American Driver and Traffic Safety Education Association National Curriculum Standards

Restricted Licensure Qualification
Classroom and In-Car

Segment I

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Approved by
ADTSEA Executive Committee

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National Curriculum Standards

Driving is a complex task and takes time to learn. Motor vehicle crashes are the leading cause of death for teenagers. Novice drivers are inexperienced and immature which are two factors contributing to teenage drivers being over-represented in traffic crashes. There is no simple solution to reducing the crash involvement of the novice and experienced driver. In many cases crashes are not caused by lack of knowledge of basic traffic laws, or the lack of basic vehicle handling skills. The issue is more complex. The problem appears to be more a function of the developmental characteristics of youth, taking unnecessary risks, lack of respect for mortality, and the influence of peer pressure and environment. Novice drivers have limited experience, questionable driver attitude, misrepresent risk acceptance, and display a lack of judgment in critical situations. The consequence is the increased probability of unsafe driving behaviors that can result in a traffic crash with injuries or death to the driver or the passenger in the motor vehicle.

In 1993, NHTSA convened a panel of national experts in traffic safety to identify research for training programs designed to reduce young driver risk taking and heighten the decision making skills. In 1994, NHTSA was requested by Congress to review novice driver education and recommend procedures for improving the training of drivers. The report documented NHTSA efforts in the novice driver education program. It discussed why novice driver education may not be as effective as it promises. The report documents the arguments for an improved program as an important part of the graduated licensing system. The report identifies four areas that may contribute to a successful restructuring of novice driver education as an integral part of the licensing system.

In 1999, an effort to identify a driver development program for lifetime learning was established to determine the needs of a comprehensive instructional program. A review of the current documents is being completed and an outline of the lifetime learning program was accomplished. Five specific training periods were identified for driver development to include pre-licensing, graduated licensing, and continuing licensing programs. Pre-licensing includes traffic safety education in the school, home, and public information areas. This phase also includes driver education and training efforts in the public and private sectors designed to prepare a driver for licensing. Graduated licensing includes parent training and driver education and training efforts by the public and private sectors that move beyond the pre-licensing efforts. Continuing licensing includes required, personal, and specialized training imposed by the court system, business, government, and the insurance industry to qualify for continued or additional licensing requirements or discounts.

In 2009, the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) were developed by representatives from the driver education professional community with assistance from the NHTSA to define the future of driver education and assist in improving the delivery of driver education programs nationally. The ADTSEA curriculum standards, as well as the Driving School Association of the Americas (DSAA) curriculum standards are referenced in the Administrative Standards as Attachments E and F.

The role of the driver educator is not limited to pre-licensing efforts in the public and private sector. This role will need to be expanded to provide services for lifetime learning components. ADTSEA will play a role in helping to identify the specific needs to accomplish the task of preparing a novice driver within the recommended graduated licensing guidelines.

Classroom Performances Concurrent Phase One

Goals

A novice driver is a person who is able to:
• Demonstrate a working knowledge of rules, regulations and procedures of operating an automobile;
• Use visual search skills to obtain correct information and make reduced-risk decisions for effective speed and position adjustments;
• Interact with other users within the Highway Transportation System by adjusting speed, space, and communications to avoid conflicts and reduce risk;
• Demonstrate balanced vehicle movement through steering, braking, and accelerating in a precise and timely manner throughout a variety of adverse conditions;
• Recognize vehicle technology systems and explain the benefit of braking, traction, intelligent handling and stability systems.
• Confirm the need to protect oneself and others through using active and passive vehicle occupant protection systems;
• Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance; and
• Extend supervised practice with licensed parent or guardian to develop precision in the use of skills, processes, habits and responsibilities.

Skill evaluation for each driver will indicate progression for:
• Positioning a vehicle:
  ✓ Based on visual referencing skills, dividing attention, space management,
• Procedures and sequencing for vehicle operational skill:
  ✓ Based on pre-drive checks, driver readiness procedures, vehicle control skills, vehicle maneuvering, vehicle position and/or speed selection, and vehicle balance.
• Processing traffic and vehicle information into appropriate speed and position selection:
  ✓ Based on visual search skills, dividing attention, and space management as measured by vehicle speed, roadway position, driver commentary, and appropriate communication.
• Precision movements for maintaining vehicle control and balance in expected and unexpected situations:
  ✓ Based on vehicle speed control, dividing attention, vehicle balance, collision avoidance, response to mechanical failures, and traction loss prevention, detection, and control.
• Extend supervised practice with licensed parent or guardian:
  ✓ Based on delivery of parent guide and completion of Program Skills Log.
Novice Driver Preparation Segment I Classroom Standards

While participating in the state approved driver education 45 hour classroom program comprised of not less than 22.5 sessions of 120 minute training segments, the participating student will:

C 1.0 become aware of program goals through a student/parent orientation.
C 2.0 recognize and comply with the rules of the road based on state and local requirements.
C 3.0 recognize and illustrate vehicle operating space needed for reduced-risk operation.
C 4.0 understand and practice processes and procedures for getting ready to drive a vehicle.
C 5.0 develop and practice a procedure for starting a vehicle.
C 6.0 develop and practice a procedure for securing a vehicle.
C 7.0 list and explain basic concepts related to vision control needed to operate a vehicle.
C 8.0 list and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance.
C 9.0 list and demonstrate the four basic techniques related to steering control needed to operate a vehicle.
C 10.0 identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.
C 11.0 identify methods for stopping a vehicle in motion.
C 12.0 develop vehicle reference points to know where the vehicle is positioned to the roadway.
C 13.0 recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to reduced-risk driving decisions.
C 14.0 understand procedures and processes for basic vehicle maneuvering tasks as listed.
C 15.0 discover how visual skills and mental perception lead to reduced-risk driving decisions.
C 16.0 select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.
C 17.0 review and apply the principles of a space management system (SEE) to reduced-risk vehicle operation making appropriate communication, speed and lane position adjustments.
C 18.0 demonstrate and practice basic vehicle maneuvers for reduced-risk operation and identify and respond to divided attention tasks.
C 19.0 develop procedures and practice techniques for reduced-risk lane changes in a variety of lane change situations.
C 20.0 develop procedures and practice techniques for reduced-risk perpendicular, angle and parallel parking.
C 21.0 develop procedures and practice techniques for reduced-risk speed management.
C 22.0 identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
C 23.0 identify and comply with space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
C 24.0 identify and comply with intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
C 25.0 identify and comply with curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
C 26.0 identify and comply with planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
C 27.0 identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.
C 28.0 identify and comply with space management situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.
C 29.0 identify and comply with merging, speed control, lane selection, and exiting situations on limited access roadways at speeds above 55 m.p.h.
C 30.0 identify and comply with gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at speeds above 55 m.p.h.
C 31.0 identify the high risk effects of alcohol and others drugs on personality and driver performance.
C 32.0 recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others that are using chemicals that can affect driver attention and performance.

C 33.0 recognize, compensate, or enhance driver fitness to aid reduced-risk driver performance and recognize that personal distractions, as well as, external and internal vehicle distractions can cause inattention to task and, therefore, injury and physical damage crashes.

C 34.0 recognize adverse weather conditions as visibility and traction problems and adjust speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.

C 35.0 adverse weather conditions as a visibility and traction problem and the affect on space management skills in regard to speed and position adjustments.

C 36.0 value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance.

C 37.0 recognize and respond to other motorized vehicles that may have different weight, speed, and visibility problems.

C 38.0 recognize and respond to other non-motorized vehicles that may have different weight, speed, and visibility problems.

C 39.0 recognize and respond to tracked vehicles that may have different weight, speed, and visibility problems.

C 40.0 recognize and respond to vehicle malfunctions in a reduced-risk manner, understand vehicle braking and technology systems and utilize proper braking techniques.

C 41.0 understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions.

C 42.0 perform map reading and trip planning exercises that lead to an in-car activity or a future family trip and understand techniques for safely towing a boat or trailer or driving a special vehicle.

C 43.0 recognize problems and make wise consumer choices in purchasing insurance or an automobile.

C 44.0 understand future operator responsibilities in regard to licensing and attending to a crash scene situation.

C 45.0 attend the student/parent debriefing and complete home practice guide.

Novice Driver Preparation Segment I In-car Standards

While participating in the state approved driver education 10 hour segment I in-car training program and 12 hours observation comprised of not less than 20 sessions of 30 minute training segments, the participating student will demonstrate proficiency of the following tasks in 20 planned instructional routes.

IC. 1.0. Preparations to Operate Vehicle. The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, and investigates vehicle balance concepts when braking accelerating, and steering.

IC. 2.0. Judgment of Vehicle to Roadway Position. The student recognizes and analyzes the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.

IC. 3.0. Visualization of Intended Travel Path. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

IC. 4.0. Searching Intended Travel Path. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

IC. 5.0. Speed Control. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of The Selected State Vehicle Law, lane changing, turnabouts and parking.

IC. 6.0. Lane Position Selection. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

IC. 7.0. Rear Zone Searching and Control. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.
risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

IC. 8.0. **Following Time and Space.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

IC. 9.0. **Communication and Courtesy.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

IC. 10.0. **Using Three Steps to Problem-Solving.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

IC. 11.0. **Responses to Emergency Situations.** The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes map reading and route planning techniques to avoid adverse driving conditions. The student assesses vehicle operation and malfunctions to eliminate or prevent related problems by securing scheduled and unscheduled maintenance or repairs; understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

IC. 12.0. **Driver Assessment.** The student enrolled in a certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the recommended procedures on a designated assessment route.
Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: Classroom Segment I

(A) General Requirements. Driver education is a required prerequisite to qualify for a driver permit between 14 years 6 months and before age 17 dependent on state licensing requirements.

(B) Introduction. State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge, skills, and experiences to perform reduced risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process.

(C) Responsibilities. Teachers manage student efforts to meet or exceed minimum competency standards through a classroom instruction that includes student-centered activities, modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Concurrent and integrated operation of classroom and in-car instruction is required for student knowledge and skill development.

(D) Classroom Segment I Knowledge and Skills.

Classroom Module One: Preparing To Operate a Vehicle.

The student develops an understanding of local school regulations and requirements. The student formulates knowledge of state and local rules and regulations required to satisfactorily complete the driver and traffic safety education program requirements. The student recognizes the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, and identifies the location of dashboard alert and warning symbol lights. The student recognizes the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle. The student develops procedures and processes for starting and securing the vehicle. NOTE: Subsequent to successful enrollment in the local driver and traffic safety education course, the student is eligible to start the supervised instruction portion of the graduated driver licensing process.

C 1.0 Student will become aware of program goals through a student/parent orientation.

1.1 Conduct introductions
1.2 State purpose of Orientation Session
1.3 Explain the Driver Education Program
1.4 Identify the Graduated Driver Licensing (GDL) Requirements and Responsibilities
1.5 Complete Course Registration Forms
1.6 Explain Course Requirements, Policy, Rules and Documentation for successful completion
1.7 Identify Student Classroom Rules
1.8 Identify Student In-car Rules
1.9 Explain In-car Driving Plan and Routes
   1.9.1 Use of controlled substances
   1.9.2 Use of prescription and over the counter medicines
1.10 Discuss driving with temporary and permanent disabilities.
1.11 Explain Program, Student, Parent and Teacher Partnership and Responsibilities.
1.12 Explain the need for maintaining communications
1.13 Identify Injury Risk for Teens.
1.14 Introduce reduced-risk driving goals.
C 2.0  Student will recognize and comply with the rules of the road based on state and local requirements.
   2.1. Signs, Signals, and Markings
   2.2. Legal Stops and Restricted Speeds
   2.3. Pedestrian Rights and Duties
   2.4. Safety Responsibility Law
   2.5. Speed Regulations
   2.6. Alcohol and Other Drugs
   2.7. Driver Handbook References

C 3.0  Student will recognize and illustrate vehicle operating space needed for reduced-risk operation.
   3.1 Identify Visual line of sight limitations to the front of the vehicle
   3.2 Identify Visual line of sight limitations to the rear of the vehicle
   3.3 Identify Visual line of sight limitations to the right side of the vehicle
   3.4 Identify Visual line of sight limitations to the left side of the vehicle
   3.5 Identify Length and width of vehicle
   3.6 Identify Size of vehicle tire patches
   3.7 Adjust Rear and side view mirror settings
   3.7.1 Identify traditional mirror settings used for some vehicles
   3.7.2 Identify blindzone and glare elimination (BGE) mirror settings and use

C 4.0  Student will understand and practice processes and procedures for getting ready to drive a vehicle.
   4.1. Understand mental and physical well-being
   4.2. Manage emotions
   4.3. Protect others
   4.4. Check outside and inside the vehicle before opening vehicle door
   4.5. Lock doors after entry
   4.6. Make vehicle adjustments
   4.7.1 Head restraints
   4.7.2 Seat
   4.7.3 Rear and side view mirrors
   4.7.4 Safety restraints
   4.7.5 Steering wheel
   4.7. Understand gauges, electronics, and accessories
   4.8.1. Alert and warning symbols and locations
   4.8.2. Vehicle control devices
   4.8.3. Safety, communication, comfort, and convenience devices
   4.8.4. Purpose and use of vehicle’s owner’s manual
   4.8.5. Routine vehicle checks.

C 5.0  Student will develop and practice a procedure for starting a vehicle.
   5.1. Check and ensure that the parking brake is set
   5.2. Secure the foot brake pedal
   5.3. Select appropriate gear for starting vehicle
   5.4. Recognize alert lights and symbols for safety accessories
   5.5. Operate ignition starting device
5.6. Select and operate appropriate vehicle accessories
5.7. Recognize warning lights and symbols for engine or system accessories

C 6.0 Student will develop and practice a procedure for securing a vehicle.
6.1. Stop the vehicle in a safe and legal position.
6.2. Set parking brake as required by state statute and owner’s manual.
6.3. Shift into appropriate gear before removing foot from brake.
6.4. Turn off appropriate accessories prior to turning off ignition and removing key.
6.5. Visually check traffic flow before opening door.
6.6. Lock doors and/or secure available alarm system.
Classroom Module Two: Understanding Vehicle Control Needs.

The student understands the basic concepts of vision control, understands techniques for slowing and stopping, becomes familiar with basic steering techniques, and analyzes the standard and personal vehicle markers for reference points. The student develops targeting skills, understands path of travel concepts, and investigates vehicle balance concepts when braking, accelerating, and steering. The student identifies a driver control sequence of vision control, motion control, then steering control and use of courtesy and respect in regard to other roadway users.

C 7.0  Student will list and explain basic concepts related to vision control needed to operate a vehicle.

7.1. Identify vision and mental perception requirements
   7.1.1. Three basic visual fields
   7.1.2. Compare visual skills to mental perception
   7.1.3. Techniques to improve visual skills
   7.1.4. Techniques to improve mental perception of traffic events
   7.1.5. Overcoming visual deficiencies

7.2. Visually identify open space to enter prior to moving foot from brake to accelerator

7.3. Targeted line of sight

7.4. Target to end of the path of travel

7.5. Reference vehicle to path of travel

7.6. Maintain an open line of sight

7.7. Develop Searching skills based on dividing visual and mental attention between two or more tasks

C 8.0  Student will list and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance.

8.1. Recognize how Speed affects vehicle direction

8.2. Place the vehicle into motion smoothly
   8.2.1. Changing vehicle load—side to side (vehicle roll)
      8.2.1.1. Steering movements
      8.2.1.2. Brake and steering combinations
   8.2.2. Changing vehicle load—front to rear (vehicle pitch)
      8.2.2.1. Releasing brake suddenly
      8.2.2.2. Covering accelerator downhill
      8.2.2.3. Light accelerator pressure
      8.2.2.4. Progressive accelerator pressure
      8.2.2.5. Thrust accelerator pressure
      8.2.2.6. Excessive acceleration affects balance
   8.2.3. Changing vehicle load—rear to front (vehicle pitch)
      8.2.3.1. Releasing accelerator
      8.2.3.2. Covering brake uphill
      8.2.3.3. Controlled braking (Squeeze on)
      8.2.3.4. Threshold braking (Firm pressure prior to lockup)
      8.2.3.5. Trailing brake (Squeeze off)
      8.2.3.6. Excessive deceleration affects balance
   8.2.4. Changing vehicle load—pivot around center of gravity (vehicle yaw)
      8.2.4.1. Sudden braking inputs create traction loss
      8.2.4.2. Sudden acceleration inputs create traction loss
      8.2.4.3. Sudden steering inputs create traction loss
8.3. Identify how Safety belts maintain seating position
8.4. Identify how the Dead pedal allows driver to feel roll, pitch, and yaw characteristics

C 9.0  **Student will list and demonstrate the four basic techniques related to steering control needed to operate a vehicle.**

9.1. Hand to hand steer (Push/Pull)
   9.1.1. Hand position (9-3, 8-4)
   9.1.2. Precision maneuvers
   9.1.3. Steering through curves
   9.1.4. Intersection turning
   9.1.5. Lane change
   9.1.6. Front traction loss control (understeer)

9.2. Hand over hand steer
   9.2.1. Hand position (9-3; 8-4)
   9.2.2. Left or right side of wheel used
   9.2.3. Limited line of sight on entry causing speed under 15 mph
   9.2.4. Tight turning efforts (alley way, parking lots, etc.)
   9.2.5. Perpendicular and parallel parking
   9.2.6. Rear traction loss (oversteer)

9.3. Limited evasive steer
   9.3.1. Hand position (9-3)
   9.3.2. Maximum steering inputs are 180 degrees
           9.3.2.1. Input to move front of vehicle
           9.3.2.2. Input to move rear of vehicle
           9.3.2.3. Input to center vehicle in lane

9.4. One-hand steering
   9.4.1. Hand Position (12)
           9.4.1.1. Backing vehicle
           9.4.1.2. Hand moves in direction of intended vehicle movement
   9.4.2. Hand Position (6)
           9.4.2.1. Backing vehicle
           9.4.2.2. Hand moves in direction of intended trailer movement
   9.4.3. Hand Position (9 or 3, 8 or 4)
           9.4.3.1. Using vehicle controls with right or left hand
           9.4.3.2. Using gear shifting device with right hand

C 10.0  **The student will identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.**

10.1. Identify Technique
   10.1.1. Use of turn signal light before turning right or left
   10.1.2. Use of lane change device to signal moving to another lateral position
   10.1.3. Use of headlights on at all times to increase visibility to others
   10.1.4. Use of horn to make others aware of your presence
   10.1.5. Tap of brake lights to warn rear traffic of a slowdown or stop in the traffic flow
   10.1.6. Use of vehicle speed and position to communicate the driver’s intention
   10.1.7. Use of hand signals to establish eye contact with other roadway users

10.2. Identify Timing.
10.2.1. Engage signal light for a minimum of five seconds prior to moving to provide time for the communication to be sent, received and acted upon
10.2.2. Communicate early for control of a safe path of travel

10.3. Identify Commitment
10.3.1. Identify messages are acknowledged by others

C 11.0 The student will identify methods for stopping a vehicle in motion.
11.1. Search effectively ahead of the vehicle to determine braking needs
11.2. Use controlled braking efficiently with heel of foot on floorboard
11.3. Check rear zone/space prior to braking
11.4. Apply a firm squeezing braking force at the beginning of the braking process
11.5. Bring the vehicle to a smooth stop
11.6. Recognize that too much braking action affects vehicle body pitch toward the front
11.7. Ease pressure off brake during last two seconds of braking to ease pitch of vehicle
11.8. Check the rear zone/space before, during and after braking actions
11.9. Effective use of ABS braking

C 12.0 The student will develop vehicle reference points to know where the vehicle is positioned to the roadway.
12.1. Identify Right Side of Vehicle References
   12.1.1. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line
   12.1.2. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line
   12.1.3. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line
12.2. Identify Left Side of Vehicle References
   12.2.1. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line
   12.2.2. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line
   12.2.3. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line
12.3. Identify Front of Vehicle References
   12.3.1. Determine when the front bumper is positioned even with the stop line or curb edge
12.4. Identify Rear of Vehicle References
   12.4.1. Determine when the rear bumper is positioned even with a line
12.5. Identify Front Turning Point of Vehicle
   12.5.1. Determine where on the road the front is positioned for turning left
   12.5.2. Determine where on the road the front is positioned for turning right
12.6. Identify Rear Turning Point of Vehicle
   12.6.1. Determine where on the road the rear is positioned for turning left
   12.6.2. Determine where on the road the rear is positioned for turning right
12.7. Visualization of Intended Travel Path
   12.7.1. Identify Target
      12.7.1.1. Identify an object or area that appears in the center and at the end of your intended travel path
   12.7.2. Identify Target Area
      12.7.2.1. Identify the traffic problems and elements in and near the target area
      12.7.2.2. Locate your target area, evaluate the Line of Sight or Path-of-Travel conditions and determine best approach speed and lane position
   12.7.3. Identify Targeting Path
      12.7.3.1. Evaluate the target area, while developing an image of your targeting path
12.7.3.2. Identify elements that can change or modify the intended travel path
12.7.3.3. Determine risks associated with maintaining the intended path of travel

12.8. Rules of the Road
12.8.1. Yield right of way
12.8.2. Intersection
   12.8.2.1. Approach
   12.8.2.2. Stop position (when required)
      12.8.2.2.1. Stop Line, or if none
      12.8.2.2.2. Crosswalk line, or if none
      12.8.2.2.3. Crosswalk, or if none
      12.8.2.2.4. Edge of roadway or curb line
      12.8.2.2.5. Proceed with caution or yield to traffic flow
   12.8.2.3. Entry without affecting traffic flow
      12.8.2.3.1. Estimate time needed to cross
      12.8.2.3.2. Estimate time needed to turn left
      12.8.2.3.3. Estimate time needed to turn right


The student recognizes and responds to meaning of signs, signals, and markings. The student will understand and use procedures for processing information for intersection approach, making precision right and left turns, making lateral maneuvers on and off the roadway, and backing the vehicle. The student is introduced to a space management system (SEE) for developing critical thinking, decision-making, and problem-solving skills to operate the vehicle and performs basic maneuvers in a controlled risk environments.

C 13.0 The student will recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to reduced-risk driving decisions.

13.1. Identify Roadway Characteristics
   13.1.1. Recognize Intersection Types
      13.1.1.1.1. Unguarded
      13.1.1.1.1.2. Guarded by sign or signal
      13.1.1.1.1.3. Crossroad with through road
      13.1.1.1.1.4. Crossroad without through road
      13.1.1.1.1.5. Highway-railroad grade crossing
      13.1.1.1.1.6. T- and Y-style
      13.1.1.1.1.7. Traffic circle/round-about
   13.1.2. Recognize Traffic Calming Devices
   13.1.3. Recognize Surface Conditions
   13.1.4. Recognize Slope and Grade
   13.1.5. Recognize Traction (adhesion) Potential
   13.1.6. Recognize Highway Conditions
      13.1.6.1.1.1. Roadway
      13.1.6.1.1.2. Shoulder
      13.1.6.1.1.3. Off-road areas
   13.1.7. Recognize Lane Controls

13.2. Identify Signs and Signals
   13.2.1. Recognize Meaning
      13.2.1.1. Shapes
      13.2.1.1.1. Color
      13.2.1.1.3. Symbols
13.2.1.4. Legend/Message
13.2.2. Recognize Locations
13.2.3. Recognize Legal controls
  13.2.3.1.1. Stop
  13.2.3.1.2. Yield
  13.2.3.1.3. Traffic Flow
  13.2.3.1.4. Regulations
13.3. Identify Pavement Markings/Symbols
  13.3.1. Recognize Meaning
    13.3.1.1. Color
      13.3.1.1.1. Yellow.
      13.3.1.1.2. White.
      13.3.1.1.3. Red.
      13.3.1.1.4. Blue.
      13.3.1.1.5. Black
    13.3.1.2. Line Markings
      13.3.1.2.1. Dashed
      13.3.1.2.2. Solid
      13.3.1.2.3. Striped
      13.3.1.2.4. Curb markings
  13.3.2. Recognize Location
  13.3.3. Recognize Legal controls
    13.3.3.1. Passing
    13.3.3.2. Crosswalk
    13.3.3.3. Lane Storage
    13.3.3.4. Turn Position

C 14.0 The student will understand procedures and processes for basic vehicle maneuvering tasks as listed.
  14.1. Identify Procedural steps
    14.1.1. Evaluate Intersection Approach
      14.1.1.1. See and respond to open/closed space/zones
      14.1.1.2. Check and respond to rear space/zone conditions
      14.1.1.3. Establish and maintain proper lane usage and speed control
      14.1.1.4. Search left, front, and right spaces/zones for line of sight or path of travel changes
      14.1.1.5. Find open spaces/zones before entering
      14.1.1.6. Use staggered, legal, and safety stop when applicable;
      14.1.1.7. See condition of a traffic signal;
      14.1.1.8. Adjust speed to arrive at a green light
        14.1.1.8.1. See closed front space/zone
        14.1.1.8.2. Adjust speed to reduce closure rate and to arrive in an open space/zone
        14.1.1.8.3. Adjust speed to have at least one open side space/zone
    14.1.2. Evaluate Precision Left Turns
    14.1.3. Evaluate Precision Right Turns
    14.1.4. Evaluate moving To/from the Curb
    14.1.5. Evaluate Backing
14.1.5.1.1. Straight  
14.1.5.1.2. Around corner  
14.1.5.1.3. Lateral lane change to the left or right

14.2. Identify Driver information processing
   14.2.1. Understand Vision and mental perception requirements  
   14.2.2. Understand Value of directed experience/practice

14.3. Space management system introduction (S.E.E.)
   14.3.1. Understand conditions for Searching  
      14.3.1.1. Changes to path of travel  
      14.3.1.2. Changes to the line of sight  
      14.3.1.3. Changes in road surface and condition
   14.3.2. Understand situations for Evaluating  
      14.3.2.1. Alternative paths of travel  
      14.3.2.2. Appropriate position  
      14.3.2.3. Appropriate speed  
      14.3.2.4. Appropriate communication
   14.3.3. Understand skills needed to Execute decisions  
      14.3.3.1. Speed changes  
      14.3.3.2. Position changes  
      14.3.3.3. Communication needs

14.4. Describe Rules of Road
   14.4.1. Identify Yielding right of way  
   14.4.2. Identify Signal use  
   14.4.3. Lane position rules at intersections  
   14.4.4. Intersection rules  
   14.4.5. Signs, signals, and markings rules  
   14.4.6. Backing rules

Classroom Module Four: Introducing Intersection Skills and negotiating curves and hills.

The student utilizes visual and mental processing skills for critical thinking, decision-making, and problem-solving skills in controlled risk environments. The student will understand principles for targeting, path of travel, searching, and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills.

C 15.0 The student will discover how visual skills and mental perception lead to reduced-risk driving decisions.

15.1. Recognize need to Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks  
   15.1.1. Move focal vision from travel path to another location and back to travel path  
   15.1.2. Move focal vision within ½ second time frames  
   15.1.3. Share attention more than one time to allow brain to perceive information

15.2. Identify Target Area Searching  
   15.2.1. Search to target area 15 to 20 seconds ahead, evaluate its conditions and determine entry speed and position  
   15.2.2. Search for Line-of-Sight or Path-of-Travel changes affecting approach to target area  
   15.2.3. Approach target area, while continually re-evaluating risks in the immediate 4-6 second travel path
15.2.4. Approach the target area, search for a new target area and new travel path 15 to 20 seconds ahead

15.3. Know How to Judge Space in Seconds
15.3.1. Visualize the space vehicle will occupy at least 15-20 seconds ahead
15.3.2. Search 15-20 seconds ahead, continually evaluating the 4-6 second immediate path
15.3.3. Speed and/or lane position adjustments may be required when the target area cannot be seen

15.4. Identify Changes to Line of Sight or Path-of-Travel
15.4.1. Evaluate modification in the ability to see or maintain a travel path
15.4.2. Identify When Line of Sight or Path-of-Travel change are recognized, the need to evaluate other zones/spaces for speed and lane adjustments

15.5. Identify Open, Closed or Changing Zones/Spaces
15.5.1. Identify the intended travel path for open, closed or changing conditions
15.5.2. Evaluate open, closed or changing conditions for speed and position adjustments

15.6. Search Intersections
15.6.1. Search for open zones/space to the left, front and right, when approaching an intersection including highway-rail grade crossings
15.6.2. Evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching an intersection
15.6.3. Search for open zones/spaces to the left, front and right, before entering an intersection

15.7. Search Into Curves and Over Hills
15.7.1. Search the line of sight and path of travel through the curve or over the hill crest for closed or changing conditions
15.7.2. Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hill crest

C 16.0 The student will select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.

16.1. Select safe speed
16.1.1. Determine travel speed based upon driver, vehicle, legal, roadway, and environmental limitations
16.1.2. Determine speed adjustment needed for reduced risk
16.1.3. Adjust speed to meet unposted residential (35) and unposted rural speed (55) limitations as based on state regulations
16.1.3. Check gauges, mirrors, and evaluate line of sight or path of travel conditions

16.2. Recognize Changes in Line of Sight or Path of Travel
16.2.1. Avoid using acceleration into a closed or changing zone/space
16.2.2. Recognize a closed zone/space (such as a red light or stopped traffic), adjust speed to arrive at an open zone/space
16.2.3. When ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space

Classroom Module Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.
The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in moderate risk environments including basic vehicle control, space management, lane changing, turnabouts, and parking. Students will determine the reduced risk turn around procedure for the speed, traffic flow
and restrictions to line of sight and/or path of travel.

**C17.0** The student will review and apply the principles of a space management system (SEE) to reduced-risk vehicle operation making appropriate communication, speed and lane position adjustments.

17.1. Divide attention between path of travel and other tasks
17.2. Use an orderly visual search process
17.3. Control of space to front
17.4. Use rear and side view mirrors effectively
17.5. Maintain separation to sides and rear
17.6. Communicate presence/intentions
17.7. Manage intersections effectively
17.8. Practice Commentary response
   17.8.1. Identify Speed and position adjustment development
   17.8.2. Identify Reference points for maneuvers
   17.8.3. Identify Rear space/zone view conditions
17.9. Identify blind zones for different vehicles

**C 18.0** The student will demonstrate and practice basic maneuvers vehicle for reduced-risk operation.

18.1. Identify Divided attention Tasks
18.2. Intersection Maneuvers
18.3. Identify Procedures for Backing in a Straight Line
18.4. Identify Procedures for Backing Around a Corner
18.5. Determine Turning Around Options
   18.5.1. Identify space management considerations
      18.5.1.1. Communication
      18.5.1.2. Procedures
      18.5.1.3. Position to curb
      18.5.1.4. Speed control
      18.5.1.5. Steering control
      18.5.1.6. Vision control
   18.5.2. Identify when it is safer to go around the block
   18.5.3. Identify safe behaviors for turning around in a parking lot
   18.5.4. Identify procedures for a two-point turnaround with entry into a roadway or driveway on the left or by backing around a corner to the right
      18.5.4.1. Signal
      18.5.4.2. Forward position reference
      18.5.4.3. Evaluate alignment to space
      18.5.4.4. Back to a pivot point
      18.5.4.5. Steering control
      18.5.4.6. Target center of vehicle or space to the rear
      18.5.4.7. Speed control
      18.5.4.8. Straighten vehicle to lane position
      18.5.4.9. Rear limitation reference
      18.5.4.10. Cancel signal?
   18.5.5. Identify procedures for an intersection U-turn
      18.5.5.1. Using proper forward position
      18.5.5.2. Using minimum space to go forward
18.5.5.3. Evaluating alignment to space
18.5.5.4. Backing to pivot point
18.5.5.5. Turning steering wheel
18.5.5.6. Visually targeting center of vehicle or space to the rear
18.5.5.7. Straightening vehicle to lane position
18.5.5.8. Using rear limitation reference

18.5.6. Identify procedures for a three-point turnabout in a low risk roadway environment
18.5.6.1. Using proper forward position
18.5.6.2. Using minimum space to go forward
18.5.6.3. Evaluating alignment to space
18.5.6.4. Back to pivot point
18.5.6.5. Turning steering wheel
18.5.6.6. Visually targeting center of vehicle or space to the rear
18.5.6.7. Straightening vehicle to lane position
18.5.6.8. Using rear limitation reference

18.5.7. Cul-de-sac or circular drive turnabout

18.6. Rules of the Road Review
18.6.1. Turnabouts
18.6.2. Speed
18.6.3. Lane change
18.6.4. Parking/leaving vehicle

C 19.0 The student will develop procedures and practice techniques for reduced-risk lane changes in a variety of lane change situations.
19.1. Identify Space management requirements
   19.1.1. Identify Divide attention conditions
   19.1.2. Identify Communication techniques
   19.1.3. Determine Speed and lane position adjustments

19.2. Identify lane change Procedures
   19.2.1. Evaluate space/zones and side view mirror blind zones
      19.2.1.1. Check side view mirror blind zone
      19.2.1.2. Check BGE side view mirror view
   19.2.2. Move to the left side of lane for left lane change
   19.2.3. Move to right side of lane for right lane change
   19.2.4. Check side view mirror blind zone
      19.2.4.1. Check side view mirror blind zone
      19.2.4.2. Check BGE side view mirror view
   19.2.5. Decide best lane position for conditions

19.3. Lane Position
19.4. Speed control
19.5. Steering control
19.6. Identify Vehicle blind zones and truck no zones

C 20.0 The student will develop procedures and practice techniques for reduced-risk perpendicular, angle and parallel parking.
20.1. Entry
   20.1.1. Space management applications
   20.1.2. Dividing attention between tasks
   20.1.3. Communication
20.1.4. Procedures
   20.1.4.1. Positioning/Reference Points
   20.1.4.2. Vision control
   20.1.4.3. Speed control
   20.1.4.4. Steering control
   20.1.4.5. Forward
   20.1.4.6. Reverse

20.2. Exit
   20.2.1. Space management applications
   20.2.2. Communication
   20.2.3. Procedures
      20.2.3.1. Positioning/Reference Points
      20.2.3.2. Vision control
      20.2.3.3. Speed control
      20.2.3.4. Steering control
      20.2.3.5. Forward
      20.2.3.6. Reverse

C 21.0 The student will develop procedures and practice techniques for reduced-risk speed management.
   21.1. Visibility
   21.2. Dividing Attention
   21.3. Traffic controls
   21.4. Road condition
   21.5. Vehicle condition
   21.6. Space to front/rear
   21.7. Other roadway users
   21.8. Vehicle dynamics
   21.9. Speed differentials

Classroom Module Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.

The student will utilize space management techniques and visual skills needed for gap assessment at intersections, following or being followed by other vehicles, entering and exiting curves, traveling on multi-lane roadways, and passing or being passed on multiple lane roadways at speeds up to 55 m.p.h. The student recognizes the visible space around the vehicle, develops targeting skills, understands path of travel concepts, and investigates vehicle balance concepts when braking, accelerating, and steering. The student identifies communication techniques, use of courtesy and respect in regard to other roadway users, stopping and slowing the vehicle, and develop personal vehicle reference points.

C 22.0 The student will identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
   22.1. Dividing attention between tasks
   22.2. Non-motorized highway users
   22.3. Following and being followed
   22.4. Entering and exiting curves
   22.5. Traffic flow to each side of vehicle
   22.6. Multiple use and reversible lanes
   22.7. Oncoming traffic gap selection
   22.8. Crossing traffic gap selection
22.9. Multiple lane passing
22.10. Vehicle blind zones and truck no zones

C 23.0 The student will identify and comply with space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
23.1. Identify techniques to Control space around the vehicle
23.2. Understand the need to Divide attention between tasks
23.3. Identify Appropriate mirror use
23.4. Recognize vehicle blind zones and truck no zones
23.5. Maintain separation to sides and rear
23.6. Communicate presence/intentions
23.7. Describe Multiple lane use and reversible lanes
23.8. Describe procedures for approaching and exiting a curve
23.9. Perform Commentary responses
   23.9.1. Speed and position changes development
   23.9.2. Rear space/zone response development
23.10. Know Rules of the Road
   23.10.1. right of way
   23.10.2. Passing

C 24.0 The student will identify and comply with intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
24.1. Space management applications
24.2. Dividing attention between tasks
24.3. Unique signs, signals, and markings
24.4. Communication
24.5. Types of intersections
24.6. Level of traffic flow congestion
24.7. Identify number of usable lanes
24.8. Procedures
24.9. Lane position
24.10. Speed control
24.11. Steering control

C 25.0 The student will identify and comply with curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
25.1. Space management applications
25.2. Dividing attention between tasks
25.3. Communication
25.4. Unique signs, signals, and markings
25.5. Procedures
25.6. Lane position
25.7. Speed control
25.8. Steering control

C 26.0 The student will identify and comply with planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
26.1. Space management
26.2. Communication
26.3. Procedures
26.4. Lane position
26.5. Speed control
26.6. Steering control
26.7. Stopping distance
26.8. Abort considerations
26.9. Passing/being passed

Module Seven: Dealing with Complex Environments at Speeds Above 55 m.p.h.

The student will utilize space management techniques and visual skills needed for gap assessment at intersections, following or being followed by other vehicles, entering and exiting curves, traveling on multi-lane roadways, and passing or being passed on multiple lane roadways at speeds above 55 m.p.h. The student recognizes the visible space around the vehicle, develops targeting skills, understands path of travel concepts, and investigates vehicle balance concepts when braking, accelerating, and steering. The student identifies communication techniques, use of courtesy and respect in regard to other drivers, stopping and slowing the vehicle, and develop the judgment of vehicle to the roadway through standard and personal vehicle references at speeds above 55 m.p.h.

C 27.0 The student will identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.

27.1. Non-motorized highway restrictions
27.2. Sharing the roadway
   27.2.1. With other motorized highway users
   27.2.2. With domestic and wildlife
   27.2.3. With other driver behavior
27.3. Divided attention tasks
27.4. Vehicle size and activity
27.5. Following and being followed
27.6. Approach to Curves
   27.6.1. See curve in target area
   27.6.2. Check all zones for options
   27.6.3. Establish effective speed control
   27.6.4. Left curve approach
   27.6.5. Right curve approach
27.7. Entering and exiting limited access highways
   27.7.1. Unique signs, signals, and markings
   27.7.2. Communication
   27.7.3. Types of interchanges
   27.7.4. Level of traffic flow congestion
   27.7.5. Identify number of usable lanes
27.8. Multiple use and reversible lanes
27.9. Traffic flow to each side of vehicle
27.10. Vehicle blind zones and truck no zones
27.11. Oncoming traffic gap selection
   27.11.1. Crossing traffic gap selection
   27.11.2. Two-lane and Multi-lane passing

C 28.0 The student will identify and comply with space management situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.

28.1. Control of space around vehicle
28.2. Dividing attention tasks
28.3. Appropriate mirror use
28.4. Vehicle blind zones and truck no zones
28.5. Maintain separation to sides and rear
28.6. Communicating presence/intentions
28.7. Effective management of merge/exit maneuvers
28.8. Commentary responses
  28.8.1. Speed and position adjustment assessment
  28.8.2. Rear space/zone observance assessment
28.9. Rules of the Road
  28.9.1. Merging rules
  28.9.2. Passing rules
  28.9.3. Use of traffic flow control devices
  28.9.4. Flashers
  28.9.5. Lights
  28.9.6. Towing

C 29.0 The student will identify and comply with merging, speed control, lane selection, and exiting situations on limited access roadways at speeds above 55 m.p.h.
  29.1. Communication
  29.2. Space management
  29.3. Dividing attention tasks
  29.4. Gap selection
  29.5. Vehicle blind zones and truck no zones
  29.6. Closure rate
  29.7. Speed control
    29.7.1. Slowest speed on entrance ramp for maximum searching time and options
    29.7.2. Effective speed on acceleration lane
    29.7.3. Getting off
      29.7.3.1. Plan ahead
      29.7.3.2. Test brakes
      29.7.3.3. Flat curves
  29.8. Lane position

C 30.0 The student will identify and comply with gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at speeds above 55 m.p.h.
  30.1. Procedures
  30.2. Limited access highway advantages/disadvantages
  30.3. Passing on right side of vehicles
  30.4. Space management
  30.5. Divided attention tasks
    30.5.1. Identify tailgater problems for speed and lane position adjustments
    30.5.2. Evaluate gain versus risk prior to attempting passing maneuver
    30.5.3. Check all zones for line of sight and/or path of travel conditions
  30.6. Vehicle blind zones and truck no zones
  30.7. Communication
  30.8. Speed control
  30.9. Steering control
30.10. Stopping ability limited
30.11. Abort considerations
30.12. Being passed consideration

Classroom Module Eight: Factors Affecting Driver Performance.

The student recognizes the significant effects of alcohol and other drugs, fatigue, and emotions on the driving task. The student identifies alcohol and other drugs, distractions, anger management, fatigue, and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 years of age. The student recognizes alcohol use among youth can spiral into a series of problems including poor driving performance, poor academic achievement, disruption of classroom learning, family life, as well as delinquency or other problems with society and unlawful behaviors. The student recognizes fatigue as a major problem for youthful drivers due to all the school-related activities, lack of structured sleep cycles, and late night activities. The student develops a plan to deal with other drivers, errors, and anger. Anger management is a key element to preventing road rage issues recognizing that emotions and violent reactions of youth, as well as society in general, have been well documented during the past few years. The student recognizes that personal distractions, as well as, external and internal vehicle distractions can cause inattention to task and, therefore, injury and physical damage crashes.

C 31.0 The student will identify the high risk effects of alcohol and other drugs on personality and driver performance.

31.1. Recognizing alcohol and other drugs effect on teens
31.2. Teen risk factors for alcohol and other drugs use/abuse
31.3. Limiting risk of driving with others that are intoxicated
31.4. The effect of alcohol and other drugs on driver performance
31.5. Advertisement/ peer pressure to use alcohol and other drugs
31.6. Chemical use/abuse rules and regulations
   31.6.1. Laws concerning alcohol and other drug abuse
   31.6.2. Zero Tolerance rules and regulations
   31.6.3. Penalties associated with alcohol and other drug abuse

C 32.0 The student will recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others that are using chemicals that can affect driver attention and performance.

32.1. “Just say no” message
32.2. Refusal skills
32.3. Peer intervention skills
32.4. Community resources
32.5. Parental support

C 33.0 The student will recognize, compensate, or enhance driver fitness to aid reduced-risk driver performance.

33.1. Driver Distractions
   33.1.1. Definitions
   33.1.2. Affect on new drivers
   33.1.3. Outside vehicle distractions
      33.1.3.1. Limitations to vehicle path of travel
      33.1.3.2. Signs, signals, and markings
      33.1.3.3. Other users
   33.1.4. Inside vehicle distractions
      33.1.4.1. Passengers
33.1.4.2. Electronics
33.1.4.3. Dashboards controls

33.2. Dividing attention
  33.2.1. Vision needs
  33.2.2. Mental awareness

33.3. Temporary impairments
  33.3.1.1. Fractured bones
  33.3.1.2. Acute illness
  33.3.1.3. Fatigue

33.4. Long term disabilities
  33.4.1.1. Muscle paralysis
  33.4.1.2. Missing limbs
  33.4.1.3. Chronic illness
  33.4.1.4. Mental disabilities

33.5. Fatigue and sleep deprivation
33.6. Driver aggression and response
33.7. Driver motivation

Classroom Module Nine: Dealing with Adverse Conditions.

The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes route planning techniques to avoid adverse driving conditions.

C 34.0 The student will recognize adverse weather conditions as visibility and traction problems and adjust speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.
  34.1. Identify Changing weather conditions
     34.1.1. Understand what can go wrong
     34.1.2. Prevention techniques
     34.1.3. Problem recognition
           34.1.3.1. rain
           34.1.3.2. storms
           34.1.3.3. snow
           34.1.3.4. winds, etc.
     34.1.4. Vehicle control
  34.2. Changing visibility conditions
     34.2.1. What can go wrong
     34.2.2. Prevention techniques
     34.2.3. Problem recognition
           34.2.3.1. glare
           34.2.3.2. low light
           34.2.3.3. fog
           34.2.3.4. blizzard effects, etc.
     34.2.4. Vehicle control
  34.3. Changing traction conditions.
     34.3.1. What can go wrong
     34.3.2. Prevention techniques
34.3.3. Problem recognition
   34.3.3.1. Traction loss to front tires
   34.3.3.2. Traction loss to rear tires, etc.

34.3.4. Vehicle control

34.4. Traffic flow situations under limited conditions of visibility/traction.

34.5. Intersection management under limited conditions of visibility/traction.
   34.5.1. Traffic flow to each side of vehicle
   34.5.2. Oncoming traffic gap selection
   34.5.3. Crossing traffic gap selection

34.6. Multiple-lane choices and usage under limiting conditions

34.7. Responding to non-motorized highway users

C35.0 The student will recognize adverse weather conditions as a visibility and traction problem and the affect on space management skills in regard to speed and position adjustments.

35.1. Control of space around vehicle
35.2. Dividing attention tasks
35.3. Appropriate mirror use
35.4. Maintain separation to sides and rear
35.5. Communicating presence/intentions
35.6. Effective management of limited visibility/traction
35.7. S.E.E. Commentary assessment
35.8. Rules of the Road
   35.8.1. Maintaining visibility laws
   35.8.2. Occupant protection laws
   35.8.3. Use of electronic devices
   35.8.4. Flasher usage
   35.8.5. Headlight usage

C 36.0 The student will value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance.

36.1. Occupant protection knowledge
   36.1.1. Active restraints
   36.1.2. Passive restraints
   36.1.3. Active Passive Integration
   36.1.4. Frontal crash protection
       36.1.4.1. First generation supplemental restraints
       36.1.4.2. Second generation supplemental restraints
       36.1.4.3. Third generation supplemental restraints
   36.1.5. Side impact protection
   36.1.6. Rear impact protection
36.2. Occupant use and misuse
   36.2.1. Myths
   36.2.2. Lap belt adjustments
   36.2.3. Shoulder restraint adjustments
   36.2.4. Legal requirements
36.3. Protecting children
   36.3.1. Age and seat requirements
   36.3.2. Weight and seat requirements
   36.3.3. Proper seat placement
36.3.4. Legal requirements

36.4. Vehicle control
36.4.1. Seat belt adjustments
36.4.2. Airbag and steering control
36.4.3. Active Passive Integration Assist
36.4.4. Rear impact

Classroom Module Ten: Other Roadway Users.

The student understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately. Tractor-trailer combinations and trains are recognized as dangerous vehicles in the vehicle, truck, and train interaction at intersections and in high speed areas.

C 37.0 The student will recognize and respond to other motorized vehicles that may have different weight, speed, and visibility problems.

37.1. Tractor and trailer combinations
37.1.1. Single trailer combinations
37.1.2. Double trailer combinations
37.1.3. Triple trailer combinations
37.1.4. Visibility issues
37.1.5. Passing issues
37.1.6. Wind blast issues
37.1.7. Space needs when turning
37.1.8. Passenger vehicle interaction

37.2. Delivery vans and trucks
37.3. Motorcycles and mopeds
37.3.1. Size and speed
37.3.2. Visibility issues
37.3.3. Lane position issues

37.4. Construction vehicles
37.5. Farm vehicles
37.6. Snowmobiles and ATV units
37.7. Speed issues
37.7.1. Different travel speeds
37.7.2. Maintaining momentum on hills
37.7.3. Sudden slow downs

C 38.0 The student will recognize and respond to other non-motorized vehicles that may have different weight, speed, and visibility problems.

38.1. Pedalcycles
38.2. Personalized transport
38.2.1. Skates/Rollerblades
38.2.2. Skateboards
38.2.3. Horses
38.2.4. Others

38.3. Horse drawn equipment
38.4. Pedestrians

C 39.0 The student will recognize and respond to tracked vehicles that may have different weight, speed, and visibility problems.
39.1. Freight trains
39.2. High speed passenger trains
39.3. Electric/cable cars
39.4. Trolley cars

**Classroom Module Eleven: Responding to Vehicle Malfunctions and Crashes.**

The student assesses vehicle operation and malfunctions to eliminate or prevent related vehicle or weather-related problems. The student understands vehicle braking and technology systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions. The student understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately. The student recognizes responsibilities associated with crashes regardless of causal factors.

**C 40.0 The student will recognize and respond to vehicle malfunctions in a reduced-risk manner.**

40.1. Dashboard electronic malfunctions
    40.1.1. Alert lights and symbols
    40.1.2. Warning lights and symbols
40.2. Fuel and ignition system malfunctions
40.3. Lights and signal malfunctions
40.4. Steering and suspension malfunctions
    40.4.1. Off-road recovery
    40.4.2. Understeer/oversteer recognition and correction
    40.4.3. Intelligent stability and handling systems (ISHS, ESP, ESC)
40.5. Tires, traction loss recognition and control
    40.5.1. Blowouts
    40.5.2. Understeer/oversteer recognition and correction
    40.5.3. Intelligent stability and handling systems (ISHS, ESP, ESC)
40.6. Braking system malfunctions
    40.6.1. Antilock braking systems (ABS)
    40.6.2. Understeer/oversteer recognition and correction
    40.6.3. Intelligent stability and handling systems (ISHS, ESP, ESC)
40.7. Active passive integrated approach (APAI) systems
40.8. Vehicle load and weight transfer
    40.8.1. Effect on balance
    40.8.2. Forces of impact
    40.8.3. Traction, gravity, inertia, momentum
    40.8.4. Tire condition/air pressure
    40.8.5. ABS (two-wheel/four-wheel)
    40.8.6. Intelligent stability and handling systems (ISHS, ESP, ESC)

**C 41.0 The student will understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions.**

41.1. Law enforcement agencies
    41.1.1. State enforcement agencies
    41.1.2. County enforcement agencies
    41.1.3. Local enforcement agencies
41.2. Emergency response agencies...
    41.2.1. Getting help
    41.2.2. Types of emergency response
41.3. Rules of Road
   41.3.1. Responsibilities at crash scene
   41.3.2. Reporting crashes
   41.3.3. Financial responsibility

**Classroom Module Twelve: Making Informed Consumer Choices.**

The student synthesizes information and applies strategies to prepare a trip plan, develop a driving route, select motor vehicles and purchase insurance, take appropriate actions at crash scene, protect the environment, and prepare for future participation in the graduated licensing system. The student will also understand the techniques required for safely towing a boat or trailer and driving a special vehicle. Completing driver education is just the start of a learning process concerning traffic safety and making reduced risk driver decisions. The student will recognize that traffic safety is a part of a life-long learning process.

**C 42.0 The student will perform map reading and trip planning exercises that lead to an in-car activity or a future family trip**

42.1. Map reading
   42.1.1. Paper and atlas formats
   42.1.2. Digital and GPS formats
   42.1.3. Mapquest or maps.com formats

42.2. Destination Driving exercise
   42.2.1. Plan an in-car driving route
      42.2.1.1. Mark turns
      42.2.1.2. Controlled intersections
      42.2.1.3. Speed
   42.2.2. Planning a family trip driving route

42.3. Towing a boat or trailer and driving special vehicles
   42.3.1. Skills required for safely towing a boat or trailer
   42.3.2. Techniques required to back a trailer successfully
   42.3.3. Basic equipment needed
   42.3.4. Connecting a trailer to a vehicle
   42.3.5. Loading a trailer

**C 43.0 The student will recognize problems and make wise consumer choices in purchasing insurance or an automobile.**

43.1. Insurance
   43.1.1. Types
   43.1.2. Needs
   43.1.3. Financial responsibility

43.2. Purchasing vehicles
   43.2.1. New vehicle costs
   43.2.2. Used vehicle costs
   43.2.3. Vehicle selection
      43.2.3.1. Type
      43.2.3.2. Size
      43.2.3.3. Utility
      43.2.3.4. Safety features
C 44.0 The student will understand future operator responsibilities in regard to licensing and attending to a crash scene situation.
   44.1. Local licensing laws
       44.1.1. Vehicle
       44.1.2. Driver
   44.2. Crash scene
       44.2.1. Driver responsibilities
       44.2.2. Getting help
   44.3. Crash reporting

C 45.0 Student/Parent debriefing.
   45.1. Review program driver skill log requirements
   45.2. Evaluation of destination driving route
   45.3. Review licensing requirements
   45.4. Student responsibilities
   45.5. Media advertising
   45.6. Use of natural resources
   45.7. Parent responsibilities
   45.8. Making safe vehicle choices
Essential Knowledge and Skills for Driver and Traffic Safety Education

Segment One Driver and Traffic Safety Education: In-car Skills

(D) General Requirements. Driver education in-car instruction is a required prerequisite to qualify for a driver permit between 14 years 6 months and before age 17 dependent on state licensing requirements.

(E) Introduction. State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge, skills, and experiences to perform reduced risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process.

(F) Responsibilities. Teachers assist and guide students to meet or exceed minimum competency standards through in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Concurrent and integrated operation of classroom and in-car instruction is required for student knowledge and skill development.

(G) In-car knowledge and skills.

In-car Segment One: Preparing To Operate a Vehicle.

The student develops an understanding of local school regulations and requirements. The student formulates knowledge of rules and regulations required to satisfactorily complete the driver and traffic safety education program. The student recognizes the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle; identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, investigates vehicle balance concepts, and analyzes the standard vehicle reference points relationship to roadway position and vehicle placement.

IC 1.0. Preparations to Operate Vehicle. The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle; identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, and investigates vehicle balance concepts when braking accelerating, and steering.

1. 1. Vehicle Operating Space. The student is expected to:

   1.1. recognize the visual limitation to the front of the vehicle;
   1.1.2. recognize the visual limitation to the rear of the vehicle;
   1.1.3. recognize the visual limitation the right side of the vehicle;
   1.1.4. recognize the visual limitation to the left side of the vehicle;
   1.1.5. measure the length and width of the vehicle;
   1.1.6. draw and measure the size of the vehicle tire patches;
   1.1.7. draw and demonstrate the limited visual view in the rear view mirror;
   1.1.8. draw and demonstrate the traditional mirror view settings for the rear and side view mirrors; and
   1.1.9. draw and demonstrate the blind-zone and glare elimination (BGE) settings for the rear and side view mirrors.

1. 2. Getting Ready to Drive. The student is expected to:
1.2.1. prepare physically and mentally to use vehicle;
1.2.2. approach the vehicle with awareness;
1.2.3. check outside and inside of vehicle before opening the door;
1.2.4. lock doors;
1.2.5. adjust head restraints, seat position, mirrors, safety restraints, steering wheel position;
1.2.6. check all occupants for safety belt use; and
1.2.7. be able to demonstrate effective meaning and usage of all gauges.

1.3. **Starting the Vehicle.** The student is expected to:
1.3.1. place or check that parking brake in set position;
1.3.2. select proper gear for starting;
1.3.3. secure foot brake pedal;
1.3.4. recognize alert lights for safety accessories;
1.3.5. demonstrate proper use of ignition starting device;
1.3.6. demonstrate ability to select and use appropriate accessories;
1.3.7. give an example of a warning light for engine or system accessories;
1.3.8. make appropriate gear selection for movement; and
1.3.9. put headlights on - day and night.

1.4. **Placing Vehicle in Motion.** The student is expected to:
1.4.1. visually identify open space to enter before moving foot from brake to gas;
1.4.2. communicates to other users;
1.4.3. places the vehicle into motion smoothly; and
1.4.4. recognize that too much acceleration affects vehicle body pitch toward the rear.

1.5. **Stopping Vehicle in Motion.** The student is expected to:
1.5.1. search effectively ahead of the vehicle to determine braking needs;
1.5.2. use controlled braking efficiently with heel of foot on floorboard;
1.5.3. check rear zone/space prior to braking;
1.5.4. apply a firm squeezing braking force at the beginning of the braking process;
1.5.5. bring the vehicle to a smooth stop by squeezing off brake;
1.5.6. recognizes that too much braking action affects vehicle body pitch toward the front;
1.5.7. ease pressure off brake during last two seconds of braking to ease pitch of vehicle;
1.5.8. check the rear zone/space before, during and after braking actions; and
1.5.9. demonstrate effective use of maximum ABS braking.

1.6. **Steering.** The student is expected to:
1.6.1. turn head and visually target in the direction of intended path of travel prior to turning;
1.6.2. use a target, sightline, transition point, and path of travel to determine steering entry and return;
1.6.3. use a balanced hand position on the wheel;
1.6.4. recognizes that too much steering affects vehicle body roll towards the opposite side of vehicle;
1.6.5. use the Hand-Over-Hand or Hand-to-Hand (Turning), Hand-To-Hand (Curvatures), One Hand (Reverse), or Evasive Action (Avoidance) methods effectively; and
1.6.6. visually check the rear view mirror, side view mirrors and mirror blind-zone areas.

1.7. **Securing the Vehicle.** The student is expected to:
1.7.1. stop the vehicle in a safe and legal position;
1.7.2. set the parking brake as required by state statute and owner’s manual;
1.7.3. shift into appropriate gear before removing foot from brake;
1.7.4. turn off appropriate accessories prior to turning off ignition and removing key;
1.7.5. visually check traffic flow before opening door; and
1.7.6. lock doors and/or secure any alarm system.

IC 2.0. Judgment of Vehicle to Roadway Position. The student recognizes and analyzes the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.

2. 1. Right Side of Vehicle. The student is expected to:
   2.1.1. determine when the vehicle is positioned within 3-6 inches of the curb or a lane line;
   2.1.2. determine when the vehicle is positioned within 2-3 feet of the curb or a lane line; and
   2.1.3. determine when the vehicle is positioned within 5-8 feet of the curb or a lane line.

2. 2. Left Side of Vehicle. The student is expected to:
   2.2.1. determine when the vehicle is positioned within 3-6 inches of the curb or a lane line;
   2.2.2. determine when the vehicle is positioned within 2-3 feet of the curb or a lane line; and
   2.2.3. determine when the vehicle is positioned within 5-8 feet of the curb or a lane line.

2. 3. Front of Vehicle. The student is expected to:
   2.3.1. determine when the front bumper is positioned even with the stop line or curb line.

2. 4. Rear of Vehicle. The student is expected to:
   2.4.1. determine when the rear bumper is positioned even with a line.

2. 5. Front Turning Point of Vehicle. The student is expected to:
   2.5.1. determine where on the road the front is positioned for turning left; and
   2.5.2. determine where on the road the front is positioned for turning right.

2. 6. Rear Turning Point of Vehicle. The student is expected to:
   2.6.1. determine where on the road the rear is positioned for turning left; and
   2.6.2. determine where on the road the rear is positioned for turning right.

2. 7. Application of Principles. The student is expected to:
   2.7.1. demonstrate vehicle placement within typical lane space positions; and
   2.7.2. demonstrate vehicle placement within lane space when backing and turning.

In-car Segment Two: Introducing Traffic Entry and Intersection Approach Skills.

The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

IC 3.0. Visualization of Intended Travel Path. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

3. 1. Target. The student is expected to:
   3.1.1. identify an object or area that appears in the center and at the end of your intended path of travel.

3. 2. Target Area. The student is expected to:
   3.2.1. identify the traffic problems and elements in and near the target area; and
3.2.2. locate your target area, evaluate the line of sight or path-of-travel conditions and determine best approach speed and lane position.

3.3. **Targeting Path.** The student is expected to:
3.3.1. evaluate the target area, while developing an image of your targeting path;
3.3.2. identify elements that can change or modify the intended travel path; and
3.3.3. determine risks associated with maintaining the intended path of travel.

IC. 4.0. **Searching Intended Travel Path.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

4.1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
4.1.1. move focal vision from travel path to another location and back to travel path;
4.1.2. move focal vision within ½ second time frames; and
4.1.3. share attention more than one time to allow brain to perceive information.

4.2. **Target Area to Searching Areas.** The student is expected to:
4.2.1. search to the target area 15 to 20 seconds ahead to evaluate its conditions and determine entry speed and position.
4.2.2. search for Line of Sight or Path-of-Travel changes that can or will affect the approach to the target area.
4.2.3. approaching the target area, continually re-evaluate risks in immediate 4-6 second travel path.
4.2.4. as you approach the target area, search for your new target area and new travel path that is 15 to 20 seconds ahead.

4.3. **Know How to Judge Space in Seconds.** The student is expected to:
4.3.1. visualize the space your vehicle will occupy at least 15-20 seconds ahead;
4.3.2. search 15-20 seconds ahead, continually evaluating the 4-6 second immediate path; and
4.3.3. speed and/or lane position adjustments may be required when the search areas cannot be maintained.

4.4. **Detect Changes to Line of Sight or Path-of-Travel.** The student is expected to:
4.4.1. evaluate modification in the ability to see or maintain a travel path; and
4.4.2. recognize a Line of Sight or Path-of-Travel change, then evaluate other zones/spaces for speed and lane adjustments.

4.5. **Identify Open, Closed or Changing Zones/Spaces.** The student is expected to:
4.5.1. identify the intended travel path for open, closed or changing conditions; and
4.5.2. evaluate open, closed or changing conditions for speed and position adjustments.

4.6. **Searching Intersections.** The student is expected to:
4.6.1. search for open zones/space to the left, front and right, when approaching an intersection;
4.6.2. evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching an intersection; and
4.6.3. search for open zones/spaces to the left, front and right, before entering an intersection.

4.7. **Searching Into Curves and Over Hills.** The student is expected to:
4.7.1. search the line of sight and path of travel through the curve or over the hill crest for the possible closed or changing status of your path of travel, when the target area is a curve or a hill crest; and
4.7.2. evaluate the LOS-POT for appropriate speed and position adjustments, before entering a curve or a hill crest.
In-car Segment Three: Developing Visual and Mental Perception for Vehicle Control Tasks.

The student utilizes critical thinking, divided attention, decision-making, and problem-solving skills to operate the vehicle and perform precision maneuvers in controlled risk, limited risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

IC. 5.0. Speed Control. The student utilizes critical thinking, divided attention, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, limited risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

5. 1. Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks. The student is expected to:

5.1.1. move focal vision from travel path to another location and back to travel path;

5.1.2. move focal vision within ½ second time frames; and

5.1.3. share attention more than one time to allow brain to perceive information.

5. 2. Selection For Ongoing Conditions. The student is expected to:

5.2.1. travel speed will be based upon driver, vehicle, legal, roadway, and environmental limitations; and

5.2.2. constant adjustments to speed are based on driver processing information, based on limitations.

5. 3. After Seeing Changes in Line of Sight or Path of Travel. The student is expected to:

5.3.1. avoid using acceleration into a closed or changing zone/space;

5.3.2. recognizing a closed zone/space (a red light or stopped traffic), adjust speed to arrive as the zone/space opens; and

5.3.3. when your ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space.

5. 4. After Seeing a Speed Limit Sign. The student is expected to:

5.4.1. recognize it as a cue to check vehicle gauges, mirrors, and evaluate line of sight or path of travel conditions; and

5.4.2. adjust speed to meet driver, vehicle, legal, roadway, and environmental limitations.

IC. 6.0. Lane Position Selection. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

6. 1. Lane Position. The student is expected to:

6.1.1. select the appropriate lane for space management, legal requirements, and destination.

6. 2. Lane position usage while driving straight ahead. The student is expected to:

6.2.1. select a lane position to give best separation from closed or changing zones/space; and

6.2.2. demonstrate ability to place vehicle in appropriate lane position.

6. 3. Lane position usage while parking. The student is expected to:

6.3.1. select a lane position to give best separation from closed or changing zones/space; and

6.3.2. demonstrate ability to place vehicle in appropriate lane position.

6. 4. Lane position usage while turning around. The student is expected to:
6.4.1. select a lane position to give best separation from closed or changing zones/space; and
6.4.2. demonstrate ability to place vehicle in appropriate lane position.

6.5. **Lane position usage while approaching curves and hill crests.** The student is expected to:
6.5.1. establish the appropriate lane position on approach;
6.5.2. establish the appropriate lane position on apex; and
6.5.3. establish the appropriate lane position on exiting.

6.6. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
6.6.1. move focal vision from travel path to another location and back to travel path;
6.6.2. move focal vision within ½ second time frames; and
6.6.3. share attention more than one time to allow brain to perceive information.

IC. 7.0. **Rear Zone Searching and Control.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

7.1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
7.1.1. move focal vision from travel path to another location and back to travel path;
7.1.2. move focal vision within ½ second time frames; and
7.1.3. share attention more than one time to allow brain to perceive information.

7.2. **Inside Rearview Mirror Usage.** The student is expected to:
7.2.1. search to the rear after seeing a change to your line of sight or path of travel;
7.2.2. search to the rear before and after making a turn or a stop;
7.2.3. search to the rear before and after making speed adjustment; and
7.2.4. search to the rear before and after making lane position adjustment.

7.3. **Outside Side View Mirrors and Mirror Blind Zone Checks.** The student is expected to:
7.3.1. check the side view mirror before adjusting a lane position in that direction;
7.3.2. visually check mirror blind zone after side view mirror use (traditional setting), before moving the steering wheel; and
7.3.3. check the side view mirror (BGE) before adjusting a lane position in that direction.

7.4. **Evaluate Condition to the Rear.** The student is expected to:
7.4.1. determine if the rear zone/space is an open, closed, or changing condition; and
7.4.2. when a tailgater is closing or changing the rear zone/space, determine the appropriate speed or lane adjustment needed.

IC. 8.0. **Following Time and Space.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

8.1. **Closure Rate on Approach.** The student is expected to:
8.1.1. approach the vehicle in front gradually, avoiding a fast closure rate.

8.2. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
8.2.1. move focal vision from travel path to another location and back to travel path;
8.2.2. move focal vision within ½ second time frames; and
8.2.3. share attention more than one time to allow brain to perceive information.
8. 3. Moving at Same Speed - Maintaining Four Second Interval. The student is expected to:
   8.3.1. when following another vehicle, work to maintain four seconds of time and space; and
   8.3.2. adjust speed or lane position if four seconds of time is difficult to maintain.

8. 4. When Stopping Behind Vehicles. The student is expected to:
   8.4.1. when stopped behind a vehicle, be able to see the rear tires touching the pavement ahead to keep a minimum of fifteen feet of space; and
   8.4.2. when stopped behind a vehicle without visibility to the rear, be able to see the driver in the side view mirror.

8. 5. Delay Start Before Moving. The student is expected to:
   8.5.1. after the vehicle in front begins to move, delay your movement for two seconds to open the front zone/space.

IC. 9.0. Communication and Courtesy. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

   9. 1. Technique. The student is expected to:
      9.1.1. use turn signal light on before turning right or left;
      9.1.2. use lane change signal rather than turn signal appropriate for moving to another lateral position;
      9.1.3. use headlights on at all times to increase visibility;
      9.1.4. use horn to make others aware of your presence;
      9.1.5. tap brake lights to warn rear traffic of a slowdown or stop in the traffic flow;
      9.1.6. use vehicle speed and position could communicate the driver’s intention; and
      9.1.7. use hand signals will be used to establish eye contact with other roadway users.

   9. 2. Timing. The student is expected to:
      9.2.1. put signal light on at least five seconds prior to moving since communication requires time to be sent, received and acted upon; and
      9.2.2. communicate early so that your safe path of travel can best be controlled.

   9. 3. Commitment. The student is expected to:
      9.3.1. make sure your messages are acknowledged by others.

IC. 10.0. Using Three Steps to Problem-Solving. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

   10. 1. Search for a change to your line-of-sight and/or to your path-of-travel. The student is expected to:
       10.1.1. look for what may no longer make your intended path-of-travel available or safe.

   10. 2. Evaluate your other zones/spaces for risk. The student is expected to:
       10.2.1. look for related information;
       10.2.2. look for alternate path of travel; and
       10.2.3. get all information before acting.

   10. 3. Execute an Adjustment. The student is expected to:
       10.3.1. get the best
           10.3.1.1. speed control;
10.3.1.2. lane position; and
10.3.1.3. communication for the conditions.

10.4. Use a Practice Commentary. The student is expected to:
10.4.1. develop the procedures to a process and into habit;
10.4.2. start with an appropriate speed and lane position for limitations and conditions;
10.4.3. look for line of sight or path of travel zone/space changes;
10.4.4. explain and demonstrate the three steps to control the zone/space change;
10.4.5. develop the process for 10-15 minutes at a time as a rear seat occupant/observer; and
10.4.6. repeat the process for 3-5 minutes at a time as a driver.

In-car Segment Four: Factors Affecting Driver Performance.

The student recognizes the significant effects of alcohol and other drugs, fatigue, and emotions on the driving task. The student identifies alcohol, fatigue, and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 years of age. The student recognizes alcohol use among youth can spiral into a series of problems including poor driving performance and unlawful behaviors. The student recognizes fatigue as a major problem for youthful drivers due to all the school-related activities, lack of structured sleep cycles, and late night activities. The student develops a plan to deal with other drivers, errors, and anger. Anger management is a key element to preventing road rage issues recognizing that emotions and violent reactions of youth, as well as society in general, have been well documented during the past few years.

The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes map reading and route planning techniques to avoid adverse driving conditions. The student assesses vehicle operation and malfunctions to eliminate or prevent related problems by securing scheduled and unscheduled maintenance or repairs; understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

IC. 11.0. Responses to Emergency Situations. The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes map reading and route planning techniques to avoid adverse driving conditions. The student assesses vehicle operation and malfunctions to eliminate or prevent related problems by securing scheduled and unscheduled maintenance or repairs; understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

11. 1. Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks. The student is expected to:
11.1.1. move focal vision from travel path to another location and back to travel path;
11.1.2. move focal vision within ½ second time frames; and
11.1.3. share attention more than one time to allow brain to perceive information.

11. 2. Identify and Respond to Vehicle Failures. The student is expected to:
11.2.1. demonstrate ability to recognize engine failure and respond with appropriate actions;
11.2.2. demonstrate ability to recognize brake failure and respond with appropriate actions; and
11.2.3. demonstrate ability to recognize tire pressure failure and respond with appropriate actions.

11.3. **Identify and Respond to Environmental Conditions.** The student is expected to:
11.3.1. demonstrate ability to recognize traction loss and respond with appropriate actions;
11.3.2. demonstrate ability to recognize when tires drop off pavement and respond with appropriate actions;
11.3.3. demonstrate ability to recognize sudden POT restrictions and respond with appropriate actions; and
11.3.4. demonstrate ability to recognize sudden LOS restrictions and respond with appropriate actions.

**In-car Segment Five: Assessment of Driver Performance.**

The student is assessed based on vehicle operation, understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

**IC. 12.0.** The student enrolled in a certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the following procedures.

12.1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
12.1.1. move focal vision from travel path to another location and back to travel path;
12.1.2. move focal vision within ½ second time frames; and
12.1.3. share attention more than one time to allow brain to perceive information.

12.2. **Precision Turns.** The student is expected to:
12.2.1. demonstrate and explain a proper side position;
12.2.2. demonstrate and explain the forward position;
12.2.3. search intersections left, front, and right to ascertain open zones/spaces; and
12.2.4. look into the turn before turning the steering wheel.

12.3. **Approach to Intersections.** The student is expected to:
12.3.1. see and respond to open/closed zones;
12.3.2. check and respond to rear zone conditions;
12.3.3. establish and maintain proper lane usage and speed control;
12.3.4. search left, front, and right zones for LOS-POT changes, get open zones before entering; and
12.3.5. demonstrate and use staggered, legal, and safety stop when applicable.

12.4. **Timing Arrival for Open Zone.** The student is expected to:
12.4.1. see condition of traffic light; adjust speed to arrive at a green light;
12.4.2. see closed front zone; adjust speed to reduce closure rate and to arrive in an open zone; and
12.4.3. adjust speed to have at least one open side zone.

12.5. **Precision Lane Change.** The student is expected to:
12.5.1. evaluate zones and mirror blind spots;
12.5.2. move to LP2 (Lane Position 2, the left side of lane) for left lane change;
12.5.3. move to LP3 (right side of lane) for right lane change;
12.5.4. make final mirror blind spot check;
12.5.5. enter new lane in LP2 or LP3; and
12.5.6. decide on best lane position for conditions.
12. 6. **Approach to Curves.** The student is expected to:
   12.6.1. see curve in target area;
   12.6.2. check all zones for options;
   12.6.3. establish effective speed control;
   12.6.4. left curve approach LP3 if right zone is open, apex LP1, exit LP1; and
   12.6.5. right curve approach LP2 if left zone is open, apex LP3, exit LP1.

12. 7. **Passing/Being Passed.** The student is expected to:
   12.7.1. identify tailgater problems for speed and lane position adjustments;
   12.7.2. evaluate gain versus risk prior to attempting passing maneuver;
   12.7.3. check all zones for LOS-POT conditions; and
   12.7.4. control speed and lane position.

12. 8. **Getting On/Off Highways.** The student is expected to:
   12.8.1. slowest speed on entrance ramp for maximum searching time and options;
   12.8.2. evaluate gap to enter;
   12.8.3. effective speed on acceleration lane; and
   12.8.4. getting off: plan ahead, test brakes.

12. 9. **Backing Techniques.** The student is expected to:
   12.9.1. effective searching prior to and while backing;
   12.9.2. effective use of brake for speed control; and
   12.9.3. effective steering technique.

12. 10. **Parking Techniques.** The student is expected to:
   12.10.1. establish side position;
   12.10.2. demonstrate proper forward position;
   12.10.3. use minimum space to go forward;
   12.10.4. evaluate alignment to space;
   12.10.5. back to pivot point, turn wheel;
   12.10.6. visually target center of vehicle or space to the rear; and
   12.10.7. straighten tires, demonstrate rear limitation reference.

12. 11. **Turnaround Techniques.** The student is expected to:
   12.11.1. establish side position;
   12.11.2. demonstrate proper forward position;
   12.11.3. use minimum space to go forward;
   12.11.4. evaluate alignment to space;
   12.11.5. back to pivot point, turn wheel;
   12.11.6. visually target center of vehicle or space to the rear; and
   12.11.7. straighten tires, demonstrate rear limitation reference.

12. 12. **Responding to Emergency Situations.** The student is expected to:
   12.12.1. use vision control, motion control, and steering control sequences;
   12.12.2. recognize and respond to adverse conditions that change vehicle traction;
   12.12.3. recognize front wheel traction loss;
   12.12.4. recognize rear wheel traction loss;
   12.12.5. demonstrate appropriate controlled brake, trail brake, threshold brake, and antilock brake use; and
   12.12.6. recognize and respond to vehicle mechanical failures.

### Environment Risk Relationships

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Instructor</th>
<th>Speed</th>
<th>External Distractions</th>
<th>Traffic Volume</th>
<th>Roadway Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Controlled</strong></td>
<td>Assumes 100% of space management responsibilities</td>
<td>Less than 30 mph</td>
<td>External distractions controlled by instructor</td>
<td>Little to minimal cross traffic volume</td>
<td>Single lane residential or suburban style marked and unmarked with controlled and uncontrolled intersections</td>
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<tr>
<td><strong>Low</strong></td>
<td>Assumes 90% of space management responsibilities</td>
<td>Less than 45 mph</td>
<td>External distractions are minimal</td>
<td>Minimal to low cross traffic and opposing traffic</td>
<td>Multi-lane, one and two way flow, traffic signals simple curve and hill approaches</td>
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<tr>
<td><strong>Moderate</strong></td>
<td>Assumes 50% of space management responsibilities</td>
<td>Less than 55 mph</td>
<td>External distractions are evident and consistent to front and rear</td>
<td>High volume opposing traffic with low volume of cross or entry traffic, urban areas</td>
<td>Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets. Light weather and visibility conditions.</td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>Assumes 25% of space management responsibilities. Assesses student space management</td>
<td>Varying speeds up to speed limits</td>
<td>External distractions are numerous and inconsistent to front and rear</td>
<td>High volume opposing, cross, entry and exit flows. Mix of drivers using variance of speed and lane position adjustments</td>
<td>Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets. Varying road surfaces, visibility, and weather conditions.</td>
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</tbody>
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