

# Southern York County School District Instructional Plan

<b>Name:</b>	<b>Dates:</b> September
<b>Course/Subject:</b> Driver Education	<b>Unit Plan 1: Introduction to Driver Education</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b>	
14.1.C.B Identify and explain laws that related to responsible use of a vehicle	
14.1.C.C Describe the Pennsylvania licensing procedures.	
<b>Understanding(s):</b> <i>Students will understand . . .</i>  1. Good drivers avoid accidents by identifying potential problems relating to their vehicle, the highway system, and other drivers.	<b>Essential Question(s):</b>  <ul style="list-style-type: none"> <li>▪ To what extent does experience and maturity affect the driving task?</li> <li>▪ How is knowledge of the Highway System useful to drivers?</li> <li>▪ What is driver negligence and how can it impact your future?</li> <li>▪ To what extent can drivers ensure their safety?</li> </ul>
<b>Learning Objectives:</b> <i>Students will know . . .</i>  <ul style="list-style-type: none"> <li>▪ The steps in the driving task.</li> <li>▪ Identify key elements of the highway system.</li> <li>▪ The responsibilities associated with driving.</li> <li>▪ How to obtain information that pertains to driving.</li> </ul>	<b>Students will be able to:</b>  <ul style="list-style-type: none"> <li>▪ Students explain how each step in the driving task may be affected by experience and/or maturity.</li> <li>▪ Students will explain how knowledge of the Highway system may help them to drive more efficiently.</li> <li>▪ Students will explain how drivers can be held accountable for their physical condition, their cars condition, knowing/obeying all traffic laws, their passengers' safety and their financial responsibility as a driver.</li> <li>▪ Students will use various media sources to identify issues that affect driving. (Ongoing Throughout Course)</li> </ul>
<b>Name:</b>	<b>Dates:</b> September
<b>Course/Subject:</b> Driver Education	<b>Unit Plan 2: Pennsylvania Laws and Regulations</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b>	
14.1.C PA Laws and Regulations (Content Expectations)	
14.1.C.B Identify and explain laws that related to responsible use of a vehicle.	
<b>Understanding(s):</b> <i>Students will understand . . .</i>  1. In order to obtain a driver's license an individual must demonstrate knowledge of driving laws and the ability to handle a motor vehicle.	<b>Essential Question(s):</b>  <ul style="list-style-type: none"> <li>▪ How does the licensing procedure help to make driving safer?</li> <li>▪ How can a driver prepare for problems relating to traffic controls, right-of-way laws, and speed limits?</li> <li>▪ What traffic laws must potential</li> </ul>

	<p>drivers know in order to pass the permit test?</p> <ul style="list-style-type: none"> <li>▪ To what extent do railroad crossings present a risk to SYCSD residents?</li> <li>▪ To what extent should the recommended distance between vehicles be followed consistently?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ The process to obtain a driver's license.</li> <li>▪ PA driving laws pertaining to traffic signs, signals, and road markings, right-of-way, speed, pedestrians, passenger restraints, and recommend following distances.</li> <li>▪ The dangers associated with railroad crossings.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Students will list and define the steps in procuring a license. Restrictions of learner permits and application of graduated licensing. Students will identify traffic signs, signals and road markings: define laws relating to Right-of-way, speed, pedestrians and passenger restraints. Students will answer questions similar to those found on the State Permit test and explain their importance. Students will explain the dangers associated with railroad crossings and describe how they relate to our local situation. Students will explain the PA Manual's suggestion for recommended following distances and elaborate on circumstances, which may alter them.</li> </ul>
<b>Name:</b>	<b>Dates: October</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 3: Knowledge of Vehicle Operations</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b>	
<p><b>14.2.B Identify and describe the pre-trip preparation inside the vehicle.</b></p> <p><b>14.2.C Identify and assess purpose of modern vehicle technology.</b></p>	
<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Drivers need to know what devices are in their cars and how to activate them.</li> <li>2. A vehicles owner's manual is a valuable tool for drivers.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a driver need to know in order to operate a vehicle in a safe and efficient manner?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ The equipment available in motor vehicles.</li> <li>▪ How to use a motor vehicles owner's manual.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Students will list common differences found in today's car (use of owners manuals and auto maintenance schedule), and proper use of safety and informational devices, including: door locks, ignition, seating positions, mirror</li> </ul>

	settings, communication controls, GPS, and steering wheel adjustments.
<b>Name:</b>	<b>Dates: October</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 4: Knowledge of Vehicle Operations</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <b>14.2.A Identify and describe the pre-trip inspection outside the vehicle.</b> <b>14.2.B Identify and describe the pre-trip preparation inside the vehicle.</b> <b>14.2.C Identify and assess purpose of modern vehicle technology.</b> <b>14.2.E Identify post-trip procedures.</b>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> 1. Regular pre-driving checks can help reduce accidents and inconvenience. 2. A car parked illegally or without the proper security measures is a safety hazard.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ To what extent can drivers avoid accidents and inconvenience by noticing a few things about their car each time they drive?</li> <li>▪ When is a vehicle parked safely?</li> </ul>
<b>Learning Objectives:</b> <i>Students will know . . .</i> <ul style="list-style-type: none"> <li>▪ The purpose and procedures of pre-driving checks.</li> <li>▪ Parking laws.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Students will identify what may be leaking from their car, possible problems with tires, nearby objects to avoid and damage to car that could cause problems by means of visual inspection of vehicle and it's surroundings before driving.</li> <li>▪ Identify the state parking laws and procedures to ensure that a car is secured?</li> </ul>
<b>Name:</b>	<b>Dates: October</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 5: Basic Driving Skills</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <b>14.2.D Describe and explain the proper application of basic driving skills.</b> <b>14.3.A Describe perception as a mental process that is selective and can be improved.</b> <b>14.3.B Describe visual search categories for identifying risk situations.</b> <b>14.3.C Identify traffic situations and develop avoidance strategies.</b> <b>14.3.D Analyze the need for divided visual and mental attention from path of travel to driving tasks, then back to path of travel for brief periods of time.</b>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> 1. Good drivers can avoid accidents by thinking ahead and implementing driving maneuvers in a smooth	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How can accidents be avoided with proper vehicle control habits?</li> </ul>

manner.	
<b>Learning Objectives:</b> <b>Students will know . . .</b> <ul style="list-style-type: none"> <li>▪ How to maintain safe control of a motor vehicle.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Students will explain proper procedures for staying in driving line, starting from a stop, accelerating, managing intersections, recognizing when to brake, making left and right turns, backing, changing lanes, right turns, backing, changing lanes, entering traffic, and securing vehicle when finished driving.</li> </ul>
<b>Name:</b>	<b>Dates: October</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 6: Perceptual Driving Skills</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <b>14.3.B Describe visual search categories for identifying risk situations.</b> <b>14.4.F Identify driver distractions and the appropriate responses to them.</b>	
<b>Understanding(s):</b> <b>Students will understand . . .</b> <ol style="list-style-type: none"> <li>1. Good drivers Never Out Drive YOUR Field Of Vision. (NODYFOV)</li> <li>2. Good drivers never out drive their field of vision and constantly monitor changing roadway characteristics.</li> <li>3. A driver is distracted if their hands, eyes, or attention are taken off the driving task for 2 seconds.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What driving skills/ habits are critical to safe driving?</li> <li>▪ When does a distraction become dangerous?</li> <li>▪ What strategies can drivers' use to minimize the risks posed by common distractions?</li> </ul>
<b>Learning Objectives:</b> <b>Students will know . . .</b> <ul style="list-style-type: none"> <li>▪ Strategies to address changes in road and traffic conditions.</li> <li>▪ Strategies to maintain a high level of focus on the tasks of driving.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Students will match appropriate strategies to problems of cornering, entering a gap in traffic, recognizing stopped vehicles in lane, judging oncoming traffic problems, applying time and space management to intersections, adjusting to different kinds of roads and weather conditions, and executing smooth reactions of speed, direction, communication or combined responses.</li> <li>▪ Students will describe problems posed by restrictions to path of travel, restrictions to sightline, traffic controls, changing roadway characteristics, and problems with other highway users.</li> <li>▪ Students will define "driving distractions" and identify those distractions that can create accidents.</li> <li>▪ Students will define "visual lead time"</li> </ul>

	<p>the myth of "<i>Multi-tasking</i>" as it relates to driving and good scanning patterns to use.</p> <ul style="list-style-type: none"> <li>▪ Students will apply useful strategies to counter the negative effects of common driving distractions including:             <ol style="list-style-type: none"> <li>1. <u>Don't Do!</u>,</li> <li>2. <u>Pre-plan</u>,</li> <li>3. <u>Passenger Assistance</u>, and</li> <li>4. <u>"Know your 'Stuff'"</u></li> </ol> </li> </ul>
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<b>Name:</b>	<b>Dates: November</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 7: Decision Making and Risk Reduction</b>

**Stage 1 – Desired Results**

**PA Standard(s)/Assessment Anchors Addressed:**

**14.4.A Identify and know a model of decision-making.**

**14.4.B Identify and describe concerns when sharing the roadway.**

**14.4.C Identify how emotions affect driver decisions.**

**14.4.D Describe the characteristics of the aggressive driver.**

**14.4.E Identify appropriate responses to the aggressive driver.**

**14.4.G Analyze the consequences of high-risk driver actions and human error.**

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. Skilled drivers consistently follow a series of steps to reduce risks. They identify potential problems early, have time to predict difficulties, and make mature decisions that enable them to respond appropriately.</li> <li>2. Safe drivers are alert and unaffected by impairments either physically or mentally.</li> <li>3. Aggressive driving "road rage" creates serious dangers to drivers and pedestrians alike.</li> <li>4. The highway is shared by a variety of vehicles that have different capabilities and needs.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What is a skilled driver?</li> <li>▪ How do visual habits help good drivers to identify problems sooner?</li> <li>▪ To what extent does experience help a driver to make better predictions?</li> <li>▪ To what extent does maturity and emotions affect a driver's ability to make decisions?</li> <li>▪ What defines good execution of decisions?</li> <li>▪ What factors adversely affect a drivers' ability to identify traffic problems?</li> <li>▪ How do alcohol (drugs), fatigue, emotions, and illness affect your ability to perform the driving task?</li> <li>▪ To what extent are drivers held liable for their behaviors?</li> <li>▪ What are the factors affecting aggressive driving and/or "Road Rage" and how can we deal with other aggressive drivers while not becoming aggressive ourselves</li> <li>▪ How can good drivers identify and compensate for the problems associated with sharing the road with truck, cyclists, pedestrians, horse-drawn buggies animals, and</li> </ul>
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	problem drivers?
<b>Learning Objectives:</b> <b>Students will know . . .</b> <ul style="list-style-type: none"> <li>▪ The characteristics of a skilled driver.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Students will list the steps of the <u>Driving-Task</u> and explain how experience and maturity effects each.</li> <li>▪ Students will define "NODYFOV" and good "scanning" patterns.</li> <li>▪ Students will define the roles of experience and maturity in driving.</li> <li>▪ Students will define the benefits of a "smooth combined response"</li> <li>▪ Students will describe the effects of alcohol/drugs, emotions, fatigue, and illness on ones ability to perform the driving task.</li> <li>▪ Students will chart the consequences of collisions regarding: injury or death, civil liability, property damage, financial loss, fines, license revocation, emotional or social trauma and PA point system.</li> <li>▪ Students will define the factors that contribute to aggressive driving and strategies to avoid its impact.</li> <li>▪ Students will describe the unique problems associated with sharing the road with large vehicles, cyclists, "problem-drivers" pedestrians, horse-drawn buggies and animals and define useful strategies for each.</li> </ul>
<b>Name:</b>	<b>Dates: December</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 8: Driving Conditions</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <b>14.5.A Describe hazardous conditions and their effects on vision, motion and steering control taks while driving.</b> <b>14.5.B Identify challenges of night driving and appropriate responses to them</b> <b>14.5.C Identify the dangers of vehicle malfunctions.</b> <b>14.5.D Identify the dangers of sudden emergencies.</b>	
<b>Understanding(s):</b> <b>Students will understand . . .</b> <ol style="list-style-type: none"> <li>1. Drivers must make adjustments for weather conditions and decreased visibility.</li> <li>2. When a vehicle malfunctions at a high rate of speed, the driver must react quickly and correctly to avoid a serious accident.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ To what extent does weather conditions affect a drivers' vision and control?</li> <li>▪ To what extent do adverse conditions impact the behavior of other highway users?</li> <li>▪ Why are there a disproportionate number of fatal accidents after sunset and how can drivers use this information to minimize their risk?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How does fatigue adversely affect driving?</li> <li>▪ To what extent can a driver's actions neutralize a vehicle malfunction or traction problem?</li> <li>▪ How should drivers respond to common vehicle malfunctions?</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know . . .</i></p> <ul style="list-style-type: none"> <li>▪ The effects of various weather and visibility on driving.</li> <li>▪ How to recognize and address common vehicle malfunctions.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Students will explain the effects of rain, sleet, snow, fog, ice, wind, and flooding on safe driving and address strategies to deal with each.</li> <li>▪ Students will describe how other motorists and/or pedestrians may react to adverse conditions unsafely.</li> <li>▪ Students will analyze the effects of reduced visibility, increased fatigue, and increased incidence of animals and risk drivers at nighttime.</li> <li>▪ Students will define different types of fatigue, symptoms for early recognition, and strategies to lessen their impact.</li> <li>▪ Students will identify the dangers of common vehicle malfunctions and appropriate responses for failures of tires, brakes or steering, stalled engine, stuck accelerator, activated warning lights, and loss of headlights.</li> <li>▪ Students will define correct reactions to problems of sudden loss of traction, off-road recovery, and problem drivers.</li> </ul>
<b>Name:</b>	<b>Dates: January</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 9: Influences Upon Driver Performance</b>
<b>Stage 1 – Desired Results</b>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b></p> <p>14.6.A Know legal aspects of alcohol and other drug use.</p> <p>14.6.B Evaluate the factors that influence individuals to use alcohol and other drugs.</p> <p>14.6.C Define and analyze the problem of driving under the influence (DUI).</p> <p>14.6.D Identify and analyze the physiological and psychological effects of alcohol on the driver.</p> <p>14.6.E Identify and analyze the physiological and psychological effects of drugs.</p> <p>14.6.F Identify and analyze how alcohol and other drugs affect driver performance.</p> <p>14.6.G Identify types of fatigue and how to combat their effects.</p>	
<b>Understanding(s):</b>	<b>Essential Question(s):</b>

<p><b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Driving under the influence of drugs and/or alcohol can result in serious consequences.</li> <li>2. Drugs and alcohol reduces an individual's ability to safely drive a motor vehicle.</li> </ol>	<ul style="list-style-type: none"> <li>▪ What laws regulate the use of alcohol and other drugs and what are the consequences for drivers?</li> <li>▪ What is impairment?</li> <li>▪ To what extent can a driver recognize their level of impairment?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ What constitutes impaired driving.</li> <li>▪ The characteristics associated with impaired driving.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Students will demonstrate knowledge of terms and their meanings associated with impaired driving, implied consent law, zero tolerance law, and associated penalties.</li> <li>▪ Students will identify how impairment occurs, those variables which affect impairment (and myths relating to) and what impairment occurs (vision, judgment, motor skill, reaction time, etc).</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: February</b></p>
<p><b>Course/Subject: Driver Education</b></p>	<p><b>Unit Plan 10: Pennsylvania Laws and Regulations</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b>  <b>14.1.A Identify and explain traffic laws related to safe driving.</b>  <b>14.1.B Identify and explain laws that relate to responsible use of a vehicle.</b></p>	
<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. In order to obtain a Pennsylvania driver's license an individual must demonstrate knowledge of driving laws, the ability to control their vehicle and certification from a physician stating that they are physically able to do so.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How does the licensing procedure help to make driving safer?</li> <li>▪ What driving problems are common to traffic controls, right-of-way laws and speed limits; and, how can drivers prepare for these problems?</li> <li>▪ What is driver negligence and how can it impact your future?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ The responsibilities associated with obtaining a PA driver's license.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Acquire and have in possession a learner's permit and/or driver's license.</li> <li>▪ Demonstrate proper application of traffic laws.</li> <li>▪ Verify that the driver and vehicle meet the laws relating to responsible driving.</li> <li>▪ Demonstrate knowledge of restrictions or potential restrictions for drivers.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: February</b></p>



<b>Course/Subject: Driver Education</b>	<b>Unit Plan 11: Knowledge of Vehicle Operations</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <b>14.2.A Identify and describe the pre-trip inspection outside the vehicle.</b> <b>14.2.B Identify and describe the pre-trip preparation inside the vehicle.</b>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> 1. Drivers understand their vehicle and make the required pre-driving checks and adjustments	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How can drivers save money, avoid unnecessary problems and be safer just by knowing information about their car each time they drive?</li> <li>▪ What problems can drivers avoid just by noticing a few things about their car each time they drive?</li> </ul>
<b>Learning Objectives:</b> <i>Students will know . . .</i> <ul style="list-style-type: none"> <li>▪ How driving pre-checks can increase safety and save money.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Point out and demonstrate, when appropriate, technologies related to the operation of the vehicle as stated in the owner's manual.</li> <li>▪ Perform a pre-trip inspection inside and outside the vehicle.</li> </ul>
<b>Name:</b>	<b>Dates: February</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 12: Perceptual Drive Skills</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <b>14.3.B Describe visual search categories for identifying risk situations.</b>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> 1. Good drivers can avoid accidents and other motor-vehicle problems through pre-planning and implementing appropriate driving maneuvers in a smooth combined manner. 2. Good drivers never out drive their field of vision or road condition.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How can accidents be avoided with proper vehicle control habits.</li> <li>▪ Why are good driving habits critical to safe driving?</li> <li>▪ What adversely affects a driver's ability to identify traffic problems?</li> <li>▪ What avoidance strategies can drivers/passengers use to deal with potentially dangerous traffic situations?</li> </ul>
<b>Learning Objectives:</b>	

<p><b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ Driving strategies that reduce the potential for accidents.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate basic driving skills <ul style="list-style-type: none"> <li>○ judging speed going around a curve</li> <li>○ staying in driving lane</li> <li>○ starting from a stop</li> <li>○ making a left turn into traffic</li> <li>○ driving at night (when available)</li> <li>○ driving in the rain (when available)</li> <li>○ driving in snow (when available)</li> </ul> </li> <li>▪ Demonstrate perceptual driving skills <ul style="list-style-type: none"> <li>○ recognizing stopped vehicles</li> <li>○ scanning environment/staying in lane</li> <li>○ recognizing when to brake</li> <li>○ looking before pulling out</li> <li>○ judging speed and distance</li> <li>○ identifying lights, signs, road markings</li> <li>○ selecting gap to enter traffic</li> </ul> </li> <li>▪ Utilize commentary driving and/or respond to questions to identify potential risks for path of travel or sightline restrictions.</li> <li>▪ Detect risk situations and make appropriate speed or lane position adjustments. Divide the visual and mental attention tasks to maintain roadway position while searching for risk situations.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: February</b></p>
<p><b>Course/Subject: Driver Education</b></p>	<p><b>Unit Plan 13: Decision-Making/Risk Reduction</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b>  <b>14.4.A Identify and know a model of decision-making.</b></p>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Skilled drivers consistently follow a series of steps to reduce risks.</li> <li>2. Good drivers avoid accidents by being alert, identifying potential problems relative to their vehicle, the road they are on, and other highway users.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ To what extent do safe drivers perform driving task better than unsafe drivers?</li> <li>▪ What habits can inexperienced drivers develop by observing safe drivers?</li> <li>▪ What do good drivers do to avoid accidents?</li> </ul>
<p><b>Learning Objectives:</b>  <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ Driving strategies that reduce the potential for accidents.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate understanding of the driving task by verbalizing the process and making appropriate corrective responses.</li> <li>▪ Adapt the driving task to avoid</li> </ul>

	<p>inappropriate behavior while driving.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the appropriate communication, speed and lane placement responses when encountering other roadway users, detect and verbalize characteristics of aggressive drivers while exhibiting the characteristics of a non-aggressive driver and implement appropriate communication.</li> <li>▪ Execute appropriate behaviors when encountering driving distractions.</li> <li>▪ Practice reduced-risk driving strategies to avoid the consequences of unsafe driving.</li> </ul>
<b>Name:</b>	<b>Dates: February</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 14: Driving Conditions</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b>	
<b>14.5.A Describe hazardous conditions and their effects on vision, motion and steering control tasks while driving.</b>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. Drivers must make adjustments to compensate for problems with traction and visibility.</li> <li>2. Drivers must be prepared to react quickly to common vehicle malfunctions.</li> <li>3. The ability of individuals to respond appropriately during a driving emergency can save time, injuries, and lives.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How do various environmental conditions affect a driver's vision and control?</li> <li>▪ To what extent can a driver overcome the problems associated with various common vehicle malfunctions?</li> <li>▪ How can drivers react when suddenly faced with unexpected emergencies?</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know . . .</i></p> <ul style="list-style-type: none"> <li>▪ Strategies to address reduced visibility, vehicle malfunction, and emergencies.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate the driving situation and adapt to the specific hazardous condition with appropriate communication, speed and lane placement.</li> <li>▪ Respond appropriately to real simulated vehicle malfunctions.</li> <li>▪ Research and develop a presentation on how to change a tire and jump-start a vehicle.</li> <li>▪ Respond appropriately to real or simulated emergencies.</li> <li>▪ Explain the driver's responsibilities when involved in an accident.</li> <li>▪ Explain an individual's responsibility if first to arrive at an accident.</li> </ul>

<b>Name:</b>	<b>Dates: February</b>
<b>Course/Subject: Driver Education</b>	<b>Unit Plan 15: Decision Making— Miscellaneous</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <i>Not included as “Expectation”</i>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> 1. That purchasing and operating a vehicle is an expensive undertaking that requires research and planning.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What key decisions must be considered when purchasing a vehicle?</li> </ul>
<b>Learning Objectives:</b> <i>Students will know . . .</i> <ul style="list-style-type: none"> <li>▪ The difference between practical and emotional decisions.</li> <li>▪ How to determine insurance costs.</li> <li>▪ How to estimate the maintenance and fuel costs for a vehicle.</li> <li>▪ Advantages and disadvantages of leasing a vehicle.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Give examples of how emotional decisions can create long-term problems.</li> <li>▪ Obtain an insurance quote.</li> <li>▪ Develop a 2-year projected expense estimate for a vehicle.</li> </ul>
<b>Name:</b>	<b>Dates: February</b>
<b>Course/Subject: Drivers Ed.</b>	<b>Unit Plan 16: Decision Making— Miscellaneous</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <i>Not included as “Expectation”</i>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> 1. That thorough trip planning will increase the potential for an enjoyable, economical, and safe trip.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ To what extent can effective planning have on travel?</li> </ul>
<b>Learning Objectives:</b> <i>Students will know . . .</i> <ul style="list-style-type: none"> <li>▪ How to prepare and complete a preplanning travel checklist.</li> <li>▪ How to select the most efficient and enjoyable route for a trip.</li> <li>▪ What issues to be prepared for when traveling?</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Develop and prepare a travel pre-planning checklist.</li> <li>▪ Plan the route for a trip of choice.</li> <li>▪ Develop a plan of action to address various issues that travelers might experience.</li> </ul>