

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

**Driver Education Theory**

**Curriculum writing committee:**

**Sean Giblin**

**Grade Level: 10**

**Date of Board Approval: \_\_July 14, 2022\_\_\_\_\_**

### Course Weighting: Driver Education Theory

<b>Class Participation</b>	<b>50%</b>
<b>Tests</b>	<b>25%</b>
<b>Classwork</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

**Overview:** This course will help prepare the student for the legal aspects and responsibilities for driving in Pennsylvania. The class will cover obtaining of a license and the legal and financial accountability associated with driving privileges. The student will have knowledge of the vehicle for basic operation and understand the concepts necessary to safely maneuver the vehicle forwards and backwards. The student will have the information necessary to respond properly to emergency situations. The student will learn about the Pennsylvania Vehicle Code and understand the consequences associated with Vehicle Code violations. The student will learn to visually analyze driving scenes and use defensive driving principles to construct theoretical responses to traffic situations. Upon completion of this course students will be able to thoroughly assess the Highway Transportation System in our area. The students will also discuss drinking, driving, and drugs and the consequences and impact of mixing these choices in the future

### Goals:

- Secure a PA Junior Learner's Permit
- Perform pre- and post-trip inspections and adjustments
- Locate and use informational and control devices in their personal vehicle.
- Demonstrate basic operating procedures.
- Identify and interpret signs, signals, and roadway markings through classification.
- Connect the processes of the SEE space management system to make procedural and information processing decisions.
- Apply concepts of natural laws to basic driving maneuvers.
- Communicate and interact with the other users of the Highway Transportations System utilizing safe and effective practices.
- Address distractions inside the vehicle and mitigate the impact of exterior distractions while driving.

- Use driving strategies to deal with reduced visibility and traction conditions.
- Demonstrate responsibility and risk reduction to make sound decisions regarding the use of alcohol and other drugs while operating a motor vehicle.
- Avoid driving while fatigued.
- Respond appropriately to aggressive driving and road rage.
- Plan a trip by developing a driving route and listing the preparations needed for the vehicle for travel.
- Properly care and maintain their tires.

**Big Ideas:**

- Big Idea # 1: Physical, mental, and social skills are needed for basic car control, overall awareness, and the ability to effectively communicate with other drivers.
- Big Idea # 2: Traffic signs, signals, rules of the road and roadway markings tell drivers how to drive safely and cooperate with other roadway users.
- Big Idea # 3: The SEE space management system is a major aspect of driving and is an ongoing skill that needs to develop.
- Big Idea # 4: Distracted driving, which includes texting while driving and driving under the influence, is a major contributor to the number one cause of death to young adults.

**Textbook and Supplemental Resources:**

*Responsible Driving*, Glencoe, 2006.

# Curriculum Plan

**Introduction to Novice Driver Responsibilities and the Licensing System**

**Time/Days 3**

**Standards:** 14.1.CE.B, 14.1.CE.C, 14.4.CE.A, 14.4.CE.G, 16.3.12.A

**Anchors:**

*R11.A.2.1* Identify and apply the meaning of vocabulary in nonfiction

**Eligible Content:**

- Pennsylvania Department of Transportation licensing procedures
- Risk management strategies related to successful driving behaviors
- Application of risk prevention, acceptance, avoidance, reduction, and protection strategies.
- Risk factors in various driving situations.

**Objectives:**

- Students will understand the process for obtaining a PA Junior Learner’s Permit (DOK1).
- Students will list the steps for securing a PA Driver’s License (DOK1).
- Students will compare driving tasks that involve risk and decisions about risk-taking (DOK3).
- Students will utilize risk management methods to solve problem driving situations (DOK2).

**Core Activities and Corresponding Instructional Methods:**

- Introduce students to the Delaware Valley Driver Education Department
- Introduce Word Wall words
- Overview of GDL
- Overview of Pennsylvania Licensing System
- State Licensing Learning Activity
- Risk and Risk-taking discussion

**Assessments:**

**Diagnostic:**

- Pretest: Licensing and Risk Assessment

**Formative:**

- State Licensing Activity
- Unit 1 Review Questions
- Word Wall

**Summative:**

- Unit 1 Test

**Getting Acquainted with the Vehicle**

**Time/Days 3**

**Standards:** 14.1.CE.B, 14.1.CE.C, 14.4.CE.A, 14.4.CE.G, 16.3.12.A

**Anchors:**

*R11.A.2.1* Identify and apply the meaning of vocabulary in nonfiction

**Eligible Content:**

- Pre-entry checks made around the vehicle
- Protective devices for occupants of motor vehicles
- The functions of safety, communication, comfort, convenience, and control devices
- Pre-drive procedures before starting the vehicle
- Reference points used to position the vehicle in the roadway
- Enhanced mirror settings?

**Objectives:**

- Students will describe pre-entry checks to be made around the vehicle (DOK1).
- Students will identify the obscured areas around the vehicle (DOK1).
- Students will apply knowledge of proper usage of protective devices available to occupants of motor vehicles (DOK4).
- Students will classify and describe the location, function and operation of safety, communication, comfort, convenience, and control devices, as well as control and information device symbols found in a passenger vehicle in preparation for starting the vehicle (DOK2).
- Students will show the pre-drive procedures used after entering the vehicle and demonstrate knowledge of enhanced mirror settings and mirror usage (DOK2).

- Students will demonstrate knowledge of standard and personal vehicle reference points to know where the vehicle is positioned in relation to the roadway (DOK1).
- Students will describe the purpose and use of the vehicle owner’s manual (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Introduce Word Wall words
- Discuss pre-entry checks.
- Discuss sight-line limitations.
- Discuss proper usage of protection devices in a motor vehicle.
- “Survival 101” – Officer Moglia presentation.
- Discuss new advances in vehicle safety.
- Discuss the location, function and operation of safety, communication, comfort, convenience, and control devices.
- “Dashboard BINGO.”
- “What am I?” device identification activity.
- Discuss pre-drive procedures used after entering the vehicle.
- Demonstrate enhanced mirror settings vs. traditional mirror settings.
- Discuss vehicle reference points.

**Assessments:**

**Diagnostic:**

- Pre-test Getting Acquainted with the Vehicle

**Formative:**

- “Dashboard BINGO” activity
- “What am I?” identification activity

**Summative:**

- Unit 2 Test

**Understanding Vehicle Control: Starting, Steering, and Stopping**

**Time/Days 3**

**Standards: 14.1.CE.A 14.2.CE.D 14.2.CE.E 14.3.CE.B 14.3.CE.C**

**Anchors:**

*M11.D.3.1.2* Determine how a change in one variable relates to a change in a second variable  
*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Eligible Content:**

- Procedural steps for starting the engine and moving the vehicle forward
- Proper hand position on the steering wheel
- Procedural steps for entering and exiting a curb
- Procedural steps for stopping and securing the vehicle
- Procedural steps for backing the vehicle

**Objectives:**

- Students will demonstrate knowledge of procedural steps for starting the engine and moving the vehicle forward (DOK1).
- Students will summarize the importance of proper hand position on the steering wheel and identify the different techniques of steering a vehicle (DOK2).
- Students will summarize procedural steps for moving to curb/side of road and entering the roadway from a curb (DOK2).
- Students will summarize procedural steps for stopping and securing the vehicle (DOK2).
- Students will summarize procedural steps for backing the vehicle (DOK2).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Introduce Word Wall words.
- Discuss starting the engine and moving the vehicle forward.
- “Starting the Engine and Moving the vehicle forward” activity.
- “Vehicle footprint” activity.
- Discuss hand placement and steering techniques.
- “Steering wheel” activity.
- Discuss entering and leaving the curb.
- Discuss stopping and securing the vehicle.
- “The ‘Feel’ of braking.”
- Discuss backing the vehicle.

**Assessments:**

**Diagnostic:**

- Pre-Test: Understanding Vehicle Control: Starting, Steering and Stopping

**Formative:**

- Vehicle Footprint Activity
- Steering Wheel Activity
- “Feel” of Braking Activity

**Summative:**

- Unit 3 Test

**Traffic Control Devices and Laws**

**Time/Days 4**

**Standards:** 14.1.CE.A 14.2.CE.D

**Anchors:**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Eligible Content:**

- The purpose of traffic control devices
- colors and shapes help interpret signs, signals, and roadway markings
- specific laws pertain to the response by drivers to traffic controls

**Objectives:**

- Students will assess the purpose of traffic control devices (DOK3).
- Students will compare the color, shape and meaning of traffic signs (DOK2).
- Students will identify the meaning of traffic control signal lights (DOK1).
- Students will classify pavement markings (DOK2).
- Students will analyze state specific laws pertaining to the required response by the driver to traffic signs, signals and pavements markings, and the directions of a police officer (DOK4).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Pennsylvania Sign Quiz – Pretest.
- Introduce Word Wall words.



- Discuss definition and purpose of traffic control devices (Worksheet 4.1).
- Discuss color and shape of traffic signs.
- Discuss types of traffic signs.
- “Whiteboard Sign” activity.
- “Signs and Signals Ball” activity.
- Discuss traffic and pedestrian signals.
- “Traffic Lights” activity.
- Discuss pavement markings.
- “Pavement Markings” activity.
- Discuss Pennsylvania traffic and vehicle laws.
- “DRIVO”
- Pennsylvania Sign Quiz – Posttest.
- Unit 4 Test.

**Assessments:**

**Diagnostic:**

- Pennsylvania Sign Quiz

**Formative:**

- Activity 4.2.1 – Whiteboard Sign activity.
- Activity 4.2.2 – Signs and Signals Ball activity.
- Activity 4.3 – Traffic Lights activity.
- Activity 4.4 – Pavement Markings activity.
- DRIVO

**Summative:**

- Pennsylvania Sign Quiz
- Unit 4 Test

**Vision and Space Management**

**Time/Days 5**

**Standards Addressed:**

14.3.CE.A, 14.3.CE.B, 14.3.CE.C, 14.4.CE.A, 14.5.CE.A

**Anchor(s):**

*M11.D.3.1.2* Determine how a change in one variable relates to a change in a second variable

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Eligible Content:**

- visual skills help manage risk when operating a motor vehicle

- vehicle operating space
- stopping distance
- SEE space management system
- procedures for selecting and position the vehicle in the proper lane position
- path of travel and demands inside the vehicle

### **Objectives:**

- Students will summarize how effective visual skills help to manage risk when operating a motor vehicle (DOK2).
- Students will identify the vehicle operating space and maintain an adequate space cushion (DOK1).
- Students will apply the concept of stopping distance and how it applies to the space around the vehicle (DOK4).
- Students will summarize the space management system SEE (DOK2).
- Students will demonstrate knowledge of the search process and describe where, when, how and what a driver needs as part of the search process (DOK1).
- Students will apply knowledge of the evaluating risk process (DOK4).
- Students will demonstrate knowledge of the executing process for making an appropriate response (DOK1).
- Students will compare lane placement strategies for smooth, safe vehicle operation (DOK2).
- Students will identify how to divide attention between path of travel and demands inside the vehicle (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

### **Core Activities and Corresponding Instructional Methods:**

- Introduce Word Wall words.
- Discuss Vision and Perception Requirements.
- Discuss Vehicle operating space.
- Discuss Stopping distance.
- Discuss SEE Space Management System.
- “Flash Slide” Activity.
- “Juggling Multiple Hazards” Activity.
- “SEE Steps” Activity.
- Discuss lane positions and making safe lane position adjustments.
- Discuss divided attention and multitasking.
- Unit 5 Test.

### **Assessments:**

### **Diagnostic:**

- Words to Know Matchup

**Formative:**

- Flash slide activity
- SEE steps activity

**Summative:**

- Unit 5 Test

**Basic Maneuvers in a Low-Risk Environment**

**Time/Days 4**

**Standards Addressed:** 14.1.CE.A, 14.2.CE.D, 14.3.CE.C, 14.4.CE.G, 14.5.CE.B

**Anchor(s):**

*M11.D.3.1.2* Determine how a change in one variable relates to a change in a second variable

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Eligible Content:**

- Natural laws
- Natural laws affect traction, vehicle movement, and balance
- Approaching, entering, stopping, and turning at an intersection
- Lane changing procedures
- Turnabout procedures
- Parking maneuvers
- Passing

**Objectives:**

- Students will describe natural laws and their effects on traction, vehicle movement and balance (DOK1).
- Students will demonstrate knowledge of approaching, entering, stopping, and turning at intersections and describe staggered stops and double stops (DOK1).
- Students will demonstrate knowledge of changing lanes (DOK1).
- Students will demonstrate knowledge of procedures for turning around (DOK1).
- Students will demonstrate knowledge of procedures for hill parking, angle parking, perpendicular parking, and parallel parking (DOK1).
- Students will demonstrate knowledge of passing, being passed and passing on the right and identify the conditions described by law that regulate passing (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Introduce Word Wall words.
- Discuss natural laws and traction.
- Discuss approaching and turning at intersections.
- Discuss lane changing procedures.
- Discuss turning around.
- “Turn around diagram” activity.
- Discuss parking.
- “Parking Maneuvers” activity.
- Discuss passing and being passed.
- Unit 6 Test.

**Assessments:**

**Diagnostic:**

- Parking maneuver pre-test
- Words to know Matchup

**Formative:**

- Turning around diagram activity
- Parking maneuvers activity

**Summative:**

- Unit 6 Test

**Risk Reduction Strategies for Different Driving Environments**

**Time/Days 5**

**Standards Addressed:** 14.1.CE.A, 14.2.CE.D, 14.3.CE.B, 14.3.CE.C, 14.4.CE.B, 14.4.CE.G

**Anchor(s):**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Eligible Content:**

- Characteristics of the different driving environments
- Risk-reducing strategies are effective in the different driving environments
- Special conditions in each of the different driving environments
- Speed adjustments and laws applicable to each of the different driving environments

**Objectives:**

- Students will summarize the characteristics, types, risk-reducing strategies, problems, and special conditions of expressways, as well as entering, driving on, and exiting expressways (DOK2).

- Students will summarize the characteristics, risk-reducing strategies, problems, and special situations of urban roadways, as well as driving on urban roadways and using shared left turn lanes (DOK2).
- Students will summarize the characteristics, risk-reducing strategies, problems, and special conditions of rural roadways, as well as passing on two-lane roadways and driving through curves and over hills on rural roadways (DOK2).
- Students will identify the laws and speed adjustments necessary on expressways, urban roadways, and rural roadways (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Word wall introduction activity.
- Discuss expressway driving.
- Discuss urban roadways.
- Discuss rural roadways.
- Discuss PA vehicle code relative to Unit 7 topics.
- Unit 7 Test.

**Assessments:**

**Diagnostic:**

- Word wall introduction activity.

**Formative:**

- Video Review 7.1: Merging on the Expressway
- Video Review 7.3 Driving Through Curves and Hills

**Summative:**

- Unit 7 test

**Sharing the Road with Other Users**

**Time/Days 3**

**Standards Addressed:** 14.1.CE.A, 14.3.CE.B, 14.3.CE.C, 14.4.CE.B

**Anchor(s):**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Eligible Content:**

- Importance of sharing the road with other users
- Characteristics of various other users
- Sharing the road with various other users

- Risk factors in various driving situations

**Objectives:**

- Students will assess the importance of sharing the road with other users (DOK3).
- Students will identify the characteristics of pedestrians and how to share the road with them (DOK1).
- Students will identify the characteristics of bicycles and how to share the road with them (DOK1).
- Students will describe the characteristics of motorcycles, scooters, and mopeds and how to share the road with them (DOK1).
- Students will describe the characteristics of large vehicles and how to share the road with them (DOK1).
- Students will describe the characteristics of emergency vehicles and how to share the road with them (DOK1).
- Students will describe the characteristics of trains and public transportation and how to share the road with them (DOK1).
- Students will describe the characteristics of construction vehicles and work zones and how to share the road with them (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Word wall introduction activity.
- Discuss the importance of sharing the roadway with other users.
- Discuss sharing the road with pedestrians.
- Discuss sharing the road with bicycles.
- Discuss sharing the road with motorcycles.
- Discuss sharing the road with large vehicles.
- Discuss sharing the road with emergency vehicles.
- Discuss sharing the road with trains.
- Discuss sharing the road with construction vehicles and work zones.

**Assessments:****Diagnostic:**

- Word wall introduction activity

**Formative:**

- Words to Know Matchup

**Summative:**

- Unit 8 test

## The Effects of Distractions on Driving

Time/Days 3

**Standards Addressed:** 14.1.CE.B, 14.4.CE.F

### **Anchor(s):**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

### **Eligible Content:**

- Distracted driving
- The problem of distracted driving
- Potential distractions inside the vehicle
- Potential distractions outside the vehicle
- Planning to address and prevent distractions while driving

### **Objectives:**

- Students will relate the effects of distracted driving and the nature of the problem of distracted driving crashes (DOK2).
- Students will describe potential distractions that could occur inside the vehicle and their effects on the driving task (DOK1).
- Students will describe potential distractions that could occur outside the vehicle and their effects on the driving task (DOK1).
- Students will develop a plan to prevent distractions before getting behind the wheel (DOK4).
- Students will develop a plan to address distractions while driving (DOK4).
- Students will commit to being a safe, distraction-free driver and be able to identify ways to give information about the dangers and consequences of distracted driving to other teens, their parents, and the community (DOK3).
- Students will define key words associated with the unit objectives (DOK1).

### **Core Activities and Corresponding Instructional Methods:**

- Word Wall introduction activity
- Discuss definition, effects, and nature of distracted driving
- Discuss potential distractions inside the vehicle
- Discuss potential distractions outside the vehicle
- Discuss Preventing Distractions Before Driving
- Discuss Addressing Distractions While Driving
- Discuss Spreading the Word on the Dangers of Distracted Driving
- Oprah Winfrey Show, *America's New Deadly Obsession*
- Ruler drop distraction lab

- Unit Review and Test

**Assessments:**

**Diagnostic:**

- Am I Distracted? Self-Assessment Quiz

**Formative:**

- Touch of Reality Activity
- Effects of Distractions Using Addition Activity
- Handling Distractions While Driving Worksheet
- Words to Know Matchup

**Summative:**

- Unit 9 Test

**Adverse Driving Conditions**

**Time/Days 4**

**Standards Addressed:** 14.5.CE.A, 14.5.CE.B, 14.5.CE.C

**Anchor(s):**

*M11.D.3.1.2* Determine how a change in one variable relates to a change in a second variable  
*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole

**Eligible Content:**

- Problems associated with reduced visibility
- Technological advances that enhance occupant safety
- Conditions and actions influence the level of traction
- Controlling the consequences of an imminent crash
- Collision procedures

**Objectives:**

- Students will demonstrate knowledge of the problems associated with reduced visibility such as driving at night, in fog, rain, snow, and glare conditions and describe conditions and strategies of driving in strong winds (DOK1).
- Students will demonstrate knowledge of technological advances in the design of motor vehicles that enhance occupant safety and ability to respond more effectively under conditions of limited time and space (DOK1).
- Students will summarize effects of weather, other physical conditions, and driver actions that influence the level of traction or adhesion between tires, road surface and vehicle control (DOK2).



- Students will summarize the characteristics of front wheel and rear wheel traction loss and run-off road crashes and the actions to take to control the vehicle (DOK2).
- Students will demonstrate knowledge of actions necessary to better control the consequences if a crash appears imminent (DOK1).
- Students will describe the correct actions to take in response to driving emergencies caused by vehicle malfunction (DOK1).
- Students will describe the actions to take when involved in a collision (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Word Wall Introduction activity
- Discuss changing weather and conditions of visibility
- Discuss advanced automotive technology
- Discuss changing traction conditions
- Discuss emergency recovery
- Discuss controlling consequences of a crash
- Discuss vehicle malfunctions
- Discuss collision reporting
- Unit 10 Test

**Assessments:**

**Diagnostic:**

- Word Wall Introduction Activity

**Formative:**

- Driving at Night Video Review
- Stomp, Stay Steer Video Review
- Evasive Maneuvers Video Review

**Summative:**

- Unit 10 Test

**Unit: Impaired Driving**

**Time Range in Days: 3**

**Standard(s):** PA Academic Standards

**Standards Addressed:** 14.1.CE.A, 14.1.CE. B, 14.6.CE.A, 14.6.CE.B, 14.6.CE.C, 14.6.CE.D, 14.6.CE.E, 14.6.CE. F

**Anchor(s):**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Essential Content:**

- The nature of the alcohol-related traffic crash problem
- Pennsylvania’s definition of intoxication
- Pennsylvania’s penalties associated with driving under the influence
- The effects of alcohol on space management
- Drugs other than alcohol affect the driving task

**Objectives:**

- Students will make wise choices and take responsibility about not using alcohol and other drugs while operating a motor vehicle (DOK4).
- Students will recognize the nature of the alcohol-related traffic crash problem (DOK1).
- Students will explain the definition of intoxication according to their state law and explain the penalties associated with driving under the influence (DOK2).
- Students will summarize the effects of alcohol on space management including perception, vision, reaction time and risk-taking, as well as the common signs of the drinking driver and how to eliminate alcohol from the system (DOK2).
- Students will explain how drugs other than alcohol affect the driving task (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Word Wall introduction activity
- Discuss the responsibility to say “No”
- Discuss alcohol-related traffic crash problem
- Discuss Pennsylvania alcohol laws and penalties
- Discuss the effects and elimination of alcohol
- “Judging Distance” activity
- “Examples of How Alcohol Affects Driving” activity
- Discuss the effects of drugs other than alcohol on the driving task
- “Fatal Vision Goggles” activity
- Unit 11 Test

**Assessments:**

**Diagnostic:**

- Word wall introduction activity

**Formative:**

- “Judging Distance” activity

- “Examples of How Alcohol Affects Driving” activity

**Summative:**

- Unit 11 Test

**Unit: The Effects of Fatigue and Emotions on Driving**

**Time Range in Days: 3 Days**

**Standard(s):** PA Academic Standards

**Standards Addressed:** 14.1.CE.A, 14.1.CE.B, 14.4.CE.A, 14.4.CE.B, 14.4.CE.C, 14.4.CE.D, 14.4.CE.E, 14.4.CE.F, 14.6.CE.G

**Anchor(s):**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Essential Content:**

- Causes of fatigue
- Fatigue affects a driver’s abilities.
- Aggressive driving
- Road Rage

**Objectives:**

- Students will describe the causes of fatigue and how it affects a driver’s abilities (DOK1).
- Students will describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving (DOK1).
- Students will describe aggressive driving and road rage characteristics and the different types and degrees of aggression (DOK1).
- Students will develop strategies for anger management and for responding to aggressive driving and road rage (DOK4).
- Students will define key words associated with the unit objectives.

**Core Activities and Corresponding Instructional Methods:**

- Introduce Word Wall words.
- Discuss the causes and effects of fatigue.
- Discuss how emotions can affect driving behavior.
- Discuss the characteristics and dangers of aggressive driving and road rage.
- Discuss strategies for anger management and responding to aggressive driving and road rage.
- Words to Know Matchup activity
- Unit 12 Test.

**Assessments:**

**Diagnostic:**

- How Sleepy Are You? Questionnaire
- How Aggressive Are You? Questionnaire

**Formative:**

- Video Review: Breaking Night
- Video Review: Cage the Rage
- Unit 12 Review Questions

**Summative:**

- Unit 12 Test

**Travel Planning, Loading, Towing and Driving Special Vehicles      Time Range in Days: 2 Days**

**Standard(s):** PA Academic Standards

**Standards Addressed:** 14.1.CE.B, 14.2.CE.A, 14.2.CE.B, 14.2.CE.D, 14.2.CE.E

**Anchor(s):**

*M11.D.3.1.2* Determine how a change in one variable relates to a change in a second variable  
*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Essential Content:**

- Preparation before taking trips
- Safely towing a boat or trailer
- Equipment is necessary for safely towing a trailer

**Objectives:**

- Students will describe the preparation needed before taking trips and planning considerations of the vehicle, vehicle loading and equipment, and personal considerations when driving to a destination far away (DOK1).
- Students will describe the skills required for safely towing a boat or trailer and the techniques required to back a trailer successfully (DOK1).

- Students will list the basic equipment needed to tow a trailer safely, describe how to connect a trailer to a vehicle, and explain the procedure for distributing weight when loading a trailer (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Introduce Word Wall words
- Discuss Travel Planning.
- Discuss Towing and Driving Special Vehicles.
- Discuss Connecting and Loading a Trailer Properly.
- Words to Know Matchup activity.
- Unit 13 Test.

**Assessments:**

**Diagnostic:**

- Word Wall Activity

**Formative:**

- Video Review: Driving Special Vehicles
- Video Review: Safe Trailering

**Summative:**

- Unit 13 Test

**Tire Safety**

**Time Range in Days: 2 Days**

**Standard(s):** PA Academic Standards

**Standards Addressed:** 14.1.CE.A, 14.2.CE.D, 14.3.CE.B, 14.3.CE.C, 14.4.CE.B, 14.4.CE.G

**Anchor(s):**

*R11.A.2.5.1* Summarize the major points, processes, and/or events of a nonfiction text as a whole.

**Essential Content:**

- Maintaining vehicles' tires
- Unsafe tire conditions
- When to get new tires

**Objectives:**

- Students will describe how safe tires can save your life (DOK1).
- Students will identify steps to maintain the vehicle's tires, including checking the tire pressure, tread depth, and condition of the tires (DOK1).
- Students will identify tire conditions, including under-inflation, uneven wear issues, tire damage, and vibration issues (DOK1).
- Students will describe how to care for tires including tire rotation, alignment, and balancing (DOK1).
- Students will explain how to decide if you need new tires and how to buy the correct tires for a vehicle (DOK1).
- Students will define key words associated with the unit objectives (DOK1).

**Core Activities and Corresponding Instructional Methods:**

- Word wall introduction activity
- Discuss tire safety.
- Discuss the steps to maintain tires.
- Discuss tire maintenance issues.
- Discuss buying tires.
- Unit 14 Test

**Assessments:**

**Diagnostic:**

- Word wall introduction activity.

**Formative:**

- Video Review 14.2.1 Checking Your Air Pressure
- Video Review 14.2.2 The Penny Test
- Video Review 14.5 Installing Two New Tires

**Summative:**

- Unit 14 test

**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
  
- \_\_\_\_\_ The primary textbook form(s).
  
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.**

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>