

Illinois Driver Education Curriculum Guide, Version 1.0



Illinois High School and College Driver Education Association

The Illinois High School & College Driver Education Association is a professional teaching organization that was established in 1952. We are composed primarily of high school and college driver education instructors, supervisors, coordinators and safety enthusiasts throughout Illinois. We have over one thousand members & represent over 600 public high schools in Illinois. Our association has three underlying principles:

To improve and upgrade the teaching by high school and college instructors of traffic safety and driver education in the high schools and colleges of Illinois.

To promote research which attempts to solve problems associated with traffic safety and publish the information for use in high school and college driver education programs by high school and college instructors.

To cooperate with other agencies which are concerned with traffic safety and driver education in the high schools and colleges of Illinois

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Acknowledgements

Since the publication of the last update in 1972 of the Driver Education for Illinois Youth, the Illinois High School and College Driver Education Association (IHSCDEA) has had a desire to bring this document into the 21st century. The Illinois Driver Education Curriculum Guide, version 1.0 (IDECG), and its related modules and resources, were created through a cooperation IHSCDEA, the American Drive and Traffic Safety Education Association, many state driver education associations, and many commercial organizations. Many Illinois Driver Education teachers and IHSCDEA leaders have been involved in this development. It is our hope that this driver education curriculum can be used to make our teenagers safe and efficient drivers over their lifetime of driving.

The realization that the IDEC could be developed came about as the results of grant funding from State Farm who provided an opportunity for IHSCDEA to Rich Hanson and William Warner from the State of Oregon to speak to our association about the Oregon Driver Risk Prevention Curriculum. The IDEC relied a lot on the materials in the Oregon Driver Risk Prevention Curriculum. Many of the homework assignments and exams are from the Oregon Driver Risk Prevention Curriculum and we appreciate the permission to use these materials. Also we want to again thank the great folks in Oregon, particularly Rich Hanson and William Warner was their expertise and the use of many great resources from the Oregon Driver Risk Prevention Curriculum.

As a result of presentations, a group of dedicated high school driver education teachers and a traffic safety professional under the leadership of Doug Bozych volunteered to work together to develop IDECG. Additional funding from State Farm over the last two years have allowed us to complete the curriculum and its related resources.

The Illinois High School and College Driver Education Association wants to thank Andy Pilgrim, The Andy Pilgrim Foundation, for his permission to utilize all materials and resources derived from his two DVDs, *The Driving Zone 2* and *The Parent Driving Zone*. One will see *The Driving Zone 2* video clips referenced throughout the curriculum modules.

We also want to thank the American Driver and Traffic Safety Education Association for their permission for us to use parts of the ADTSEA 3.0 Curriculum. This is the 2012 edition of the tremendous driver education curriculum. The IDECG curriculum's modules 6-9 uses the value materials from ADTSEA 3.0 Curriculum.

Many driver educators, organizations, and agency representatives with extensive traffic safety expertise offered invaluable critical review to the development of the Illinois Driver Education Curriculum. The curriculum team had as its overwriting standard and framework the materials and resources from the following sources:

National Highway Traffic Safety Administration's Novice Teen Driver Education and Training Administrative Standards from 2009.

The model curriculum developed by the National Highway Traffic Safety Administration and the American Driver and Traffic Safety Education Association in 2005, and the model education standards introduced by the two organizations in 2007.

The American Driver and Traffic Safety Education (ADTSEA) 3.0 Curriculum.

The Curriculum Development Team worked hard to make sure the content and performance standards within the curriculum met the national standards and model education standards of NHTSA and ADTSEA. The Illinois Driver Education Curriculum Guide is the results of some two plus years of work by the curriculum development team and reviewers with tremendous help from resource contributors. We thank them sincerely for their dedication to driver education, to working with teenagers, and their abilities to work together in a common good.

Curriculum Development Team

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Resource Contributors

We also want to thank the various resource contributors who provided us with information which were adoptable to our driver education curriculum:

The American Driver and Traffic Safety Education, ADTSEA 3.0 Curriculum
Andy Pilgram, The Andy Pilgrim Foundation, *The Driving Zone 2* and *The Parent Driving Zone*
Illinois Secretary of State
Michigan Department of State *Driver Education Curriculum Guide*
National Sleep Institute
NIDB Curriculum and Minimum National Standards
Oregon Department of Transportation – Transportation Safety Division, *Oregon Driver Risk Prevention Curriculum*
State Farm
Virginia Department of Education *Curriculum & Administrative Guide for Driver Education*
Washington State Traffic Safety Education Curriculum Resource Guide
Western Oregon University/Oregon Department of Transportation TSE Training Curriculum
Allen Robinson, CEO, American Driver and Traffic Safety Education Association
Rich Hanson, Adjunct Instructor, Western Oregon University and Consultant, DTS Consulting, Oregon
William Warner, Manager, Driver Education Program, Oregon Department of Transportation

Without the help of these valuable resources and individuals and from Illinois high school driver education teachers who provided many ideas and resources to this project, the Illinois Driver Education Curriculum Guide would not have developed and completed. The teenage drivers of Illinois will benefit from your knowledge and skills.

Introduction

Illinois Driver Education Curriculum Guide Package

The Illinois High School and College Driver Education Association Driver Education Curriculum Guide consists of one data DVD, which contain lesson plans and additional information for ten modules in Word .docx or .doc and Adobe PDF for printing purposes and many files in a Resources section including PPT files and Word files for a variety of uses in teaching driver education.

CURRICULUM STRUCTURE

The Driver Education Curriculum Guide was developed to provide current information and techniques on teaching novice drivers the basics of motor vehicle operation in order to become a safe and efficient driver. It was developed specifically to reference:

The Driving Zone 2 DVD developed by Andy Pilgrim, Andy Pilgrim Foundation, 1815 Griffin Road, Suite 401, Dania Beach FL 33004 (copyright 2012). The video clips have links to the following driver education textbooks:

Drive Right, 2010, 11th edition, published by Pearson Education.

Responsible Driving, 2006 edition, published by Glencoe/McGraw-Hill.

It is important that each student receives and uses a copy of a textbook while in the driver education program. The individual program or provider is responsible for selecting the textbook utilized. Either of the textbooks listed above will meet the requirements of a quality driver education program. Also, teachers and students should have a copy of the Illinois Rules of the Road book. If a driver education program utilizes a textbook not listed above, the program or provider will need to match the appropriate textbook reading material in the “Resources” column of the curriculum.

The Illinois Driver Education Curriculum Guide is divided into 10 modules and is adoptable to 30-45 hours of classroom instruction and 6-8 hours of in-car instruction. Each module provides key points, essential learning objectives, essential learning performances, component performances, materials and resources, and special references to the DVD The Driving Zone 2 (developed by the Andy Pilgrim Foundation). With each module there are specific and performance objectives which we hope that high school driver education teachers would develop details on the level and degree to obtainment of the objectives by their own students.

General Notes on the Illinois Driver Education Curriculum DVD

The DVD, which is included with the curriculum package, contains:

- A printable version of the lesson plans in Word .doc or .docx format for all modules 1 – 10.
- PowerPoint presentations that relate to many of the modules in the curriculum.
- Other resources and materials

It is important to note that the Illinois Driver Education Curriculum Guide is a living and growing document. It will be modified each year as new materials and resources become available. We encourage all Illinois driver education teachers to submit materials, handouts,

resources, PowerPoints to curriculum development team that can be incorporate into future revisions of the curriculum.

Illinois Driver Education Classroom Educational Standards

- Module 1- Uniting Vehicle, Student Driver, and Parent/Guardian
- Module 2- Knowing Where You Are
- Module 3- You Are In Control
- Module 4- Street Survival Skills- Searching, Scanning, Processing
- Module 5- You Control the Intersection
- Module 6- Risk Reducing Strategies for High Speed, Multi-Lane Expressways
- Module 7- Personal Factors Influencing Operator Performance
- Module 8- Environmental Conditions that Affect Safe Vehicle Operation
- Module 9- Vehicle Functions, Malfunctions, and Collision Reporting
- Module 10- Putting it all together

The above modules meet and go beyond and the requirements and standards of the following Illinois laws and standards

<http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K27-24.2> In part, this Statute indicates what must be taught in a high school driver education class.

<http://www.ilga.gov/commission/jcar/admincode/092/092010600001810R.html> This section of the Illinois Administrative Code, Title 92: Transportation: Chapter II: Secretary of State. Part 1600 Commercial Driver Training Schools, Teen Accreditation Classroom and Behind-the-Wheel Requirements/Standards for commercial driving schools.

<http://www.ilga.gov/commission/jcar/admincode/092/092010600001810R.html> The classroom and the behind-the-wheel instruction for public schools in Illinois shall be aligned to the course content standards set forth at 92 Ill. Adm. Code 1060.181 (Teen Accreditation Classroom and Behind-the-Wheel Requirements).

Module 1

Module One – Uniting Driver and Vehicle

- **Key Parts**
 - Parent Night
 - Car Familiarity
 - Is your Head in the Game?
 - Getting ready to drive
 - Seat and feet
 - Hands and eyes
- **Essential Learning Objectives:** To complete this Module successfully, the student will be able to demonstrate an understanding of, and explain the rationale for behavioral-patterns associated with, these classroom concepts:
 - Getting ready to drive
 - Starting engine
 - Orientation to controls
 - Moving and stopping smoothly
 - Targeting
 - Vision and driving
 - Use of central and peripheral vision
 - Emotional/Mental side of driving

Program Introduction- Session 1 – Parent Night

Prerequisite: Student must be registered for course and have valid Illinois Driver Permit

Essential Learning Performance(s) – Overall Objective(s)

- **1.01**
Students and parents will receive course syllabus, class schedule and homework assignment calendar, driving logs, policies and procedures handout, and textbooks.
- **1.01**
Students and parents will be able to recognize the district policies and procedures regarding attendance, homework and entrance and exit exams.
- **1.02, 1.03**
Introductions to the HTS and the need for low risk habit development, principals of guided practice and graduated licensing laws will take place.
- **1.01**
Students and parents will gain an understanding of the purpose and goals of this program.

Component Performances (Specific Objectives) by the end of Module 1, the student will be able to:

- **1.01**
Summarize the classroom rules and expectations as well as district policies and procedures when asked.
- **1.01**

Name and give an example of specific rule, expectation, policy or procedure and explain its importance.

- **1.03**
Explain his/her role in the learning process for the development of effective low-risk driving habits.
- **1.01**
Explain the requirements for successful completion of the course.
- **1.04**
State what expectations will be after student receives a driver license.

Materials / Resources:

- Program Policy and Procedure Handout
- Course Syllabus and Assignment Calendar
- Course Schedule
- IHSCDEA Manual- “Saving And Enhancing Your Driver Education Program”
http://www.ihscdea.org/documents/ihscdea_support_handbook_2010.pdf
- Drive Right 11th Edition
- Illinois GDL Booklet
(http://www.cyberdriveillinois.com/publications/pdf_publications/dsd_a112.pdf)
- Route/Record Sample & Illinois 50 hour Driving Log
- Parent Teen Vehicle Use Agreements
- Scratch Paper
- **The Driving Zone 2 DVD- PSA’s 1-3**
 - *Relevant Clip “Introduction” (3:06)*
 - *Relevant Clip “The Word Accident” (0:35)*
 - *Relevant Clip “Prepare to Drive” (1:57)*
 - *Relevant Clip “Analyze The Trip” (0:38)*
 - *Relevant Clip “Dangerous and Vulnerable” (0:47)*

Module One – Uniting Driver, Parents, and Vehicle

Title: – Getting Ready to Drive – Your Controls Seat and Feet

Prerequisite: Participation in Parent Night Orientation and completed assignments from Session

Essential Learning Performance(s) – Overall Objective(s)

- **1.03**
Students will demonstrate an understanding of the HTS and the need for a systematic approach for low risk habit development.
- **1.05, 1.06, 1.07 & Habit 1**
Students will demonstrate an ability to understand and establish the following driver vehicle readiness skills: Driver Fitness: Mental/Physical, Butt In Seating Position, Safety Belts On, Head Restraints Up, Doors Locked, Windows Up, Headlights on during daytime, Orientation to Controls, Pre-drive and Starting Engine Procedures.
- **1.08. Introduction to Habit 3**
Keep the Car in Balance - Techniques for making smooth starts, stops and steering actions

Component Performances (Specific Objectives) by the end of Module 1, the student will be able to:

- **1.02**
Describe the three components of the highway transportation system and identify risk factors generated by each.
- **1.03**
Describe how low-risk driving habits are developed, and state the reasons why such habits are important for future crash-avoidance behavior.
- **1.05**
Demonstrate, in the classroom, readiness behavior and knowledge for each behavioral-pattern of this Module before performing the in-vehicle session.
- **1.05, 1.08**
Apply the principals of Low Risk Habit Development, driver vehicle readiness skills, moving and stopping smoothly.

Materials / Resources:

- Drive Right 11th Ed.
- Oregon Driver Risk Prevention Curriculum
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations” (11:29)*
 - *Relevant Clip “The Word Accident” (0:35)*
 - *Relevant Clip “Reason: To Drive Distraction Free” (1:12)*
 - *Relevant Clip “3-2-1-GO” (2:45)*
 - *Relevant Clip “Prepare to Drive” (1:57)*
 - *Relevant Clip “Analyze The Trip” (0:38)*
 - *Relevant Clip “Dangerous and Vulnerable” (0:47)*
 - *Relevant Clip “3-2-1-GO” (2:45)*

Module One – Uniting Driver and Vehicle

Title: – Getting Ready to Drive – Your Hands & Your Eyes

Prerequisite: Completed assignments from Session 2 and completed Entrance Exam 1 with an 80% or better.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 1, the students will have an understanding of:

- **1.08 & Habit 3**
Create and maintain vehicle balance. Student will become familiar with the steering control techniques necessary for correct and smooth steering actions and techniques
- **1.09 – 1.11 & Habit 2**
See Path before Putting the Car in Motion. Targets, Vision and Driving, Use of Central and Fringe Vision, and Transition Pegs for Making Turns

Component Performances (Specific Objectives) by the end of Module 1, the student will be able to:

- **1.08**
Demonstrate the ability to perform correct control position on wheel, hand over hand and push pull steering techniques spontaneously and smoothly.
- **1.09**

On-Target, Off-Target - The student will demonstrate the ability to select a target and aim the vehicle accurately towards it.

- **1.10, 1.11**

Vision and driving: Use of central and fringe vision - He/she will be able to use central vision to see the target in relation to the center of the intended travel path. He/she will be able to use fringe vision to see the target in alignment to the center of the steering wheel when properly on target.

Materials / Resources:

- Simulated Steering Wheels
- Drive Right 11th Ed.
- Oregon Driver Risk Prevention Curriculum
- **The Driving Zone 2 DVD-**
 - *Relevant Clip "Driving Situations" (11:29)*
 - *Relevant Clip "The Word Accident" (0:35)*
 - *Relevant Clip "Reason: To Drive Distraction Free" (1:12)*
 - *Relevant Clip "3-2-1-GO" (2:45)*
 - *Relevant Clip "Prepare to Drive" (1:57)*
 - *Relevant Clip "Analyze The Trip" (0:38)*
 - *Relevant Clip "Dangerous and Vulnerable" (0:47)*

Module One – Exit Exam

Title: Uniting Driver and Vehicle

Prerequisite: Completed assignment from Session 3 and all entrance exams with an 80% or better.

Essential Learning Objectives: To complete this Module successfully, the student will be able to demonstrate an understanding of, and explain the rationale for behavioral-patterns associated with, these classroom concepts:

- **1.05** Getting ready to drive
- **1.06** Starting engine
- **1.07** Orientation to controls
- **1.08** Moving and stopping smoothly
- **1.09** On-Target, Off-Target
- **1.10** Vision and driving
- **1.11** Use of central and fringe vision

Component Performances (Specific Objectives): By the end of this Module, the student will be able to demonstrate an understanding of and explain the rationale for

- **1.05 & Habit 1**
 - Have key in hand while approaching the car.
 - Positioning the head restraint
 - The benefits a driver and passenger receive by wearing safety belts
- **Habit 1** - Day use headlights
- Steering Control Position
- **Habit 3** – Making smooth stops
- **1.09 & Habits 2 and 3**
 - Target selection and aiming the vehicle accurately

Transition pegs for making right turns and left turns

- **Habit 2** - Seeing clear path before using gas
- **Habit 2** – The use of central vision and fringe vision when targeting

Prerequisite:

Students must pass module entrance exams with a score of 80% or higher prior to taking Module Exit Exam

Materials / Resources:

- Module 1 Exit Exam & Key, Oregon Driver Risk Prevention Curriculum

In-Class Assessments: Students will pass exit exam with a minimum score of 80%.

Following Class: Students will take Exit Exam 1. Those who receive a passing score are eligible to participate in the first 30 min. in-car driving lesson and 2 hours of guided practice with parent related to first drive.

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedr.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 2

Module Two – Knowing Where You Are

Title: – Reading Signs, Signals and Vehicle Position

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 2 the students will be able to demonstrate an understanding of

- **2.01**
The three major classifications of traffic signs, traffic lights and pavement markings, and their meanings
- **2.02, 2.04**
The behaviors, benefits and uses of habit 4, Reference points for vehicle placement: Lane positions and front and side limitations

Component Performances (Specific Objectives) by the end of Module 2 the student will be able to:

- **2.01**
Explain the significance of the use of signs, symbols and pavement markings through classification.
- **2.02**
Measure some part of the vehicle in reference to some part of the roadway and demonstrate precision lane positioning of the vehicle.

Materials / Resources:

- Illinois Rules of the road Manual
- Power Point Presentation
- Drive Right 11th Ed.
- Oregon Driver Risk Prevention Curriculum
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Prepare to Drive”*
 - *Relevant Clip “3-2-1-GO”*
 - *Relevant Clip “Using Your Senses”*

Module Two – Knowing Where You Are

Title: – Reading Gauges & Entering Traffic

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 2 the students will be able to demonstrate an understanding of:

- **2.02, 2.04**

The behaviors, benefits and uses of Habit 4, Reference points for vehicle placement: Lane positions and front and side limitations required for making precision turns

- **2.03**
And become familiar with the vehicles instruments, gauges and symbols as well as their uses and functions
- **2.04, 2.05, 2.07**
Familiarity with the behavioral patterns required to: Enter traffic smoothly and safely from a stopped position, leave traffic flow and secure and exit the vehicle

Component Performances (Specific Objectives) by the end of Module 2 the student will be able to:

- **2.02, 2.04**
Measure some part of the vehicle in reference to some part of the roadway and demonstrate precision lane positioning of the vehicle.
- **2.03**
Describe and identify gauges, warning lights, and instruments and explain what normal and abnormal readings indicate.
- **2.05, 2.07**
Demonstrate and explain the risk-prevention behaviors needed to enter and exit traffic flow, secure and exit the vehicle utilizing applicable yielding rules as stated in the Illinois Rules of the Road Manual

Materials / Resources:

- Illinois Rules of the road Manual
- Power Point Presentation
- Drive Right 11th Ed.
- Oregon Driver Risk Prevention Curriculum
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Prepare to Drive”*
 - *Relevant Clip “3-2-1-GO”*
 - *Relevant Clip “Using Your Senses”*

Module Two – Knowing Where You Are

Title: – Entering Traffic & Precision Turns

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 2 the students will be able to demonstrate an understanding of:

- **2.05**
Familiarity with the behavioral patterns required to: Enter traffic smoothly and safely from a stopped position.
- **2.06**

Familiarity with the behavioral patterns required to: Enter traffic smoothly and safely from a stopped position, make stopped and moving left and right turns and secure and exit the vehicle

Component Performances (Specific Objectives) by the end of Module 2 the student will be able to:

- **2.05, 2.07**
Demonstrate and explain the risk-prevention behaviors needed to enter traffic flow utilizing applicable yielding rules as stated in the Oregon Driver Manual.
- **2.06**
Model precision turns from a stopped and from a moving position.

Materials / Resources:

- Illinois Rules of the road Manual
- Power Point Presentation
- Drive Right 10th Ed.
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Using Your Senses”*

Module 2 Exit Exam

Title: – Knowing Where You Are

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 2 the students will be able to demonstrate an understanding of

- **2.01**
The three major classifications of traffic signs, traffic lights, pavement markings and their meanings
- **2.02, 2.04**
Behaviors, benefits and uses of habit 4, Reference points for vehicle placement: Lane positions and front and side limitations
- **2.03**
Familiarity or the vehicles instruments, gauges and symbols as well as their uses and functions
- **2.04 – 2.07**
Familiarity with the steps needed to: Enter traffic smoothly and safely from a stopped position, make stopped and moving left and right turns and secure and exit the vehicle

Component Performances (Specific Objectives) by the end of Module 2 the student will be able to

- **2.01**
Explain the significance of the use of signs, symbols and pavement markings through classification.
- **2.02, 2.04**
Measure some part of the vehicle in reference to some part of the roadway and demonstrate precision lane positioning of the vehicle.

- **2.03**
Describe and identify gauges, warning lights, and instruments and explain what normal and abnormal readings indicate.
- **2.04 – 2.07**
Demonstrate and explain the risk-prevention behaviors needed to enter traffic flow, secure and exit the vehicle.
- **2.06**
Model precision turns from a stopped and from a moving position.

Materials / Resources:

- Exit Exam Module 2, Oregon Driver Risk Prevention Curriculum

In-Class: Students will pass exit exam with a minimum score of 80%.

Following Class: Students will take Exit exam 2. Those who receive a passing score are eligible to participate in the second 30 min. in-car driving lesson (or the first 1-hour in-car lesson (two hours with two students)).

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 3

Module 3 You Are In Control

Title: – Regulations, Risk Management & Accurate Tracking

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Key Parts

- Illinois Regulations
- Risk Management
- Accurate Tracking
- Scanning, Seeing, Processing, Reacting
- Car Maneuvers
 - Backing
 - Curves

Essential Learning Performance(s) – Overall Objective(s)

- **3.01, 3.02**
The student will be able to demonstrate an understanding of Illinois laws and regulations related to Speed Limits, Yielding the right-of-way and Insurance requirements.
- **3.02**
The student will be able to list 6 basic coverage's of vehicle insurance
- **3.03**
The student will demonstrate an understanding of various risk factors associated with driving and the need to acquire a system of habits that can serve as an insurance policy to give low-risk behavioral patterns that will provide protection when driving such as the Zone Control System of Driving, wearing safety belts, and keeping the vehicle in good mechanical condition.
- **3.04**
Students will demonstrate an understanding of the skills needed to track the vehicle where they want it to go. Students will begin to recognize, and understand the importance of identifying LOS-POT blockages that have the potential to affect their targeting path. The student will be introduced to the behaviors and benefits of searching to the target area.

Component Performances (Specific Objectives) by the end of Module 3 the student will be able to:

- **3.01**
Score 80% or higher on Entrance Exam 5 – speed laws, yielding right of way and insurance requirements
- **3.02**
List the six basic types of auto insurance coverage and give a definition of each.
- **3.03**
Demonstrate an understanding of various risk factors associated with driving and the need to acquire a system of risk reduction habits
- **3.04**
Evaluate the path they need the vehicle to take and identify LOS-POT blockages that have the potential to affect their targeting path. Perform searching techniques required when accurately

tracking a vehicle straight and through curves. The student will be introduced to the behaviors and benefits of searching to the target area.

Materials / Resources

- Homework Assignment Keys
 - HA 3.01 Yielding the Right of Way – KEY
 - HA 3.02 Insurance Requirements – KEY
- Illinois Rules of the Road Manual
- Oregon Driver Risk Prevention Curriculum
- Power Point Presentation
- Drive Right 11th Ed.
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Using Your Senses”*

Assessment:

In-class: Students will complete entrance exam 5 with a minimum score of 80%. They will answer questions during class.

Student Assignments:

Drive Right, 11th ed. Chapter 6 Pg. 115 - 118

Module 3 You Are In Control

Title: – Curves, Backing Maneuvers, Scanning and Searching

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 3 the students will be able to demonstrate an understanding of:

- **3.04**
Students will demonstrate an understanding of the skills needed to track the vehicle where they want it to go. Students will begin to recognize, and understand the importance of identifying LOS-POT blockages that have the potential to affect their targeting path. The student will be introduced to the behaviors and benefits of searching to the target area.
- **3.05**
The importance of identifying LOS-POT blockages that have the potential to affect their targeting path
The behaviors and benefits of Habit 5 a, Do the Zone Control LOS-POT Searching Dance (Part 1)
- **3.06**
The student will be able to describe the skills necessary for moving and tracking the vehicle in reverse.
- **3.07**
The student will be able to explain the skills necessary to turn a vehicle around by backing the vehicle out of traffic into a side street in order to change direction.

Component Performances (Specific Objectives) by the end of Module 3 the student will be able to:

- **3.04**
Evaluate the path they need the vehicle to take and identify LOS-POT blockages that have the potential to affect their targeting path. Perform searching techniques required when accurately tracking a vehicle straight and through curves.
- **3.05**
Describe changes to the LOS - POT while being presented with various traffic situations. Classify what they see as having, or not having, an effect upon the Line of Sight (LOS) and upon the Path of Travel (POT) of the vehicle's movement.
- **3.06**
Perform the behavioral patterns necessary for moving and tracking the vehicle in reverse. Give a rationale for those behaviors
- **3.07**
Explain the skills necessary to turn a vehicle around by backing the vehicle out of traffic into a side street in order to change direction.

Materials / Resources:

- Illinois Rules of the road Manual
- Power Point Presentation
- Drive Right 11th Ed.
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Using Your Senses”*

Assessment: Exit Exam + Key, Oregon Driver Risk Prevention Curriculum

In-class: Students will take exit/entrance exam 6 at the beginning of class which is based on last assignments and activities from class – 7 with a minimum score of 80%. They will ask and answer questions during class.

Module 3 Exit Exam

Title: – You Are In Control

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 3 the students will be able to demonstrate an understanding of:

- **3.01, 3.02**
The student will be able to demonstrate an understanding of Illinois laws and regulations related to Speed Limits, Yielding the right-of-way and Insurance requirements.
- **3.02**
The student will be able to list 6 basic coverage’s of vehicle insurance
- **3.03**
The student will demonstrate an understanding of various risk factors associated with driving and the need to acquire a system of habits that can serve as an insurance policy to give low-risk

behavioral patterns that will provide protection when driving such as the Zone Control System of Driving, wearing safety belts, and keeping the vehicle in good mechanical condition.

- **3.04**
Students will demonstrate an understanding of the skills needed to track the vehicle where they want it to go. Students will begin to recognize, and understand the importance of identifying LOS-POT blockages that have the potential to affect their targeting path. The student will be introduced to the behaviors and benefits of searching to the target area.
- **3.05**
The importance of identifying LOS-POT blockages that have the potential to affect their targeting path
The behaviors and benefits of Habit 5.
- **3.06**
The student will be able to describe the skills necessary for moving and tracking the vehicle in reverse.
- **3.07**
The student will be able to explain the skills necessary to turn a vehicle around by backing the vehicle out of traffic into a side street in order to change direction.

Component Performances (Specific Objectives) by the end of Module 3 the student will be able to:

- **3.01**
Score 80% or higher on Entrance Exam 5 –speed laws, yielding right of way and insurance requirements
- **3.02**
List the six basic types of auto insurance coverage and give a definition of each.
- **3.03**
Demonstrate an understanding of various risk factors associated with driving and the need to acquire a system of risk reduction habits
- **3.04**
Evaluate the path they need the vehicle to take and identify LOS-POT blockages that have the potential to affect their targeting path. Perform searching techniques required when accurately tracking a vehicle straight and through curves.
- **3.05**
Describe changes to the LOS - POT while being presented with various traffic situations. Classify what they see as having, or not having, an effect upon the Line of Sight (LOS) and upon the Path of Travel (POT) of the vehicle's movement.
- **3.06**
Perform the behavioral patterns necessary for moving and tracking the vehicle in reverse. Give a rationale for those behaviors
- **3.07**
Explain the skills necessary to turn a vehicle around by backing the vehicle out of traffic into a side street in order to change direction.

Assessments:

In-Class: Exit Exam + Key, Oregon Driver Risk Prevention Curriculum, Students will pass exit exam with a minimum score of 80%.

Following Class: Students will be allowed to participate in third 30 min. in-car driving lesson and 2 hours of guided practice with parent related to first or second drive and reference point assignment.

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 4

Module 4 Searching and Scanning

Title: – Searching with Accurate Perception

Key Parts

- You Are Under Attack
 - Searching with a Purpose
 - Seeing and Scanning
 - Processing
 - Vulnerability of a driver
- Space and Time
- Safety Restraints
- Parking Maneuvers

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 4 the students will have an understanding of:

- **4.01**
Accurate perceptual skills and how they are related to the driving task.
- **4.02**
The need to search from target area to target area and zone conditions as open or closed.
- **4.03**
Space and distance as it is measured in seconds for use in various situations.
- **4.04**
The distance into the 4 Second Danger Zone, the 15 second range, the target area beyond and the types of potential problems and restrictions that can occur within these distances
- **4.05**
The zone control system and how it is utilized in different traffic environments. The student will be introduced to the B and C steps of Zone Control.

Component Performances (Specific Objectives) by the end of Module 4 the student will be able to:

- **4.01**
Demonstrate the ability to see and understand the significance of LOS-POT changes and how to effectively search the driving path he/she intends the car to occupy.
- **4.02**
Demonstrate and utilize an effective searching pattern from target area to target area. State zone conditions with accuracy
- **4.03**
Convert distance into seconds for use in various situations
- **4.04**
The student will be able to identify types of potential hazards that can occur within 4, 15 and target area ranges.
- **4.05**
Apply the skills of Zone Condition Recognition by effectively responding to the conditions that they detect. Begin to apply the three steps of the Zone Control System of space management.

Materials / Resources:

- Drive Right 11th Ed.
- Oregon Driver Risk Prevention Curriculum
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Using Your Senses”*
 - *Relevant Clip “The Word Accident”*
 - *Relevant Clip “Collision Scenario”*

Module 4 Searching and Scanning

Title: – Safety Restraints and Parking Maneuvers

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 4 the students will have an understanding of:

- **4.06**
The types of occupant protection systems (seat belts, air bags, head restraints and child seats) and discuss how they work, their benefits, and their correct usage and the current safety belt and child restraint law.
- **4.07**
The correct application of key steps involved in hill parking and angle parking.

Component Performances (Specific Objectives) by the end of Module 4 the student will be able to:

- **4.06**
List the types of occupant protection systems (seat belts, air bags, head restraints and child seats) and explain how they work, their benefits, and their correct usage. In addition, they will be able to explain the current safety belt and child restraint laws.
- **4.07**
Demonstrate an ability to perform the key steps involved in hill parking and angle parking.

Materials / Resources:

- Drive Right 11th Ed.
- Oregon Driver Risk Prevention Curriculum
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Using Your Senses”*
 - *Relevant Clip “The Word Accident”*
 - *Relevant Clip “Collision Scenario”*

Module 4 Exit Exam

Title: – Searching and Scanning

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 4 the students will have an understanding of:

- **4.01**
Accurate perceptual skills and how they are related to the driving task.
- **4.02**
The need to search from target area to target area and zone conditions as open or closed.
- **4.03**
Space and distance as it is measured in seconds for use in various situations.
- **4.04**
The distance into the 4 Second Danger Zone, the 15 second range, the target area beyond and the types of potential problems and restrictions that can occur within these distances
- **4.05**
The zone control system and how it is utilized in different traffic environments. The student will be introduced to the B and C steps of Zone Control.
- **4.06**
The types of occupant protection systems (seat belts, air bags, head restraints and child seats) and discuss how they work, their benefits, and their correct usage and the current safety belt and child restraint law.
- **4.07**
The correct application of key steps involved in hill parking and angle parking.

Component Performances (Specific Objectives) by the end of Module 4 the student will be able to:

- **4.01**
Demonstrate the ability to see and understand the significance of LOS-POT changes and how to effectively search the driving path he/she intends the car to occupy.
- **4.02**
Demonstrate and utilize an effective searching pattern from target area to target area. State zone conditions with accuracy
- **4.03**
Convert distance into seconds for use in various situations
- **4.04**
The student will be able to identify types of potential hazards that can occur within 4, 15 and target area ranges.
- **4.05**
Apply the skills of Zone Condition Recognition by effectively responding to the conditions that they detect. Begin to apply the three steps of the Zone Control System of space management.
- **4.06**
List the types of occupant protection systems (seat belts, air bags, head restraints and child seats) and explain how they work, their benefits, and their correct usage. In addition, they will be able to explain the current safety belt and child restraint laws.
- **4.07**
Demonstrate an ability to perform the key steps involved in hill parking and angle parking.

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 5

Module 5: You Control the Intersection

Title: – Communication & Intersection Control

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 5 the students will have an understanding of:

- **5.01**
How to send and receive messages effectively using a variety of techniques with other users of the roadway and in a variety of situations.
- **5.02**
How to identify high risk moments, that affect the control he/she has over the intended path of travel.
The student will be introduced to the behaviors and benefits Re-evaluating LOS-POT at the 4-second danger zone and identify LOS blockage.
- **5.03**
The strategies used to recognize risks when approaching intersections. The student will demonstrate the use of targeting in approaching intersections. The student will be introduced to the behaviors and benefits searching for clear left, front and right zones before entering any intersection, reducing speed to time arrival for green lights and/or open zones
- **5.04**
The dangers and risks involved at highway-rail grade crossings.
The student will demonstrate an awareness and strategies to reduce those risks and dangers.

Component Performances (Specific Objectives) by the end of Module 5 the student will be able to:

- **5.01**
Demonstrate how to send and receive messages effectively using a variety of techniques with other users of the roadway and in a variety of situations
- **5.02**
Identify high risk moments that affect the control he or she has over the intended path of travel. Demonstrate the behaviors and explain the benefits of Re-evaluating LOS-POT while 4-seconds away and identifying LOS-POT Restrictions.
- **5.03 – 5.04**
Identify intersection types, shapes and controls. See intersections as a change to the LOS-POT, demonstrate an understanding of the searching and space management principles used when approaching and controlling any intersection including RR Crossings and Roundabouts.

Materials / Resources:

- Drive Right 11th edition
- Oregon Driver Risk Prevention Curriculum

Module 5: You Control the Intersection

Title: – Rear zone Control and Stopping in Traffic

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 5 the students will have an understanding of:

- **5.03**
The strategies used to recognize risks when approaching intersections. The student will demonstrate the use of targeting in approaching intersections. The student will be introduced to the behaviors and benefits searching for clear left, front and right zones before entering any intersection, reducing speed to time arrival for green lights and/or open zones
- **5.04**
The dangers and risks involved at highway-rail grade crossings.
The student will demonstrate an awareness and strategies to reduce those risks and dangers.
- **5.05**
Rear zone conditions and begin to develop the ability to take the best actions to minimize the chances of others rear–ending your vehicle. The student will be introduced to the behaviors and benefits of mirrors usage before and after braking while stopped, before and after lane changes and when backing.
- **5.06**
The student will develop an awareness of how to control space when stopping in traffic.

Component Performances (Specific Objectives) by the end of Module 5 the student will be able to:

- **5.03 – 5.04**
Identify intersection types, shapes and controls. See intersections as a change to the LOS-POT, demonstrate an understanding of the searching and space management principles used when approaching and controlling any intersection including RR Crossings and Roundabouts.
- **5.05**
Identify rear zone conditions and demonstrate an ability to take the best actions to minimize the chances of others rear–ending your vehicle.
- **5.06**
Demonstrate an ability to effectively control space while stopping or stopped in traffic.

Materials / Resources:

Drive Right, 11th Ed.
Oregon Driver Risk Prevention Curriculum

Assessments: In-Class: will take Oregon Driver Risk Prevention Curriculum entrance exam 9 at the beginning of class which is based on last assignments and/or activities from session 15 with a minimum score of 80%. They

Module 5 Exit Exam

Title: – You Control the Intersection

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 5 the students will have an understanding of:

- **5.01**
How to send and receive messages effectively using a variety of techniques with other users of the roadway and in a variety of situations.
- **5.02**
How to identify high risk moments, that affect the control he/she has over the intended path of travel.
The student will be introduced to the behaviors and benefits Re-evaluating LOS-POT at the 4-second danger zone and identify LOS blockage.
- **5.03**
The strategies used to recognize risks when approaching intersections. The student will demonstrate the use of targeting in approaching intersections. The student will be introduced to the behaviors and benefits searching for clear left, front and right zones before entering any intersection, reducing speed to time arrival for green lights and/or open zones
- **5.04**
The dangers and risks involved at highway-rail grade crossings.
The student will demonstrate an awareness and strategies to reduce those risks and dangers.
- **5.05**
Rear zone conditions and begin to develop the ability to take the best actions to minimize the chances of others rear–ending your vehicle. The student will be introduced to the behaviors and benefits of mirrors usage before and after braking while stopped, before and after lane changes and when backing.
- **5.06**
The student will develop an awareness of how to control space when stopping in traffic.

Component Performances (Specific Objectives) by the end of Module 5 the student will be able to:

- **5.01**
Demonstrate how to send and receive messages effectively using a variety of techniques with other users of the roadway and in a variety of situations
- **5.02**
Identify high risk moments that affect the control he or she has over the intended path of travel. Demonstrate the behaviors and explain the benefits of Re-evaluating LOS-POT while 4-seconds away and identifying LOS-POT Restrictions.
- **5.03 – 5.04**
Identify intersection types, shapes and controls. See intersections as a change to the LOS-POT, demonstrate an understanding of the searching and space management principles used when approaching and controlling any intersection including RR Crossings and Roundabouts.
- **5.05**
Identify rear zone conditions and demonstrate an ability to take the best actions to minimize the chances of others rear–ending your vehicle.
- **5.06**
Demonstrate an ability to effectively control space while stopping or stopped in traffic.

Materials / Resources:

- Exit Exam Module 5 and Key, Oregon Driver Risk Prevention Curriculum

Assessments: In-Class: Students will pass Module 5 exit exam with a minimum score of 80%.

Following Class: Upon completion of this module the student will be eligible to participate in the 5th 30-minute in-car lesson

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 6

Module 6: Risk Reducing Strategies for High Speed, Multi-Lane Expressways and other roadways

Key Parts

- Searching with a Purpose
- **Safety Zones (Scanning, Seeing, Processing, Reacting)**
- Space and Time
- Entering/Exiting
- Tracking

Essential Learning Performance(s)-

- 6.01--Students will describe special roadway conditions that may be encountered on the expressway and the strategies to reduce risk when dealing with them.
- **6.02**--Students will identify and describe risk reducing strategies for entering and exiting an expressway
- **6.03**--Students will describe the dangers associated with passing on expressways and the strategies used to reduce risk when passing. Will also identify responsibilities when being passed on the expressway.
- **6.04**--Students will describe laws and speed adjustments necessary to reduce risk in expressway driving.
- **6.05**--Students will describe special characteristics and problems associated with merging and lane changing on the expressway.
- **6.06**--Students will describe planning considerations of the vehicle, vehicle loading and equipment, and personal considerations when driving to a destination.
- **6.07**--Students will describe the characteristics of a controlled access, high-speed highway commonly called an expressway and will be able to identify types of interchanges associated with expressways.
- **6.08**--Students will describe some advantages and disadvantages to expressway driving.

This module uses Unit 8, Sharing the Road with Others, ADTSEA 3.0 Curriculum and can be viewed by clicking on the below link:

<http://adtsea.org/adtsea/3.0%20Curriculum%20PDF%27s/010%20-%20Unit%208%20Sharing%20the%20Road%20with%20Other%20Users.pdf>

Materials / Resources:

- Drive Right 11th Ed.
- ADTSEA 3.0 Curriculum, Unit 8, Sharing the Road with Others, Copyright 2012, used with permission
- **The Driving Zone 2 DVD-**

- *Relevant Clip “Driving Situations”*
- *Relevant Clip “Situation Awareness”*

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 7

Module 7 : Personal Factors Influencing Operator Performance

Key Parts

- Scanning, Seeing, Processing, Reacting
- Space and Time
- Car Control
- Alcohol/Drugs and the Human body
- Distracted Driving Explained
- Emotions

Essential Learning Performance(s)-

- **7.01**--Make choices and take responsibility to say “No” in regard to using alcohol and other drugs while operating a motor vehicle.
- **7.02**--Recognize the nature of the alcohol-related traffic crash problem.
- **7.03**--Relate your state’s alcohol and other drug laws to driving.
- **7.04**--Understand physiological and psychological effects of alcohol on the driving task.
- **7.05**--Recognize how alcohol affects driving ability.
- **7.06**--Understand how drugs other than alcohol affect the driving task.
- **7.07**--Recognize how fatigue affects driving and how to reduce the effects of fatigue.
- **7.08**--Relate emotions to driving and discuss “road rage.”
- **7.09**--Examine how distracted driving impacts operators of motor vehicles.

This module uses 3 units from ADTSEA 3.0 Curriculum and each can be viewed by clicking on the below link:

Effects of Distractions on Driving

<http://adtsea.org/adtsea/3.0%20Curriculum%20PDF%27s/011%20-%20Unit%209%20The%20Effects%20of%20Distractions%20on%20Driving.pdf>

Impaired Driving

<http://adtsea.org/adtsea/3.0%20Curriculum%20PDF%27s/013%20-%20Unit%2011%20Impaired%20Driving.pdf>

The Effects of Fatigue and Emotions on Driving

<http://adtsea.org/adtsea/3.0%20Curriculum%20PDF%27s/014%20-%20Unit%2012%20The%20Effects%20of%20Fatigue%20and%20Emotions%20on%20Driving.pdf>

Materials / Resources:

- Drive Right 11th Ed.
- ADTSEA 3.0 Curriculum, Units 9, 11, and 12, Copyright 2012, used with permission

➤ **The Driving Zone 2 DVD-**

- **Relevant Clip “Driving Situations”**
- **Relevant Clip “Situation Awareness”**
- **Relevant Clip “What is Distracted Driving” (2:15)**
- **Relevant Clip “Physical Distractions” (6:00)**
- **Relevant Clip “Mental Distractions” (2:53)**
- **Relevant Clip “More on Texting” (2:10)**
- **Relevant Clip “Combined Distractions (0:26)**
- **Relevant Clip “Extra Important Points (1:06)**
- **Relevant Clip “Impaired Driving/Peer Pressure” (1:38)**
- **Relevant Clip “Parents and Distracted Driving” (2:53)**
- **Relevant Clip “Reason: To Drive Distraction Free” (1:12)**
- **Relevant Clip “3-2-1-GO” (2:45)**
- **Relevant Clip “Prepare to Drive” (1:57)**
- **Relevant Clip “Using Your Senses”**

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2 and The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 8

Module 8: Environmental Conditions that Affect Safe Vehicle Operation

Key Parts

- Scanning, Seeing, Processing, Reacting
- Space and Time
- Car Control
- Night Driving
- Tracking
- Tread/Traction

Essential Learning Performance(s)-

- **8.01**--Students will demonstrate knowledge of the problems associated with reduced visibility such as driving at night, in fog, rain, snow, smoke, wind, and glare conditions. They will then describe strategies to reduce risk in these situations.
- **8.02**--Students will demonstrate knowledge of actions necessary to better control the consequences if a crash appears imminent.
- **8.03**--Students will demonstrate knowledge of weather, other physical conditions and driver actions that influence the level of traction or adhesion between tires, road surface and vehicle control.
- **8.04**--Students will describe the characteristics of front wheel and rear wheel traction loss.
- **8.05**--Students will describe the actions to take in order to return the vehicle to the road surface under control, after having steered or drifted onto the shoulder.

This module uses Unit 10, Adverse Driving Conditions and Emergencies, ADTSEA 3.0 Curriculum and can be viewed by clicking on the below link:

<http://adtsea.org/adtsea/3.0%20Curriculum%20PDF%27s/012%20-%20Unit%2010%20Adverse%20Driving%20Conditions%20and%20Emergencies.pdf>

Materials / Resources:

- Drive Right 11th Ed.
- ADTSEA 3.0 Curriculum, Unit 10, Adverse Driving Conditions and Emergencies, Copyright, 2012, used with permission
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Ext Distractions/Adv. Weather”*

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSI>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 9

Module 9: Vehicle Functions, Malfunctions, and Collision Reporting

Key Parts

- Car gauges/lights
- Car Malfunctions/repairs
- Emergency vehicles
- Collision reports and reporting

Essential Learning Performance(s)-

- **9.01-** Students will understand the importance of warning lights/gauges on the dash of the vehicle and what action to take if a warning light illuminates while driving or a gauge indicates a vehicle system malfunction.
- **9.02-** Students will describe the correct actions to take in response to driving emergencies caused by vehicular malfunctions.
- **9.03-** Students will describe how to interact with other highway users.
- **9.04-** Students will describe the requirements for yielding the right-of-way to emergency vehicles.
- **9.05-** Students will describe the actions to take when involved in a collision

This module uses Unit 8, Vehicle Functions, Malfunctions, and Collision Reporting, ADTSEA 3.0 Curriculum and can be viewed by clicking on the below link:

<http://adtsea.org/adtsea/ADTSEA%20PDF's/Unit%208.pdf>

Materials / Resources:

- Drive Right 11th Ed.
- ADTSEA 3.0 Curriculum, Unit 8, Vehicle Functions, Malfunctions, and Collision Reporting, Copyright, 2012, used with permission
- **The Driving Zone 2 DVD-**
 - *Relevant Clip “Driving Situations”*
 - *Relevant Clip “Situation Awareness”*
 - *Relevant Clip “Ext Distractions/Adv. Weather”*
 - *Relevant Clip “Using Your Senses” (4:54)*
 - *Relevant Clip “Reason: To Drive Distraction Free” (1:12)*
 - *Relevant Clip “3-2-1-GO” (2:45)*
 - *Relevant Clip “Prepare to Drive” (1:57)*
 - *Relevant Clip “Analyze The Trip” (0:38)*
 - *Relevant Clip “Dangerous and Vulnerable” (0:47)*
 - *Relevant Clip “Collision Scenario”*

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSI>

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Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

Module 10

Module 10: Putting It All Together

Title: – Traffic Stops

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s):

- **10.04**
The student will be introduced to law enforcement officer's responsibilities, intentions, actions and conduct during a routine traffic stop as a means of fostering a better relationship between citizens and law enforcement. In addition students will learn how to conduct themselves during a routine police traffic stop

Component Performances (Specific Objectives) by the end of Mod 5 the student will be able to:

- **10.04**
Demonstrate proper conduct during a routine police traffic stop

Assessments:

In-Class: Students will ask and answer question throughout the session.

Module 10: Putting It All Together

Title: – Concept Review

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 5:

- **10.02**
The Student will demonstrate his or her knowledge of In-Car Concepts with the appropriate analysis of various skills and determine the correct maneuver to fit the skill during practice and review.

Component Performances (Specific Objectives) by the end of Mod 5 the student will be able to:

- **10.01**
Demonstrate correct methods for entering and exiting them limited access highways.
List 3 risks and 3 advantages of freeway driving.
Demonstrate the ability to manage time and space as well as perform reduced risk lane changes while traveling on the freeway.
- **10.02**
Demonstrate his or her knowledge of In-Car Concepts with the appropriate analysis of various skills and determine the correct maneuver to fit the skill during practice and review.
- **10.03**
Demonstrate a working knowledge of the motor vehicle laws and licensing requirements of the Illinois Department of Motor Vehicles.

Materials / Resources:

- WOU ODOT Power Point Presentations (in Module 10 folder on DVD)
 - Model Habit Review Activity

Assessments:

In-Class: Student will demonstrate correct behaviors and concepts when asked to do so. They will ask and answer questions throughout the session.

Final Exam

Title: – **Putting It All Together**

Prerequisite: Participation in previous sessions, successful completion of previous assignments and 80% or better on previous module entrance and exit exams.

Essential Learning Performance(s) – Overall Objective(s) by the end of Module 5:

- **10.01**
The Student will demonstrate knowledge of limited access highways and the correct methods for entering and exiting them. The student will gain an understanding of the risks and advantages associated with freeway driving and highway speeds.
- **10.02**
The Student will demonstrate his or her knowledge of In-Car Concepts with the appropriate analysis of various skills and determine the correct maneuver to fit the skill during practice and review.
- **10.03**
The student will demonstrate a working knowledge of the motor vehicle laws and licensing requirements of the Illinois of Motor Vehicles.

Component Performances (Specific Objectives) by the end of Mod 5 the student will be able to:

- **10.01**
Demonstrate correct methods for entering and exiting them limited access highways.
List 3 risks and 3 advantages of freeway driving.
Demonstrate the ability to manage time and space as well as perform reduced risk lane changes while traveling on the freeway.
- **10.02**
Demonstrate his or her knowledge of In-Car Concepts with the appropriate analysis of various skills and determine the correct maneuver to fit the skill during practice and review.
- **10.03**
Demonstrate a working knowledge of the motor vehicle laws and licensing requirements of the Illinois Department of Motor Vehicles.

Materials / Resources:

- Final Exam

Assessments:

In-Class: Students will pass comprehensive final exam with a minimum score of 80%.

Student Assignments: Practice for in-car final exam

Resources to consider viewing to help with this module:

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

Oregon Department of Transportation and Western Oregon University. *Oregon Driver Risk Prevention Curriculum*. <http://www.otsea.org/curriculum.html>

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,. <http://www.drivedred.glencoe.com>.

The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*. <http://www.andypilgrimfoundation.org/>

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Reference List**

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The Andy Pilgrim Foundation. *The Driving Zone 2* and *The Parent Driving Zone*.

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<http://adtsea.org/adtsea/ADTSEA%20PDF%27s/DE%20Standards%202012%20-%20Revised%207-24-12.pdf>

American Driver and Traffic Safety Education Association. (2012). *ADTSEA 3.0 Curriculum*.

<http://www.adtsea.org/adtsea/ADTSEA%20Curriculum%20Free%20Download.html>.

Highway Safety Center, Indiana University of Pennsylvania. (Revised 2002). *Traffic Safety Education Life Long Learning Process: Recommendations on the Delivery of Driver Education*.

http://adtsea.org/adtsea/ADTSEA%20PDF%27s/Driver_Education_Delivery_Systems.pdf

American Driver and Traffic Safety Education Association. (2002). *Traffic Safety Education Life Long Learning Process Driver Development Outcomes Restricted Licensure Qualification Segment I and Unrestricted Licensure Qualification Segment II*.

http://adtsea.org/adtsea/ADTSEA%20PDF%27s/Driver_Education_Outcomes.pdf.

Palmer, J. W., et al., (2006). *Responsible Driving*. Woodhills: Glencoe/McGraw Hill,

<http://www.drivedred.glencoe.com>.

Johnson, M. L., Crabb, O., Opfer, A.A., Thiel, R.R., & Mottola, F.R. (2010). *Drive Right*. 11th ed. Glenview: Pearson Education.

<http://www.pearsonschool.com/index.cfm?locator=PSZu6g&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBCATEGORYID=&PMDBProgramID=63881>

GLOSSARY OF TERMS

Absolute speed limit — The maximum or minimum posted speed at which one may drive under normal conditions.

Acceleration — An increase in vehicle speed.

Acceleration lane — A lane used by drivers entering an expressway to pick up speed so they can merge with expressway traffic.

Accelerator — The foot control that regulates the amount of fuel going to the engine. A pedal that controls the flow of fuel to the engine to regulate speed.

Accessory position — A position on the ignition switch that can be used to run the electrical system without starting the engine.

Active restraint — Safety belt that a person has to buckle.

Air bag — A passive restraint device that inflates in the event of a collision and prevents occupants from striking the dashboard.

Alternator — A device that produces the electricity to recharge the battery and operate electrical equipment in a running vehicle.

Alternator gauge — A light or gauge that warns a driver if the battery is not being properly charged.

Angle parking — Parking a car diagonally to the curb.

Assigned-risk insurance — Type of insurance that provides minimum bodily—injury and property damage liability coverage to a high—risk driver for a higher premium.

Automatic choke — Valve that opens and closes automatically to control the air flow through the carburetor.

Automatic transmission — A system in which a vehicle automatically shifts through the forward gears as it is accelerated.

Backup lights — White lights at the rear of a vehicle that shine when the transmission is put in reverse.

Banked curve — A roadway that slopes down from one edge to the other.

Basic driving rules — Certain rules of the road that apply in all parts of the United States and Canada.

Basic speed limit — Any speed below the absolute limit that is safe for existing road, weather, or traffic conditions.

Basic speed rule— This rule requires vehicle operators to drive at a speed that is reasonable and prudent. **Note:** State laws usually provide that "every person shall drive at a safe and appropriate speed when approaching and crossing an intersection or railroad grade crossing, when approaching an going

around and curve, when approaching a hill crest, when traveling upon any narrow or winding roadway, and when special hazards exist with respect to pedestrians or other traffic or by reason of weather or highway conditions.

Battery — A set of cells that stores and emits electrical charges and provides electricity for a vehicle.

Belted tires — Tires constructed with a combination of cord layers criss-crossed at a slight angle and cord strips circling the tire.

Bias ply tires — Tires constructed with protective cord layers, or plies, crisscrossed underneath the outer material.

Blind spots — Areas to the sides and rear of a vehicle that a driver cannot see in the rearview mirrors.

Blood-alcohol content (BAC) — The percentage of alcohol in a person's bloodstream.

Blowout — Sudden loss of tire air pressure while driving.

Blue book — A book that lists the average price paid to dealers for various makes and models of used cars.

Brake fade — Loss of braking effectiveness caused by overheating of the brakes after long, continuous, hard braking.

Brake lights — Red warning lights on the rear of a vehicle that are activated by pressing the service brake pedal.

Braking distance — The distance a vehicle travels from the time the brake pedal is depressed to the time the vehicle comes to a complete stop.

Braking skid — A skid, caused by sudden hard braking, in which one or all wheels lock and the back end of the car slides to the left or right.

Braking system — An automotive system that is used to slow or stop a moving vehicle.

Carbon monoxide — A poisonous gas emitted through an automobile's exhaust system.

Carburetor — Part of the engine that mixes air and gasoline in the proper proportion and sends it to the combustion chambers as a fine mist.

Center of gravity — The point around which the weight of a vehicle is balanced.

Centering — Looking ahead to where your vehicle will be in about eight seconds.

Central vision — Three degree, cone shaped area of clear Vision used when the eyes focus on something.

Centrifugal force — The force that tends to push a vehicle out of a curve or turn on to a straight path.

Choke — The device that regulates the flow of air to the carburetor.

Chronic illness — Ailment that lasts over a period of years.

Clutch — The device in a standard transmission vehicle that disengages the engine power from the drive wheels so that gears can be shifted.

Collateral — Property presented as security for a loan.

Collision — A crash between motor vehicle and another object.

Collision insurance — Insurance protection that covers damages to one's own vehicle resulting from a crash.

Color perception — The ability to see color.

Common speed — Speed used by most drivers on an expressway.

Comprehensive insurance — Insurance protection that covers one's vehicle in the event that it is stolen or damaged by vandalism, storms, or fire.

Compromising hazards — Risking involvement with one hazard to avoid a more serious hazard.

Controlled-access highway — A highway that vehicles can enter or exit only at designated entrances and exits.

Controlled braking — A braking technique that involves applying steady but progressively greater pressure to the service brake pedal to stop quickly without skidding.

Controlled intersection — An intersection that is regulated by traffic lights or stop signs at all approaches.

Controlled railroad crossing — Railroad crossing controlled by flashing red lights and/or crossing gates.

Cornering skid — A skid that results from taking a turn or curve too fast.

Counter skid — A skid that results from over steering to correct a skid or from failing to straighten the wheels quickly enough after recovering from a skid.

Counter steer — Steer in the opposite direction in order to keep a car going straight.

Covering the brake — Putting the foot just above the brake pedal, ready to apply pressure if needed.

Cross buck — A large, white X-shaped sign located beside a railroad crossing.

Crosswalk lines — White lines that guide pedestrians across intersections.

Crowned road — A roadway that slopes down from the middle to each side.

Cruise control — A device that allows the car's speed to be set automatically for highway or expressway driving.

Dashboard — A panel under the windshield of a vehicle containing indicators, gauges, compartments, and sometimes hand controls.

Deceleration — A decrease in vehicle speed.

Deceleration lane — A lane on an express edbivers to decrease vehicle speed before getting on an exit ramp.

Decide — The third step in the IPDE process in which a driver determines what course of action to take.

Deductible — The amount of money a driver must pay before collision or comprehensive insurance will cover the remaining cost to repair or replace a motor vehicle.

Defensive driving — An art of protecting yourself and others from dangerous and unexpected changes in the driving environment.

Delayed green — A traffic light that remains red while oncoming traffic lanes clear; the light then turns green.

Depreciation — The value a motor vehicle ldses as it ages.

Depressants — Drugs that slow down the central nervous system.

Depth perception — The three—dimensional perception of distances between objects.

Detour — A temporary alternate route.

Diagonal parking spaces — Parking spaces arranged side by side at an angle to the curb or side of the road.

Diesel fuel — A heavy oil used as a fuel in some motor vehicles.

Differential — Gears chat send the turning force of the drive shaft to the drive axle of a vehicle.

Dimmer switch — A switch that is used to select low or high bean headlights.

Directional signals — Lights on a motor vehicle or hand signals used to indicate left and right turns and stops.

Disc brakes — A braking system that creates stopping friction by pressing both sides of a round disc.

Downshift — The process of shifting from one transmission gear to a lower gear.

Driver's license — State issued permit legally granting a person the right to operate a motor vehicle in the RTS.

Drive shaft — A metal bar that transfers turning power to the differential from the transmission.

Drive train — The system that transfers the engine power to the drive wheels; it consists of the crankshaft, transmission, drive shaft, universal joints, and differential.

Driving While Intoxicated (DWI) — While Operating a vehicle while under the influence of alcohol.

Drugs — Chemical mixtures that have a physical and sometimes psychological effect on those who use them.

Drum brakes — A braking system that creates stopping friction by the rubbing of brake shoes against the inside of a drum.

DWI — Abbreviation for driving while intoxicated.

Edge lines — Solid white lines that mark the outside edge of a road.

Emergency flashers — A device that flashes all four signals on and off.

Emergency vehicle — A police car, fire truck, or ambulance, which is given the right of way when its lights are flashing and siren is blaring.

Energy of motion — The energy produced by a moving object; also known as kinetic energy.

Engine braking — Easing up on the gas pedal or shifting to a lower gear to allow the power of the engine to slow the vehicle.

Entrance ramp — A roadway that serves as a controlled—access point leading to a highway or expressway.

EPA rating — The rating of a car's gas mileage by the Environmental Protection Agency.

Escape route — A path available for swerving to avoid a hazard.

Execute — The final step in the IPDE process in which a driver uses vehicle controls and equipment to change speed, change direction, warn other drivers, or perform a combination of these maneuvers.

Exhaust emissions — Waste gases, formed from the incomplete burning of fuel, that are expelled from the engine through the exhaust system.

Exhaust system — The pipes and other parts of the automotive system that carry waste gases from the engine and reduce the noise of the explosions in the engine cylinders.

Exit ramp — A roadway that is used for leaving a controlled—access express— way or highway.

Expressway — A controlled—access, divided highway designed for high— volume, high—speed traffic.

Face shield — A clear, plastic device attached to a motorcycle helmet that protects the face and eyes from particles of dust, dirt, and insects.

Fan belt — A flexible band driven by the crankshaft that turns the radiator fan and drives the alternator.

Fast-idle skid — A skid that occurs when a driver tries to stop a vehicle when the engine is idling too fast.

Fatigue — Physical or mental exhaustion.

Field of vision — The total range of space that one can see without moving one's eyes.

Field sobriety test — Roadside tests given by police officers to detect driver impairment.

Financial responsibility laws — A legal requirement that all drivers must be able to prove ability to pay damages resulting from collisions for which they are responsible.

Flashing signals — Flashing lights used at intersections where traffic is not very heavy or steady.

Following distance — The amount of space a driver allows between his or her vehicle and the one ahead.

Foot—brake pedal — Pedal that turns on the brake lights and causes the car to slow to stop.

Force of impact — The amount of power with which objects collide with one another. It varies with the objects' speeds and weights.

Friction — The force that resists the motion of one surface against another.

Friction point — The clutch position at which engine power and the transmission engage. A vehicle in gear will begin to move when the clutch is released higher than this point.

Fuel gauge — The indicator on the instrument panel that shows how much gasoline or other fuel is in the tank.

Gauge — An instrument with a graduated scale or dial that indicates quantity or amount.

Gears — Cogged wheels that work to transmit power. Usually used in reference to transmission gears, which determine speed and direction.

Gear selector lever — A projecting bar used to change from one gear to another in an automatic transmission vehicle.

Gearshift lever — A projecting bar used to change from one gear to another in a standard transmission vehicle.

Glare recovery time — Time required to regain clear vision after having been temporarily blinded by a strong light.

Glare resistance — The ability to continue seeing when looking at bright lights.

Good Samaritan law — A law designed to protect people who give first aid at the scene of a collision from a possible lawsuit.

Gravity — The force that pulls objects toward the center of the earth.

Ground viewing — Identifying the direction other cars are headed by determining the direction their wheels are turned.

Guide sign — Signs along a roadway that provide information about location, direction, availability or services, or points of interest.

Hallucinogen — A drug that affects the senses and distorts the user's perception and vision.

Hand-over-hand steering — A method of tuning the steering wheel by crossing one hand over the other.

Hand signals — Arm motions or positions that alert other drivers that one is slowing, stopping, or turning right or left.

Headlights — Lights mounted on the front of a vehicle for use at night or in reduced lighting conditions.

Head restraint — A padded device, sometimes adjustable, extending above the front seat—back; designed to reduce whiplash, or neck injuries.

High beams — A headlight setting that projects light farther ahead of a vehicle than low beams.

Highway hypnosis — Dulled or drowsy, trancelike condition caused by concentration on the roadway ahead and monotony of driving.

Highway Transportation System (HTS) — The network of roadway environments, people who use the roadways, and the vehicles they use.

Hood release — A lever under the instrument panel on left side that releases the hood lock.

Hydroplane— The riding of wheels on top of a layer of water rather than on the road surface.

Identify — The first step of the driving strategy IPDE. It is the process of searching for and recognizing any part of the HTS that may affect a driver.

Idle — The rate at which the engine runs when the accelerator is not used.

Ignition switch — The switch, usually located on the steering column, that is turned by a key to activate the vehicle's electrical system and start the engine.

Ignition system — The automotive system used to start a vehicle and to send an electrical charge to the spark plugs.

Immediate path of travel — The distance a moving vehicle can cover in four seconds.

Implied-consent law — Legal requirement that drivers submit to a EAC test when asked to do so or lose their licenses to drive.

Inertia — The tendency of a moving object to continue in a straight line unless acted upon by an outside force.

Inhibitions — Inner forces of personality that restrain a person’s impulsive behavior.

Instruction permit — A state-issued, temporary, restricted license that allows a person to use the roadways when learning how to drive.

Instrument panel — The panel directly in front of the driver on which are located various indicators, gauges, and controls.

International symbols — Symbols used on international signs to give a message without using words.

Intersection — The place at which two or more streets cross one another.

Interval rule — The principle stating that you should maintain at least a 2 second following distance.

Intoxilyer — A computerized machine that analyzes and determines the blood—alcohol concentration through the amount of infrared light absorbed by the breath.

IPDE — An abbreviation for Identify, Predict, Decide, Execute — a driving strategy for gathering, interpreting, and acting on traffic information.

Jack — hand-operated device for lifting one corner of the car, generally used for changing a tire.

Joining — Fitting into a gap in the flow of traffic.

Jumper cables — Cables used to carry an electrical charge from the battery of another vehicle.

Junction — The area where two or more roadways meet.

Kinetic energy — Energy of motion.

KPH or km/h — Abbreviations for kilometers per hour — that is, number of kilometers traveled in one hour.

Lane-use signals — Signals that show which lanes are open to traffic.

Legend — Key explaining the symbols and markings used on a road map.

Liability insurance — Insurance coverage that protects a driver from financial loss due to injuries or damage he or she may have caused others or the property.

Line-of-sight —The area you can see when you look in a certain direction.

LOS-POT — Line-of-Sight—Path-of-Travel .

Low beams — The normal setting for headlights.

Lubricating system — The automotive system that keeps parts of the engine oiled to help prevent damage or overheating caused by friction.

Lug nuts — Small pieces of hardware that hold a wheel to a car.

Maintenance — The checkups, service, and repairs needed to keep one's vehicle in good operating condition.

Map scale — Line an inch or more long appearing in the legend of a map, indicating a measurement in miles for distances on that map.

Master-brake cylinder — Unit in hydraulic braking system in which fluid is stored and from which it is forced through the system to the wheel cylinder.

Median strip — An area on a highway that separates opposing lanes of traffic.

Medical payments insurance — Insurance that covers the cost of hospitalization and treatments for passengers who are injured in a collision.

Merging — The gradual blending together of vehicles in traffic.

Minimal insurance coverage — The least amount of automobile insurance made available to drivers.

Minimizing hazards — Reducing chance of becoming involved in a collision by adjusting speed, changing lane position, or both.

Minimum-maximum speed limits — The slowest and fastest posted speeds at which you can legally drive under normal conditions.

Minimum Speed Rule — This rule prohibits a person from operating a motor vehicle at such a slow speed as to impede the normal and reasonable movement of traffic. However, in order to avoid a possible conflict with the basic speed rule, the law normally provides that a slow speed is permissible when "reduced speed is necessary for safe operation or in compliance with law."

MPH — Abbreviation for miles-per-hour; that is, the number of miles traveled in one hour.

Multilane roads — Roads with two or more lanes in each direction.

Neutral — The gear in which no power is transmitted to the drive wheels.

Night blindness — Inability to see well at night.

Night vision — One's visual acuity, depth perception, and glare recovery after dusk and before dawn.

No-fault insurance — An insurance plan that requires insurance companies to pay personal injury claims to those insured by them regardless of which driver was at fault in a collision.

No passing lines — Solid yellow lines that separate lanes of opposing traffic.

Nystagmus — Rapid, involuntary movement of the eyes as a person gazes to the sides.

Odometer — Indicator that measures total distance a vehicle has been driven.

Oil filter — Device that cleans dirt from the oil in the engine's lubricating system.

Oil pressure gauge — Gauge or light that shows the pressure at which the oil pump is forcing oil to the moving parts of the engine.

Oil Pump — Pump that moves oil from the oil pan to parts of the engine needing oil.

One way street — A street on which all traffic moves in the same direction.

Overpass — A bridge that carries one roadway over another; also a bridge that carries railway tracks over a street or highway.

Overdriving headlights — Driving at a speed in which the stopping distance exceeds the area lit by the headlights.

Over-steering — Steering more than necessary when changing lanes, avoiding a hazard, or correcting a skid.

Overtake — Approach and pass a slower moving vehicle ahead in your lane.

Over-the-counter drug — Drug that can be legally obtained without a prescription.

Owner's manual — A booklet giving the vehicle owner detailed information about the vehicle and instructions for its operation.

Parallel parking spaces- Parking spaces arranged parallel to the curb or side of the road.

Parking brake — A manually set brake used when the car is parked to keep it from rolling.

Parking lights — Lights that come on in the front of a vehicle when the light switch is pulled out halfway or turned partially.

Partially controlled intersections — Intersections where at least one approach is regulated by a stop or yield sign.

Passive restraints — Safety devices that help prevent occupants from striking the dashboard or windshield in a collision; they operate without requiring any action by either driver or passengers.

Passive safety belts — Lap and shoulder restraints that automatically connect from the door to the seat when the door is closed.

Pavement marking — Yellow or white markings painted onto the road surface that help to regulate traffic, define lanes, and warn of possible dangers.

Pedestrian — Anyone walking in the HTS.

Pedestrian signals — Signals that guide pedestrians across traffic paths.

Perception time — The time it takes to identify, predict, and decide.

Peripheral vision — Side vision; the outer edges of one's field of vision.

Perpendicular parking spaces — Parking spaces arranged side by side at right angles to the curb or side of the road.

Policy — A contract between a vehicle owner and an insurance company that states the amount and kind of insurance coverage provided.

Posted speed limit — The maximum speed limit considered safe for the road and traffic conditions; shown on a road sign.

POT-LOS — Path-of-Travel —Line-of-Sight.

Power skid — A skid that results from sudden or hard acceleration.

Power steering — A device that uses some form of power — such as electricity, liquids, compressed air, or a vacuum — to help the driver turn the steering wheel.

Predict — The second step of the IPDE process in which a driver evaluates how and if a situation may affect him or her.

Premium — The payment made by a vehicle owner to the insurance company for its policy.

Prescription drugs — Drugs that can be purchased legally only when prescribed by a doctor.

Preventive maintenance — Inspection and servicing of vehicle systems to prevent costly repairs or breakdowns.

Prohibitory signs — Signs that tell you what you cannot do. They consist of a black symbol crossed by a red bar and enclosed in a circle.

Protected left turn — Left turn made on a left—turn light, green arrow, or delayed green light while oncoming traffic is stopped.

Protective equipment — Special equipment such as helmet, face shield or goggles, and heavy clothing which a motorcyclist should wear to prevent or reduce injury in the event of an upset or a collision.

Pull-out area — Safe stopping area on narrow roadways where slow—moving vehicles can pull over to permit faster traffic to proceed.

Pumping the brake — Applying pressure on the brake pedal, then releasing it, and repeating the action.

Racing on the highway— Driving any vehicle in any race, speed competition or contest, drag race or acceleration contest, test of physical endurance, exhibition of speed or acceleration, or for the purpose of making a speed record.

Radial tires — Tires constructed with plies running straight across the tire from one side to the other and encircled by belts of nylon or steel material.

Radiator — Container where water is stored and cooled before it circulates around the engine.

Ramps — Those portions of a roadway usually banked, that are used for entering or exiting an expressway.

Reaction distance — Distance a vehicle travels during reaction time.

Reaction time — Time that elapses between the moment a hazard is identified and the moment a driver acts.

Reckless driving — "Reckless driving" is normally defined as driving "any vehicle in willful or wanton disregard for the safety of persons or property. **Note:** Speed is not necessarily a factor in this offense.

Recreational vehicles (RV's) — Vehicles, such as campers or motor homes, used for traveling and recreational activities.

Reference point — The driver lines up a reference point in/on the vehicle with a part of the roadway which helps judge distances so that the vehicle can be positioned precisely.

Registered vehicle — A vehicle that has been officially licensed by the state in which the vehicle owner resides.

Regulatory signs — Traffic signs that tell what a driver must or must not do under penalty of the law.

Restraint device — Device designed to hold a car occupant in the seat during a collision.

Reverse gear — Gear that allows the vehicle to move backward.

Revocation of license — Cancellation by the state of a legal permit to drive a vehicle.

Riding the brake — Driving with a foot on the brake pedal so that the brake lights remain on and the brakes are partially applied.

Riding the clutch — Driving with the left foot resting lightly on the clutch pedal.

Right of Way — The right to go first. Traffic rules indicate who has the legal right of way.

Risk — A potential danger.

Risk takers — Drivers who deliberately expose themselves to hazards and endanger other highway users.

Roadway markings — Markings On pavement separating lanes of travel or indicating what a driver may do.

Rocking a vehicle — Alternately moving a vehicle backward and then forward several times in succession so as to drive out of snow, mud, or sand.

Route marker — A sign indicating the number of a highway; the shape and color of the sign depend on the kind of highway.

Rumble strip — A section of rippled concrete that alerts drivers to slow or stop.

Safety belt — A belt anchored to the vehicle frame, it prevents the passengers from being thrown against parts of the interior of the vehicle or being thrown from the vehicle in the event of a collision.

Safety chains — Chains linking a vehicle and the trailer being towed. They serve as a safety device in the event the trailer hitch breaks loose.

Safety helmet — A protective head covering worn by motorcyclists and bicycle riders.

Scanning — Examining the immediate area around your vehicle for possible hazards.

School zone — A portion of a street or highway near a school that is subject to special speed limits set by state law or local ordinance.

Selective seeing — Selecting and identifying only those events and clues that pertain to the driving task.

Separating hazards — Dealing with multiple hazards one at a time.

Service brake — The foot control located to the left of the accelerator that slows or stops the vehicle.

Shock absorbers — Devices that absorb the bouncing action of the wheels.

Side vision — The ability to see objects to the side while looking straight ahead.

Sight distance — Distance a person can see ahead.

SIPDE — An acronym for Search, Identify, Predict, Decide, Execute — a driving strategy for gathering, interpreting, and acting on traffic information.

Skidding — Loss of traction between automobile tires and the road surface.

Space cushion — the traffic free zone that a driver should maintain around his or her vehicle.

Spark plug — A device in the cylinder of an engine which produces a spark to ignite the fuel-air mixture.

Speedometer — A gauge that indicates how fast a vehicle is traveling.

Speed smear — Blur and distortion of objects on the sides as speed increases.

Springs — Devices that support the vehicle to allow and help control up-and-down bouncing.

Standard transmission — A system in which gears are selected manually by using the gearshift lever and the clutch pedal.

Stimulants — Drugs such as caffeine that speed up the central nervous system.

Stop lines — Solid white strips across lanes controlled by a signal or stop sign.

Stopping distance — The total distance required to stop a vehicle. Perception distance plus reaction distance plus braking distance equals total stopping distance.

Strategy — A plan for driving that prepares a driver for changing conditions.

Suspension of license — Withdrawal by the state of a person's license for a given period of time.

Swerving path time — The amount of time it takes to steer a car off the immediate travel path-usually two seconds.

Switchback — A series of sharp turns on a mountain roadway.

Tailgating — Following too closely behind another vehicle.

Taillights — Red lights on the rear of a vehicle. They turn on when the headlights or parking lights are turned on.

Targeting — Using a stationary object in the distance on a section of the roadway that appears to be in the center of your travel path.

Temperature gauge — The gauge or light that warns you if the engine temperature goes above a safe level.

Thermostat — A device that controls the temperature of the engine by controlling the flow of the cooling liquid through the radiator.

Title — Legal proof of vehicle ownership.

Towing — Pulling of one vehicle by another.

Towing insurance — Optional vehicle insurance that covers the cost of towing or on-the-road repairs.

Traction — The contact between the tire and road surface; the adhesive or holding quality of friction.

Traffic — The flow of all motor vehicles and pedestrians along the streets and the highways.

Traffic activated signals — System in which traffic signals automatically give the green light to vehicles that trigger a sensor.

Traffic control devices — The signs, signals, and markings used in the highway transportation system.

Traffic signal lights — Traffic controls that usually are located at intersections to regulate traffic flow.

Transmission — A mechanism with gears that transfers power from the engine to the drive shaft which, in turn, carries it to the axle shafts.

Tread — The raised pattern on the face of a tire that enables the tire to grip the road.

Trip odometer — An odometer that can be reset to zero; used to determine the distance driven over a particular period.

Tune up — Process of checking, repairing, and adjusting various parts of the ignition and fuel systems to obtain maximum engine performance.

Tunnel vision — Very narrow field of side vision.

Turn signals — Lights on a motor vehicle or hand signals used to indicate left or right turns.

Twelve-second visual lead — The technique of centering one's vision on the highway to where his or her vehicle will be in 12 seconds in order to identify hazards. Note: Some safety experts now recommend a *fifteen-second visual lead*.

Two-second interval — The minimum following distance for vehicles under ideal conditions.

Uncontrolled intersection — An intersection that has no signs or signals regulating it.

Under steering — Not turning the steering wheel enough.

Uniform Motor Vehicle Code — Vehicle laws recommended by a national committee and used in part by all states.

Uninsured motorist insurance — Protection from certain financial losses resulting from a collision caused by a driver who does not have insurance protection.

Universal joints — Connections that move so that power may be transmitted from one shaft to another.

Unprotected left turn — Left turn made at an intersection that does not have a special turn light.

Utility vehicle — A four-wheel drive vehicle.

U-turn — A complete turn-around without having to back.

Vapor lock — Condition in which fuel in a gaseous form in the fuel line near the hot engine prevents the engine from starting.

Vehicle code — Organization of federal and state laws that regulate the HTS.

Vulcanization — The sensation of moving more slowly than one actually is, usually experienced when exiting a highway or expressway.

Visual acuity — The measure of a person's ability to see clearly.

Visual lead time — The time and space a driver has available for identifying and reacting to a traffic situation.

Warning signs — Traffic signs that alert drivers to potential hazards ahead.

Warranty — A written guarantee that a maker will replace or repair defective parts for a certain amount of time or number of miles a vehicle is used.

Washboard surface — A road surface with ridges crossing the road at right angles.

Water Pump - that circulates water through the radiator and the engine block.

Wear bars — Tread-wear indicators built into tires that appear when tread depth is about 1/16 inch.

Wheel alignment — Mechanical lining up of a vehicle's front wheels,

Wheel bearings — Devices that reduce friction of motion in the wheels.

Wolf pack — Tight group or formation of vehicles traveling on an expressway.

Yield — Allow another vehicle or other roadway user to proceed first.

Y-turn — A turn made by turning left as sharply as possible until the front wheel approaches the opposite curb, backing the car, straightening it, and then proceeding forward.

Zone control — A system for managing space and your vehicle, by employing six zones around your vehicle (*Front, Front left, Front right, Rear, Rear left and Rear right*).

Welcome to the DVD

Welcome to Illinois Driver Education Curriculum Guide, version 1.0 DVD and all of its resources.

This DVD was developed using Windows 2007 and Microsoft Office 2007 (including both Microsoft Word and Microsoft PowerPoint). If one is using an older version of Windows or Microsoft Office, you may have to make some adjustments in the placement of words and pictures in some of the PowerPoint presentation in the Resource List.

This document, and its related documents and resources were created by a curriculum committee of the Illinois High School and College Driver Education Association (IHSCDEA) chaired by Doug Bozych, Andrew High School, Tinley Park IL.

The Illinois High School and College Driver Education Association wants to thank Andy Pilgrim, The Andy Pilgrim Foundation, for his permission to utilize all materials and resources derived from his two DVDs, *The Driving Zone 2* and *The Parent Driving Zone*. One will see *The Driving Zone 2* video clips referenced throughout the curriculum modules. Also we want to again thank the great folks in Oregon, particularly Rich Hanson and Bill Warner was their expertise and the use of many great resources from the Oregon Driver Risk Prevention Curriculum.

The Illinois Driver Education Curriculum Guide, Version 1.0 has developed through assessing various resources and materials from the following sources:

National Highway Traffic Safety Administration's Novice Teen Driver Education and Training Administrative Standards from 2009.

The model curriculum developed by the National Highway Traffic Safety Administration and the American Driver and Traffic Safety Education Association in 2005, and the model education standards introduced by the two organizations in 2007.

The American Driver and Traffic Safety Education (ADTSEA) 3.0 Curriculum.

The major outcome of the ADTSEA 3.0 curriculum is to help students achieve low risk driving behaviors that can serve them for a lifetime of crash-free driving. ADTSEA 3.0 curriculum for driver educators is very comprehensive and IHSCDEA encourage Illinois driver education teachers to consider 3.0 curriculum as a part of their program. This is a complete package containing curriculum lesson plans, enhanced learning activities and worksheets, still picture illustrations, short video clips and videos imbedded in the DVD. The package includes 1 Data CD, 2 DVDs, 1 hard copy 3.0 curriculum and 1 copy of AAA How to Drive (14th Edition).

Introduction

The Illinois Driver Education Curriculum Guide, version 1.0 one DVD contains the complete curriculum including an introduction, modules, references and resources, glossary, and *Drive Right and Responsible Driving* Page References for using *The Driving Zone 2*.

Accessing the IDEC 2013, version 1.0 DVD

The DVD is organized using the same section information as those found in the Illinois Driver Education Curriculum Guide, version 1.0. Specific folders can be located quickly.

The curriculum is available in both a .docx or .pdf file formats.

The individual modules (1-10) are available under the Curriculum Modules folder and are provided for easier access to individual modules. Remember the individual modules are:

- Module 1- Uniting Vehicle, Student Driver, and Parent/Guardian
- Module 2- Knowing Where You Are
- Module 3- You Are In Control
- Module 4- Street Survival Skills- Searching, Scanning, Processing
- Module 5- You Control the Intersection
- Module 6- Risk Reducing Strategies for High Speed, Multi-Lane Expressways
- Module 7- Personal Factors Influencing Operator Performance
- Module 8- Environmental Conditions that Affect Safe Vehicle Operation
- Module 9- Vehicle Functions, Malfunctions, and Collision Reporting
- Module 10- Putting it all together

All of the module files are in a .docx format so driver education teachers can make changes within the module if desired.

Each Module contains:

- The prerequisite for a student entering this module
- Essential learning performance and overall objective
- Component performances (specific objectives)
- Materials and resources
- Movie Clips from The Driving Zone 2
- Examinations and other handouts where appropriate

Under the Curriculum Resources folder there are folders which contain PowerPoint presentations which relate to the difference curriculum modules. These presentations have been provided by driver education teachers around the state of Illinois and from other driver education sources and are used

with permission. Within some of the Curriculum Resources folder you will find other .docx files that can be used in that specific module.

The folders under the Curriculum Resources folder:

- Knowing Where You Are Module 2
- You Are In Control Module 3
- Street Survival Skills- Searching, Scanning, Processing Module 4
- Risk Reducing Strategies for High Speed, Multi-Lane Expressways Module 6
- Personal Factors Influencing Operator Performance Module 7
- Environmental Conditions that Affect Safe Vehicle Operation Module 8
- Vehicle Functions, Malfunctions, and Collision Reporting Module 9
- Putting it all together Module 10
- Other roadway users
- Other teaching tools

In addition there is a file titled Resources Comments.docx which welcomes you to the resources and a file title Reference List IDEC 2013 version 1.0.docx which has a list of curriculum and other references which you might want to use.

Another information source of information on the DVD is the folder titled Curriculum Parent Program Information where we provide the driver education teacher with examples of parent/student participation in driver education including PowerPoint presentations from a few high schools in Illinois. Also included is information provided by the Illinois Secretary of State in regards to Graduated Driving License program in Illinois.

Finally there is a folder titled The Driving Zone 2 Andy Pilgrim Foundation which contains 3 files relating to how one can use *The Driving Zone 2* DVD clips whether you are using *Drive Right 10th Edition*, *Drive Right 11th Edition*, or *Responsible Driving* textbooks. The clips may provide you with excellent examples of driving situation and provide you with talking points. They are not meant to be a substitution for any section written into the book.

Happy teaching!!!!!!