that will be you and others safe on the roadway. 2. Driving distractions are one of the most dangerous activities a driver can do on the road. 3. Keeping emotions in check while driving is very important. Emotions affect all parts of the driving process. 4. Experienced drivers use the SIPDE process mindlessly. It is vital for beginner drivers to understand and apply this process.
--	---

Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
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.
14.4.E	Identify appropriate responses to the aggressive driver
14.4.F	Identify driver distractions and the appropriate responses to them.

Important Standards Addressed in the Unit:

14.4.A	Identify and know a model of decision-making.
14.4.C	Identify how emotions affect driver decisions.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • A hands free device protects me from driving distracted. • My emotions do not affect my driving. 	<ul style="list-style-type: none"> • Even though your hands are on the wheel, your mind is becoming off task from driving which can be very dangerous. • Emotions can greatly impair someone while driving. Mental skills makes up most of the driving task.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will understand the differences between an aggressive and defensive driver. • Students will understand that all types of driving distractions can be lethal while driving a vehicle. • Students will understand the need for divided visual and mental attention while driving. • Students will understand how emotions can affect a driver's overall performance. 	<ul style="list-style-type: none"> • Students will be able to recognize the characteristics of a defensive and aggressive driver. • Students will be able to identify and apply the SIPDE process in various driving situations. • Students will be able to apply habits that can cut down on driver distractions. 	<ul style="list-style-type: none"> • Students will utilize strong critical thinking skills to enhance their visual and mental processes while driving a vehicle.

Academic Vocabulary:

<ul style="list-style-type: none"> • Aggressive Driver • Path of Travel • Scanning 	<ul style="list-style-type: none"> • Defensive Driver • Road Rage • SIPDE 	<ul style="list-style-type: none"> • Line of Sight • Rubbernecking • Space Cushion
---	--	---

Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Test, Driving Distractions Project, Homework, In-Class Assignments, Class Participation

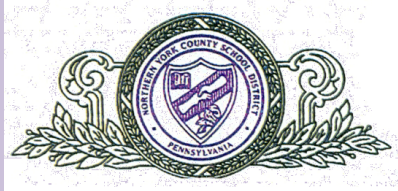
Interdisciplinary Connections:

- Health
- Science

Additional Resources:

- Pennsylvania DMV website
- Pennsylvania Driver's Manual
- Textbook
- AT&T It Can Wait Campaign

Created By: Todd Teal

			Driver Education 10th Grade Influences on a Driver/Driving Conditions
			Course/Subject: Driver Education Grade: 10 Suggested Timeline: 2 Weeks

Grade Level Summary	The 10th grade driver education curriculum is designed to provide students with the skills and knowledge necessary to understand the basic traffic laws and how the laws relate to safe driving. Students will understand procedures to receive their learner's permit and driver's license. Students will examine Pennsylvania laws and regulations; knowledge of vehicle operations; perceptual skill development; decision-making/risk reduction; driving conditions; and influences upon driver performance.
Grade Level Units	<ol style="list-style-type: none"> 1. Pennsylvania Laws and Regulations 2. Knowledge of Vehicle Operations 3. Visual and Mental Processes 4. Influences on a Driver/Driving Conditions

Unit Title	Influences on a Driver/Driving Conditions
Unit Summary	Students will examine various weather conditions and how they can affect vehicles and roadways. Students will learn about various vehicle emergencies and malfunctions and how to handle them properly. Students will learn what to do when a vehicle loses traction from the roadway. Students will examine the impact of driving under the influence of drugs and alcohol.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What do I do when adverse weather conditions occur to keep myself and others safe? 2. What do I do when I enter a skid situation? 3. How do I handle a sudden emergency or vehicle malfunction while I am driving? 4. What does alcohol and other drugs do to my body and how does it affect my driving performance? 	Key Understandings: <ol style="list-style-type: none"> 1. Adverse weather conditions can cause a driver to experience difficulties with visibility, motion, and steering control tasks. It is critical for a driver to understand how the vehicle is affected by these conditions. 2. When a driver enters a skid situation, one must remain calm, have control of the steering, and refrain from pressing the brake. 3. Emergencies and malfunctions are apart of driving, but knowing what to do if one of them occurs can keep everybody on the roadway safe. 4. Alcohol and other drugs have various negative effects on the body while driving. A driver must be mindful of these effects and how they can disrupt driver performance.
---	--

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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.
14.6.A	Know legal aspects of alcohol and other drug use.
14.6.G	Identify types of fatigue and how to combat their effects.

Important Standards Addressed in the Unit:

14.5.A	Describe hazardous conditions and their effects of vision, motion, and steering control tasks while driving.
14.6.F	Identify and analyze how alcohol and other drugs affect driving performance.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Alcohol affects everybody the same way. If I go into a skid situation, I steer into the turn. If I lose control of my vehicle, I need to press the brake. 	<ul style="list-style-type: none"> Alcohol affects everybody differently. There are many factors like weight, gender, and tolerance that affect how alcohol is broken down by the body. If you go into a skid situation, a driver should steer the same way the back end of the car is going. In order to save a car from a complete spin out, a driver should not press the brake. The wheels must freely spin in order to gain control of the vehicle.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will understand how different weather conditions can affect both the vehicle and the roadways. Students will understand different vehicle malfunctions and emergencies along with what to do if one occurs. Students will understand the effects of fatigue and how it impairs a driver. Students will understand how alcohol and other drugs affect driver performance and safety. 	<ul style="list-style-type: none"> Students will be able to describe what to do when a vehicle loses traction on a roadway. Students will investigate the consequences of driving under the influence of alcohol and other drugs. Students will evaluate factors that influence individuals to use alcohol and other drugs. Students will identify the dangers of night driving, and how to protect themselves from these dangers. Students will identify the steps to change a tire. 	<ul style="list-style-type: none"> Students will utilize a conscientious mindset while driving in various adverse weather conditions. Students will be competent when they experience a vehicle emergency or malfunction while driving.

Academic Vocabulary:

<ul style="list-style-type: none"> ● Blowout ● Jack ● Skid 	<ul style="list-style-type: none"> ● Fishtail ● Lug Nut ● Traction 	<ul style="list-style-type: none"> ● Hydroplaning ● Overdriving Headlights
---	---	--

Evidence: Assessments and Performance Task(s)

- Test, Homework, Debate, Class Participation
-

Interdisciplinary Connections:

- Health
 - Science
-

Additional Resources:

- Pennsylvania DMV website
 - Pennsylvania Driver's Manual
 - Textbook
 - Vehicle
-

Created By: Todd Teal
