

**DRIVERS EDUCATION
PLANNED COURSE CURRICULUM GUIDE**

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

**Class Periods:
Length of Class Periods (minutes):
Length of Course:
Unit of Credit:
Course Weight:**

A GREAT PLACE TO LEARN!



***PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA***

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #14.1 Pennsylvania Laws and Regulations

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS	BEHIND THE WHEEL
<p>STANDARD 14.1</p> <p>A. Identify and explain traffic laws related to safe driving.</p> <ul style="list-style-type: none"> ✓ Traffic Controls (e.g., signs, signals, road markings) ✓ Right of Way ✓ Speed regulations ✓ Pedestrian rights and responsibilities <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/emission inspection ✓ Seat belts ✓ Child safety seats ✓ Passengers in pickup trucks. <p>C. Describe the Pennsylvania licensing procedures.</p> <ul style="list-style-type: none"> ✓ Learner's permit ✓ Graduated driver's licensing 	<p>A. Identify and describe the various traffic controls.</p> <ul style="list-style-type: none"> ✓ Define the meaning of the term "right of way" ✓ Differentiate between posted and advisory speed limit signs. ✓ Describe pedestrian responsibilities and rights. ✓ Understand permit procedures in the state of PA ✓ Recognize the different steps of the graduated licensing procedure. 	<ul style="list-style-type: none"> ✓ Quizzes ✓ Written test ✓ Skill test ✓ Observation ✓ Media presentation ✓ Cooperative activities ✓ Enrichment activities ✓ Partner projects ✓ Group projects ✓ Notebooks 	<ul style="list-style-type: none"> ✓ Textbooks ✓ Posters ✓ Overheads ✓ Reference Materials ✓ Car ✓ Video ✓ Portable lab ✓ Internet ✓ Library ✓ Outside presenters 	<p>A. Demonstrate proper application of traffic laws.</p> <p>B. Verify that the vehicle meets the laws relating to responsible driving.</p> <p>C. Acquire and have in possession a learners' permit and/or driver's license.</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 14.2 Knowledge of Vehicle Operations

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS	BEHIND THE WHEEL
<p>STANDARD 14.2</p> <p>A. Identify and describe the pre-trip inspection outside the vehicle.</p> <ul style="list-style-type: none"> ✓ Visual inspection of vehicle (e.g., wheels, body, lights) ✓ Visual inspection of surroundings (e.g., front, sides, back) <p>B. Identify and describe the pre-trip preparation inside the vehicle.</p> <ul style="list-style-type: none"> ✓ Car door locks ✓ Key in ignition ✓ Seating position ✓ Mirror settings (enhanced/traditional) ✓ Communications controls (e.g., turn signals, high/low beams, flashers) ✓ Safety devices (e.g., wipers, seat belt adjustments, head restraint) ✓ Comfort/climate controls (e.g., heater, air conditioning, 	<p>A. List several things on your car that you can inspect before entering it.</p> <p>B. Discuss the importance of doors being locked in case of a collision.</p> <ul style="list-style-type: none"> ✓ The students will understand the different positions of the ignition switch. ✓ To understand the importance of seat adjustment before moving the car. ✓ Discuss the importance of setting your mirrors before the vehicle moves. ✓ Identify and describe the different communication controls. ✓ Discuss the importance of 	<ul style="list-style-type: none"> ✓ Quizzes ✓ Written test ✓ Skill test ✓ Observation ✓ Media presentation ✓ Cooperative activities ✓ Enrichment activities ✓ Partner projects ✓ Group projects ✓ Notebooks 	<ul style="list-style-type: none"> ✓ Textbooks ✓ Posters ✓ Overheads ✓ Reference Materials ✓ Car ✓ Video ✓ Portable lab ✓ Internet ✓ Library ✓ Outside presenters 	<p>A. Perform a pre-trip inspection outside the vehicle.</p> <p>B. Perform pre-trip preparations inside the vehicle.</p> <p>C. Point out and demonstrate, when appropriate, technologies related to the operation of the vehicle as stated in the owner's manual.</p>

<ul style="list-style-type: none"> defroster) ✓ Hand position on steering wheel <p>C. Identify and assess purpose of modern vehicle technology.</p> <ul style="list-style-type: none"> ✓ Owner's manual specifications ✓ Alert and warning symbols ✓ Supplemental occupant restraint systems ✓ Antilock Braking System (ABS) ✓ Global Positioning System (GPS) ✓ Electronic Stabilization control (ESC) <p>D. Describe and explain the proper application of basic driving skills.</p> <ul style="list-style-type: none"> ✓ Staying in driving line ✓ Starting from a stop ✓ Accelerating ✓ Managing intersections ✓ Recognizing when to brake ✓ Making a left turn into traffic ✓ Making right turns ✓ Driving in reverse ✓ Making lane changes (e.g., multiple-lane roadways, merge/exit situations, passing vehicles) ✓ Selecting a sufficient gap to enter traffic. <p>E. Identify post-trip procedures</p> <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) 	<p>correct seat belt and head restraint usage.</p> <ul style="list-style-type: none"> ✓ To be able to identify and use the different settings of the windshield wipers. ✓ To be able to identify and describe the different comfort and climate controls in your car. ✓ To understand the importance of the proper hand positioning on the steering wheel to minimize injury due to airbag deployment. <p>C. Familiarize yourself with the cars owners manual.</p> <ul style="list-style-type: none"> ✓ To understand the problems associated with the different warning lights. ✓ To understand that the airbag is only a supplement to the seatbelt. ✓ To understand how the ABS system works. ✓ Describe what GPS systems are and how they work. ✓ Discuss what ESC is and the availability. <p>D. Students can identify and explain the three parts of the projected path of travel.</p> <ul style="list-style-type: none"> ✓ Explain the procedure for starting from a starting position. ✓ Define acceleration and deceleration and explain how they are related to speed. 			<p>D. Demonstrate basic driving skills.</p> <p>E. Perform post-trip procedures.</p>
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- ✓ List the procedures to follow when preparing to approach and intersection.
- ✓ List factors or conditions that would require one to brake.
- ✓ Describe how to prepare for a left hand turn into traffic.
- ✓ Describe how to prepare for a right hand turn into traffic.
- ✓ Identify problems and unique characteristics of driving in reverse.
- ✓ Describe several factors involved in making a lane change correctly.
- ✓ Describe factors involved in entering traffic.

E. List the steps necessary to secure the vehicle when you park.

- ✓ Describe the safety procedures necessary when exiting a parked vehicle.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 14.3 Perceptual Skills Development

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS	BEHIND THE WHEEL
<p>STANDARD 14.3</p> <p>A. Describe perception as a mental process that is selective and can be improved.</p> <ul style="list-style-type: none"> ✓ Visual functions: focal, useful field of vision, peripheral, depth. ✓ Projected path of travel ✓ Scanning environment and staying in driving lane. <p>B. Describe visual search categories for identifying risk situations.</p> <ul style="list-style-type: none"> ✓ Restrictions to path of travel. ✓ Restrictions to sightline. ✓ Traffic controls. ✓ Highway characteristics/conditions. ✓ Other highway users. <p>C. Identify traffic situations and develop avoidance strategies.</p>	<p>A. Define perception as a mental process that is selective and can be improved.</p> <ul style="list-style-type: none"> ✓ Define the concept of "Projected Path of Travel". ✓ Describe the use of a systematic search pattern to scan the environment. <p>B. Students will describe conflict situations that will restrict their path of travel</p> <ul style="list-style-type: none"> ✓ Identify factors that limit sight distances. ✓ Identify and understand the different traffic controls. ✓ Students can identify roadway characteristics that affect sight, distance, traction, and speed. ✓ Students will list other users 	<ul style="list-style-type: none"> ✓ Quizzes ✓ Written test ✓ Skill test ✓ Observation ✓ Media presentation ✓ Cooperative activities ✓ Enrichment activities ✓ Partner projects ✓ Group projects ✓ Notebooks 	<ul style="list-style-type: none"> ✓ Textbooks ✓ Posters ✓ Overhead s ✓ Reference Materials ✓ Car ✓ Video ✓ Portable lab ✓ Internet ✓ Library ✓ Outside presenters 	<p>A. Perform an orderly visual search and use commentary driving to describe how the driver determines the speed and lane position.</p> <p>B. Utilize commentary driving and/or respond to questions to identify potential risks for path of</p>

<ul style="list-style-type: none"> ✓ Judging speed going around a curve. ✓ Searching for sufficient gap before pulling out from a driveway or stop sign. ✓ Reducing crash potential by adjusting speed, lane position and appropriate communication (e.g., turn signals). ✓ Recognizing a stopped vehicle. ✓ Changing speed and/or direction to avoid conflicts with sightline and path of travel restrictions. ✓ Judging speed and distances of on-coming traffic. ✓ Making correct decisions at intersections by managing time and space. ✓ Applying basic driving skills to city, rural and expressway driving in various weather and roadway conditions. <p>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.</p> <ul style="list-style-type: none"> ✓ Searching from path of travel to signs, symbols and 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. 	<p style="text-align: center;">of the HTS.</p> <p>C. Recognize factors that affect sight and traction when rounding a curve.</p> <ul style="list-style-type: none"> ✓ Students will identify the various factors that usually require a speed adjustment. ✓ Describe adjustments needed for driving in different traffic, weather, and roadway conditions. <p>D. Identify those parts of the HTS that must be quickly perceived.</p> <ul style="list-style-type: none"> ✓ To understand the importance of a systematic search of signs, signals, markings, intersections, vehicle accessories, and instruments. 			<p>travel or sightline restrictions.</p> <p>C. Detect risk situations and make appropriate speed or lane position adjustments.</p> <p>D. Divide the visual and mental attention tasks to maintain roadway position while searching for risk situations.</p>
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 14.4 Decision –Making/Risk Reduction

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS	BEHIND THE WHEEL
<p>STANDARD 14.4</p> <p>A. Identify and know a model of decision-making.</p> <ul style="list-style-type: none"> ✓ Stop-Think-Go ✓ SIPDE (Search, Identify, Predict, Decide and Execute) ✓ IPDE (Identify, Predict, Decide and Execute) ✓ SEE (Search, E <p>B. Identify and describe concerns when sharing the roadway.</p> <ul style="list-style-type: none"> ✓ Motorized vehicles ✓ Non-motorized vehicles ✓ Commercial/large vehicles ✓ Pedestrians ✓ Animals <p>C. Identify how emotions affect driver decisions.</p> <ul style="list-style-type: none"> ✓ Depression/sadness ✓ Elation ✓ Anger 	<p>A. Define the steps in the decision making process.</p> <p>B. Students will be able to recognize other HTS users.</p> <ul style="list-style-type: none"> ✓ Describe actions or adjustments when encountering other roadway users. <p>C. Describe how emotion affects driving, perception, and decision making.</p> <p>D. List the characteristics of an aggressive driver.</p> <p>E. Describe the appropriate communication, speed and lane position response when encountering an aggressive driver.</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Written test ✓ Skill test ✓ Observation ✓ Media presentation ✓ Cooperative activities ✓ Enrichment activities ✓ Partner projects ✓ Group projects ✓ Notebooks 	<ul style="list-style-type: none"> ✓ Textbooks ✓ Posters ✓ Overhead s ✓ Reference Materials ✓ Car ✓ Video ✓ Portable lab ✓ Internet ✓ Library ✓ Outside presenters 	<p>A. Demonstrate a decision-making process through appropriate communication, followed by timely speed or lane position adjustment or by verbalizing the decision-making process.</p> <p>B. Demonstrate the appropriate communication, speed and lane position response when encountering other users of the roadway.</p>

<ul style="list-style-type: none"> ✓ Road Rage ✓ Fear <p>D. Describe the characteristics of the aggressive driver.</p> <ul style="list-style-type: none"> ✓ High Speed ✓ Erratic vehicle movements ✓ Gestures ✓ Vocal Outbursts <p>E. Identify appropriate responses to the aggressive driver.</p> <ul style="list-style-type: none"> ✓ Eye contact avoidance ✓ Emotional detachment ✓ Speed adjustment ✓ Lane adjustment <p>F. Identify driver distractions and appropriate responses to them.</p> <ul style="list-style-type: none"> ✓ Within vehicle (e.g., passengers and pets, food and drinks, cell phones and other electronics) <p>G. Analyze the consequences of high-risk driver actions and human error.</p> <ul style="list-style-type: none"> ✓ Vehicular crashes ✓ Injury or death ✓ Civil liability ✓ Property damage ✓ Financial loss ✓ Pennsylvania Point system ✓ Fines ✓ Loss of license 	<p>F. Identify potential distraction inside the vehicle and describe how to deal with it.</p> <ul style="list-style-type: none"> ✓ Identify potential distractions outside the vehicle and describe how to deal with it. <p>G. List the consequences for unsafe driving.</p>		<p>C. Adapt driving strategies to avoid or minimize inappropriate behavior while driving.</p> <p>D. Detect and verbalize characteristics of aggressive drivers while exhibiting the characteristics of a non-aggressive driver.</p> <p>E. Implement the appropriate communication, speed and lane position responses when encountering an aggressive driver.</p> <p>F. Execute appropriate behaviors when encountering driving distractions.</p> <p>G. Practice reduced-risk driving strategies to avoid the consequences of unsafe driving.</p>
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 14.5 Driving Conditions

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS	BEHIND THE WHEEL
<p>STANDARD 14.5</p> <p>A. Describe hazardous conditions and their effects on vision, motion, and steering control tasks while driving.</p> <ul style="list-style-type: none"> ✓ Snow ✓ Rain ✓ Fog ✓ Sleet/ice ✓ Hydroplaning ✓ Traction loss <p>B. Identify challenges of night driving and appropriate responses to them.</p> <ul style="list-style-type: none"> ✓ Reduced visibility ✓ Eye fatigue ✓ Overdriving headlights <p>C. Identify the dangers of vehicle malfunctions.</p> <ul style="list-style-type: none"> ✓ Warning indicators (e.g., dashboard, smoke, sounds) ✓ Failures (e.g., tires, brakes, steering) 	<p>A. Explain how to manage visibility, time, and space in inclement weather and road conditions.</p> <p>B. Identify nighttime driving challenges and how to adapt to them.</p> <p>C. List possible vehicle malfunctions and adjustments needed.</p> <p>D. Discuss different types of sudden emergencies and the appropriate actions to be taken.</p>	<ul style="list-style-type: none"> ✓ Quizzes ✓ Written test ✓ Skill test ✓ Observation ✓ Media presentation ✓ Cooperative activities ✓ Enrichment activities ✓ Partner projects ✓ Group projects ✓ Notebooks 	<ul style="list-style-type: none"> ✓ Textbooks ✓ Posters ✓ Overheads ✓ Reference Materials ✓ Car ✓ Video ✓ Portable lab ✓ Internet ✓ Library ✓ Outside presenters 	<p>A. Evaluate the driving situation and adapt to the specific hazardous condition with appropriate communication, speed and lane position adjustments.</p> <p>B. Evaluate nighttime driving challenges and adapt to the increased risk.</p> <p>C. Respond appropriately to simulated or real vehicle malfunctions.</p>

- ✓ Stuck accelerator
- ✓ Engine stalls
- ✓ Loss of headlights or forward vision due to vehicle malfunction.

D. Identify the danger of sudden emergencies.

- ✓ High water
- ✓ Vehicle crossing centerline
- ✓ Vehicle not yielding at intersection.
- ✓ Vehicle running off roadway
- ✓ Traction loss to front tires.
- ✓ Traction loss to rear tires.

D. Respond appropriately to simulated or real sudden emergencies.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 14.6 Influences Upon Driver Performance

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS	BEHIND THE WHEEL
<p>STANDARD 14.6</p> <p>A. Know legal aspects of alcohol and other drug use.</p> <ul style="list-style-type: none"> ✓ Just saying “No” to alcoholic beverages and other drugs. ✓ Terms and meanings associated with drinking and driving. ✓ Penalties when intoxicated ✓ Implied consent ✓ Zero tolerance <p>B. Evaluate the factors that influence individuals to use alcohol and other drugs.</p> <ul style="list-style-type: none"> ✓ Advertising ✓ Peer pressure ✓ Social norms ✓ Culture ✓ Holidays <p>C. Define and analyze the problem of driving under the influence (DUI).</p> <ul style="list-style-type: none"> ✓ Significance of problem 	<p>A. Enumerate the penalties assessed when a driver between 18 to under age 21 is convicted of drunk driving.</p> <ul style="list-style-type: none"> ✓ Explain the role and application of the “Implied Consent Law”. ✓ Define zero tolerance as it applies to drivers under 21 years of age. <p>B. List factors that influence the use of alcohol and ways of dealing with them.</p> <p>C. List statistics that show the significance of the problem.</p> <ul style="list-style-type: none"> ✓ Describe consequences for a DUI or an alcohol related traffic fatality. ✓ List possible solutions to eliminate the problem. 	<ul style="list-style-type: none"> ✓ Quizzes ✓ Written test ✓ Skill test ✓ Observation ✓ Media presentation ✓ Cooperative activities ✓ Enrichment activities ✓ Partner projects ✓ Group projects ✓ Notebooks 	<ul style="list-style-type: none"> ✓ Textbooks ✓ Posters ✓ Overheads ✓ Reference Materials ✓ Car ✓ Video ✓ Portable lab ✓ Internet ✓ Library ✓ Outside presenters 	

<ul style="list-style-type: none"> ✓ Consequences ✓ Solutions <p>D. Identify and analyze the physiological and psychological effects of alcohol on the driver.</p> <ul style="list-style-type: none"> ✓ Process of alcohol entering and exiting from the body. ✓ How alcohol affects people differently. ✓ Changes to the central nervous system. <p>E. Identify and analyze the physiological and psychological effects of drugs.</p> <ul style="list-style-type: none"> ✓ Types (i.e., over-the-counter, prescription, controlled substances) ✓ How drugs affect people differently. ✓ Changes to the central nervous system. <p>F. Identify and analyze how alcohol and other drugs affect driving performance.</p> <ul style="list-style-type: none"> ✓ Impaired judgment and reasoning. ✓ Visual impairment. ✓ Slower motor skills. ✓ Increased response time. ✓ Loss of reality. <p>G. Identify types of fatigue and how to combat their effects.</p> <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 	<p>D. Explain how alcohol is absorbed into the bloodstream.</p> <ul style="list-style-type: none"> ✓ Identify how alcohol is elevated through the body. ✓ Explain how body weight, gender, and rate of consumption influence BAC. ✓ List the depressant affects that alcohol has on the body. <p>E. Describe how over the counter prescriptions and controlled substances affect one physically and mentally.</p> <ul style="list-style-type: none"> ✓ Identify common abused drugs and what effect they have on ones driving. ✓ Explain the synergistic effect in relation to drugs. ✓ Identify how stimulants, depressants, barbiturates, and hallucinogens effect the CNS. <p>F. List and describe how alcohol and drugs affect the drivers performance.</p> <p>G. List types and symptoms of fatigue and several ways of dealing with it.</p>			
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every two ours, pull over and
take a nap, stop for a
bathroom/snack break.