


PREFACE

CURRICULUM PACKAGE

The American Driver and Traffic Safety Education (ADTSEA) – “Driver Education Classroom and In-Car Curriculum” consists of one data CD, which contain lesson plans and quizzes for all thirteen units in Adobe PDF for printing purposes, six in-car lesson plans and a final exam; two DVD’s, which contain the presentation slides and embedded videos, and one **HOW *to* DRIVE** textbook. The first DVD consists of visual aids for Units 1 – 8 and the second DVD consists of visual aids for Units 9 – 13.

CURRICULUM STRUCTURE

The “Driver Education Classroom and In-Car Curriculum” was developed to provide current information and techniques on teaching novice drivers the basics of motor vehicle operation. It was developed specifically to reference:

-  **HOW *to* DRIVE**: The Beginning Driver’s Manual textbook, 14th edition, published by the American Automobile Association, 2011

Other textbooks available include:

- Drive Right, 11th edition, published by Pearson, 2010
- Responsible Driving, 2006 edition, published by Glencoe/McGraw-Hill

It is recommended that each student receives and uses a copy of the textbook while in the driver education program. The individual program or provider is responsible for selecting the textbook utilized. Any of the three textbooks listed above will meet the requirements of a quality driver education program. Also, instructors and students should have a copy of their state’s “Driver’s Handbook” for use in the program. If a driver education program utilizes a textbook not listed above, the program or provider will need to match the appropriate textbook reading material in the “Resources” column of the curriculum.

The “Driver Education Classroom and In-Car Curriculum” guide is divided into 13 units or 45 hours of classroom instruction and 8 hours of in-car instruction. The curriculum provides unit quizzes with 10 quiz questions at the end of each unit. Instructors are encouraged to add additional quiz questions. At the end of the curriculum is Appendix A: In-Car Instruction and Appendix B: Final Exam Forms A and B.

General Notes on the Version 3.0 Curriculum Data CD

The Data CD, which is included with the curriculum package, contains:

- A printable version of the lesson plans in Adobe PDF for all Units 1 – 13, which can be accessed in PC Mode. Adobe Acrobat Reader is required to open and print these units, which can be downloaded online.
- Unit 1 in Microsoft Word for the instructor to incorporate state specific content.
- Materials for Learning Activity 2.4.1, Dashboard BINGO, which includes directions, call sheet, and a class set of BINGO cards for printing purposes.
- In-car lesson plans, consisting of six lessons and totaling eight hours of behind-the-wheel.
- Final exam forms A and B.



Step-by-Step Instructions for Using the Version 3.0 Curriculum Video DVDs

There are two video DVD's included with the curriculum package. The first video DVD contains the slides and embedded videos for Units 1 – 8. The second video DVD includes the slides and embedded videos for Units 9 – 13.

The recommended method for presenting the visual information in this curriculum is to use a DVD player and an HDTV or HD video projector and screen. You may play the curriculum video DVD in your computer, provided that you have a DVD drive and DVD player installed on your computer. Due to the variance in computer DVD drives and DVD player programs, ADTSEA cannot guarantee that the video DVD will work with your computer.

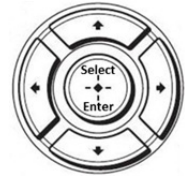
There are two methods to utilize the Curriculum Video DVD:

Method One: DVD Player Mode: For the recommended method, you will need a DVD player (or Blue-ray Player) and an HDTV set to present the images and videos. You may also use an HD Projector connected directly to the DVD player or computer. It is critical that you become familiar with your DVD remote prior to conducting your classroom session. Not all DVD remotes look the same. There are several buttons you will utilize on your DVD remote or player to control the slides/videos on the DVD. They are listed below:






Controls:

During menu:

- **Directional Arrows** – navigate through menu images
- **SELECT/ENTER/OK** – confirm selection (once you select unit, you can click on different sections in the unit to navigate to the section you want or you can play entire unit)






During slide show:

- **Next button**  – advance to next slide
- **Previous button**  – advance to previous slide (may need to hold in or press two times fast to go to previous slide)
- **Play**  – can also be used to go to next slide, but may not work on all DVD players
- **Menu**  – return to unit selection screen
- **Root Menu**  – return to sections within unit selection screen

Before playing video:

- **Next button**  **or play**  – to start the video

During video:

- **Pause**  – pause video (do not press stop, this will end the DVD)
- **Next button**  – skips video
- **SPECIAL NOTE** – Caution, **DO NOT** press the  button. This will cause the DVD player to go to the original startup screen

Your DVD player may have additional buttons useful for navigation. Please note that the operation of all DVD or Blue-ray players will differ and that remotes are labeled using a variety of names.

Method Two: PC Mode: You will need a personal computer with a DVD drive. It should also have a sound card, speakers and a remote control (optional). Additionally, it should also have DVD playback software. A video projector (preferable an HD Projector) must be used with a PC.

Controls:

- Please refer to your DVD Playback Software manual on how to use the keyboard/mouse to control playback

It is recommended that you read the curriculum and practice scrolling through the units/test questions with the DVD before actually presenting these materials in front of a class.

Set Up and General Notes on the Version 3.0 Curriculum DVD's

It is recommended that a high resolution video cable (HDMI / Video Component / S-Video) cable hook-up be used with this DVD. This will ensure a higher resolution image. An HDMI video cable can be used if compatible with your TV and DVD player to provide a higher resolution. Other video cables can be used but may not provide as high a quality of picture. An HDTV or HD Projector is best to show the DVD. TV's can also be used to display the images, but may be hard to see depending on the TV's screen size. A larger HDTV size is recommended.

Units 1 – 13, Classroom Instruction

Each unit of classroom instruction begins with the unit number and title, followed by the unit table of contents.

- **Page 4** of each unit includes a unit introduction, with a description of the unit, the unit objectives and words to know.
- **Page 5** includes the time frame for the unit, what is included in each unit, information for the instructor in terms of what materials are needed to teach the unit and what the instructor should review before teaching a particular unit.
- **Page 6 and 7** of each unit includes a word wall learning activity to help students learn the key words for each unit.
- **Beginning on page 8**, the curriculum is laid out in a facing-page format. There are different parts or sections to each unit, which match the lesson objectives. These parts are color-coded and the resource numbers match up with the part number. For example, all videos, worksheets, and learning activities in Part 3 will be labeled with a 3 (i.e. 1.3). If there is more than one resource in a part they will be labeled consecutively (i.e. 1.3.1, 1.3.2, etc.)

- **Even-numbered pages** on the left include the Lesson Objective at the top of the page, the Lesson Content and the Materials and Resources for each objective.
 - **Lesson Objectives:** state in behavioral terms of what the student is expected to do (e.g., describe, define, list, develop, etc.)
 - **Lesson Content:** gives the instructor activities to accomplish the objectives. These may include discussions, showing slides, handing out worksheets or fact sheets to students, showing videos, assigning homework, completing a test or others.
 - **Materials and Resources:** provide the instructor with the materials needed to accomplish the objectives, includes the slide number and title (when applicable), worksheet number and title, video number and title, fact sheet number and title, activity number and title, and other resources to accomplish the objectives.
- **Odd-numbered pages** on the right include the Content Information, Fact Sheets, Learning Activities and Worksheets, which matches the objectives.
 - **Content Information / Fact Sheets:** include the content necessary to accomplish the objectives. The outline is written in sentence format or bulleted with important points. Instructors should convey this content to the class during the lesson. The content pages are also developed to be Fact Sheets. Any Fact Sheet can be printed and provided to the student to use as a resource and study guide. **The content information or fact sheets must be reviewed by the instructor prior to teaching the unit.**
 - **Learning Activities:** give the instructor activities to accomplish the objectives. These include activities for the class to complete together or in small groups. Each learning activity includes why this activity is important and how it meets the objective, the materials needed for the activity, and a step-by-step description of how to complete the learning activity. These learning activities are optional. As appropriate, instructors are encouraged to use learning activities of their own.
 - **Worksheets:** these are included within the section that relates to the objective of that section. These are to be copied and given to the students to be used in class or as homework guides. The worksheets are to be completed by the student and can be used as study guides for the unit tests. Worksheets are identified in number sequence and correspond to the parts for use within the unit. An Answer Key is provided following the worksheet.
 - **Video Overview:** this includes the topics to be discussed in the video. During the DVD presentation a slide will display before each video with the topics to be discussed.
 - **Videos:** these are included throughout the curriculum to help support the content. Most videos are located at the beginning of an objective, followed by content, which meets the objective of the section. Videos can be shown or skipped. You may include videos of your own that are appropriate to a particular objective.

- **Video Reviews:** these are included after each video and lists review questions about the video. These are to be copied and given to the students to be completed during the video and reviewed after the video is finished. As an alternative, instructors may also use ask the questions verbally to gauge student's understanding of the video.
- **Unit Tests:** these are included at the end of each unit. Unit tests have two parts. The first is the test itself and a line to provide the correct answer, which is given to students. The second is the answer key for use by the instructor in grading the test.

In-Car, Behind-the-Wheel Lessons

These lessons are included as an 8 hour block after Unit 13 in Appendix A. There are 6, one hour, twenty minute lessons, which make a total of 8 hours behind-the-wheel. In-car lessons can be increased or decreased based on school policy and/or student performance.

In-car lesson 6 is a student evaluation which covers all objectives from the previous in-car lessons. Each in-car student should have the student evaluation completed by the instructor at the end of each lesson. During the final in-car lesson, the student evaluation should be completed and marked pass or fail.

All behind-the-wheel lessons are introduced and pre-requisite objectives are completed in the classroom sessions.

The parent/student skills log is introduced in Unit 1. This driving log should be completed during each parent practice session. The log should be reviewed by the in-car instructor.

Rev 10/10/12

REFERENCE MATERIALS

Included Videos

All videos are embedded into the DVD. The videos included in the DVD consist of:

American Automobile Association (AAA)

- Provided the majority of the videos to meet the objectives of the units.

AAA Foundation for Traffic Safety

- Recognize, React, Recover: Using Rumble Strips to Prevent Run-off-the Road Crashes

Cingular Wireless

- Be Sensible: Don't Drive Yourself to Distraction

Commercial Vehicle Safety Alliance (CVSA)

- Teens and Trucks: Share the Road

Continental Teves

- ESP Consumer Video
- Stomp, Stay and Steer

Department of Transportation

- Faces of Distracted Driving: Kassy's Story

Insurance Institute for Highway Safety

- Reducing Your Risk in the Crash
- Understanding Car Crashes: It's basic physics

National Road Safety Foundation

- Ashley's Story
- Pledge
- Breakin' Nite
- Cage the Rage

Operation Lifesaver


- Look to Live

U-Haul

- Safe Trailering

Textbooks

Preferred Textbook:

-  **HOW to DRIVE**, 14th edition, 2011
AAA Driver Training Programs
1000 AAA Drive
Mailstop 33
Heathrow, FL 32746-5063
800-327-3444

Other Textbooks:

- Drive Right, 11th edition, 2010
Pearson Education
School Division
PO Box 2500
Lebanon, IN 46052-3009
800-848-9500
- Responsible Driving, 2006 edition
Glencoe/McGraw-Hill
936 Eastwind Drive
Westerville, OH 43081
800-848-1567

CURRICULUM DEVELOPMENT PROCESS

In 2011, the National Highway Traffic Safety Administration (NHTSA) contributed funds for the development of the ADTSEA 3.0 Curriculum. To assist in the development of the curriculum a Curriculum Committee of five members who use or are familiar with the ADTSEA 2.0 Curriculum was created. These members included:

- Carol Hardin, VA
- Robin Bordner, MI
- Gay Ching, HI
- Carlos Pozo, NC
- William Van Tassel, AAA, FL

The curriculum standards were updated to comply with the newly published Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Concepts were identified in the curriculum standards that were missing from the 2.0 Curriculum and those that needed updated materials.

An agreement was made with the American Automobile Association (AAA) to use their video resources and embed the edited video with each specific objective.

An outline was developed listing the unit numbers and concepts to be covered in each unit for the 3.0 Curriculum. The Curriculum Committee reviewed and approved the draft outline.

Lesson plan format samples were sent out to the group for review and a consensus was reached on the new format of the curriculum. After consensus on the format of the lesson plans, the ADTSEA staff made revisions to the 2.0 Curriculum. Draft revisions were then sent to the Curriculum Committee for review and comment. The ADTSEA staff consisted of:

- Christie Falgione, Project Specialist
- Mark Ray, Technical Support
- Brett Robinson, Project Manager
- Allen Robinson, Ph.D., Content Advisor



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