Core Competencies and Key Skills for Driver Education Programs in Missouri High Schools

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CORE COMPETENCIES AND KEY SKILLS FOR DRIVER EDUCATION PROGRAMS IN MISSOURI HIGH SCHOOLS

The fundamental goal of driver education is to prepare individuals to operate motor vehicles legally, safely and responsibly in the complex environment of our streets and highways. Numerous competencies and skills must be mastered to reach that goal. In addition to mastering the physical and mental skills of safe driving, students must acquire the knowledge, and develop the attitudes and behaviors necessary to assuming the social and financial responsibility associated with operating motor vehicles. Students who master the competencies and skills in this publication will achieve the goal.

This publication contains competencies and skills -- learner outcomes -- which can be used as the framework for developing effective driver education curriculum. The competencies and skills, when organized into coherent units of instruction, taught using proven techniques, and assessed regularly for mastery, can help assure that the goals of driver education are achieved.

ORGANIZATION AND ADMINISTRATION OF DRIVER EDUCATION PROGRAMS

Organizing driver education programs for effective instruction requires attention to many issues, some common to all programs and some unique to driver education. Following are discussions of the most common issues which must be addressed. (Refer to Appendix A for definitions of terms commonly used in discussing driver education and related issues.)

Teachers - Missouri statutes require all public school teachers, including driver education teachers, to hold current, valid certificates for their assignments. Districts which fail to employ qualified driver education teachers are violating state law and jeopardizing their classifications as well. Driver education teachers should be encouraged to participate in constructive professional development opportunities regularly and purposefully, and their participation should be supported.

Students - All students should have an equal opportunity to receive both classroom and laboratory instruction in driver education during the semester when they have just reached or are closely approaching the legal driving age. Handicapped or disabled students have a legal right to all services and programs available to all other students. Virtually all handicapped or disabled students can successfully complete a driver education course. School districts must anticipate and be prepared to make any modifications or adaptations to the classroom instruction and the automobile used for driving practice that may be necessary to accommodate handicapped or disabled students.

Compliance with Statutes - The statutes, regulations and procedures relating to permits and licenses and to motor vehicle operation, in general, change frequently. Several weeks before classes begin, the teacher(s) should obtain the latest available revisions to all relevant statutes; take steps to comply with those relating to student permits and driving instruction; and, be sure the curriculum is up-dated to reflect current laws and regulations.

Fees - The Missouri Supreme Court has ruled that public education is to be "gratuitous" as provided in the Constitution, and that fees may not be charged for courses which are offered for credit as part of a public school's curriculum. The necessary financial support for driver education as a credit course within the curriculum must come from sources other than student fees.

National Conference on Safety Education Standards - Driver education courses should be planned and organized to meet the standards of the National Conference on Safety Education. Programs which meet the standards may be generally recognized at the state and national levels and by insurance companies which give discounts on premiums for students who have completed a driver education course. The standards require each student to participate in at least 30 hours of classroom instruction; at least 12 hours of observation; and at least 6 hours of behind-the-wheel driving practice. The 12-hour observation standard can be met by riding as a passenger during on-street driving instruction; viewing simulation films; or by riding as passenger during driving range practice. Two hours of

viewing simulation films or observing as a passenger on a driving range count as one hour toward meeting the observation requirement. The six-hour practice driving standard can be met by six hours of on-street practice or a combination of at least three hours of on-street driving practice together with practice in a driving simulator and/or on a driving range. Four hours in a simulator or two hours on a driving range count as one hour toward the required six hours of driving practice. A sample worksheet for recording and monitoring students' class time, observation time and practice driving time is included in Appendix B.

Credit Courses - Generally, driver education courses will meet one class period daily (approximately 50 minutes) for a semester and be eligible for one-half unit of credit. Half-unit courses can meet the National Conference on Safety Education standards with most or all of the driving practice completed during scheduled class time. Inevitably, some before- or after-school practice driving time must be planned to ensure that all students not only receive the minimum required practice, but receive as much as they need to master the essential driving skills.

Courses eligible for one-fourth unit are required to meet all the National Conference on Safety Education standards, except that students are required to complete only 30 hours of classroom instruction. It is quite difficult to meet the standards in a one-fourth unit course, meeting daily for an academic quarter (nine weeks). Most of the practice driving must planned for before or after school, on weekends or during class members' study hall periods, often extending over an entire school year. Because of this, the Department of Education will approve one-fourth unit courses only on special request.

Class Sizes - There are no specific minimum or maximum class sizes. Class sizes are dictated by the availability of practice driving equipment and facilities and availability of students for before or after school driving practice. In a one-teacher program with only one practice driving vehicle, and in which virtually all practice driving must be accomplished during scheduled class time, class sizes must be limited to ten (10) or fewer students. Otherwise, there are too few hours available to meet the National Conference on Safety Education standards. Programs with two or more teachers; simulators; or driving ranges can be considerably more flexible, and class sizes may be larger. The most important consideration in determining class size is providing enough practice driving time to ensure that all students can meet the national standard and that every student has enough practice time to master the essential driving skills.

INSTRUCTIONAL APPROACHES

The Missouri Department of Elementary and Secondary Education strongly advocates that all curriculum and instruction be outcomes driven. Outcomes driven programs have the following characteristics:

(1) Course outcomes (competencies and skills) are clearly stated and communicated directly with students and their parents.

(2) All instruction is carefully planned to ensure that students master the outcomes as stated. All materials are carefully selected because of their alignment with the outcomes -- all assignments are directly related to mastering one or more outcomes.

(3) Teachers use "mastery learning" strategies to ensure a high degree of mastery by all students. Students take frequent formative assessments (tests or demonstrations of skills), and those who do not demonstrate mastery are retaught using alternative strategies and materials until that can demonstrate mastery.

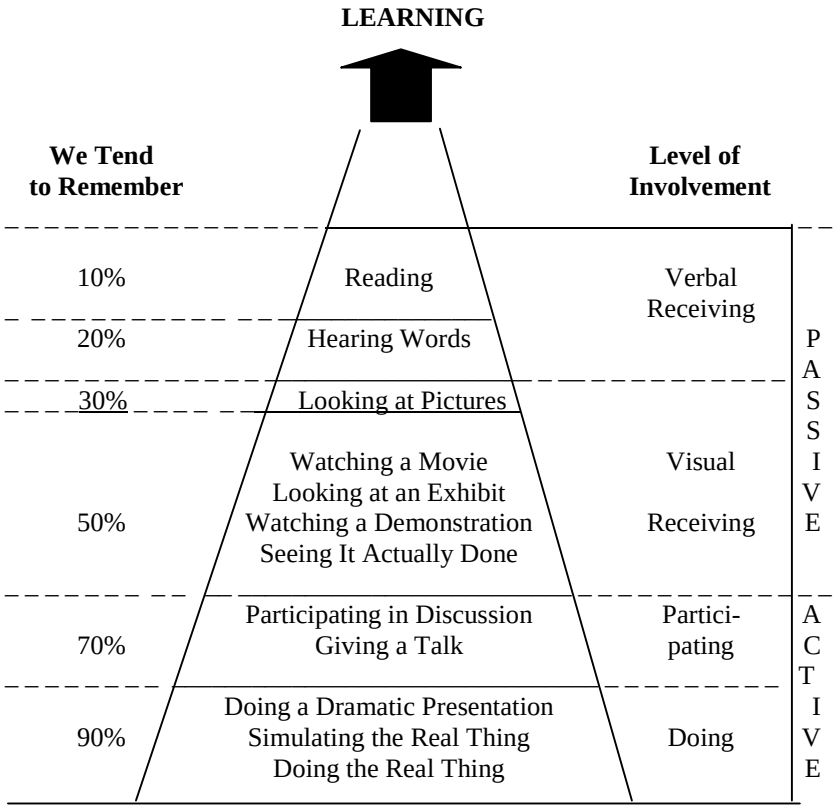
(4) All formative and summative assessments are aligned as closely as possible with the related outcome(s). For example, if an outcome indicates students will "explain the steps in securing a vehicle," the formative and summative assessments should provide for students to explain the steps, orally or in writing, with explanations judged by the teacher. If an outcome indicates students will "decide when headlights should be turned on," students should be given, orally or in writing, descriptions of several circumstances and asked in each case to indicate whether the headlights should be turned on.

(5) Grades are not based on averages of practice work and tests or demonstrations, but rather only on mastery tests and demonstrations. Averaging results of practice exercises and formative assessments with mastery assessments distorts the real achievement of students.

INSTRUCTIONAL STRATEGIES

Effective teachers utilize a variety of strategies which address all three major learning modalities: visual, auditory and kinesthetic.

The following chart illustrates the relative effectiveness of several typical learning activities.



Following are descriptions of some activities which teachers can use with considerable effectiveness in a driver education program.

Independent Study - Students enter driver and safety education with varying attitudes, backgrounds, experiences and capabilities related to driving and traffic safety. Therefore, each student needs a different kind of driver and safety education. Most teachers find that the time allotted to driver and safety education within the total curriculum is insufficient for accomplishing the all the objectives of the course. Independent study assignments can help solve both problems.

Driver and safety education requires that a broad body of cognitive, affective and psychomotor skills be acquired and developed within a relatively short time. This reality demands a high level of efficiency in the use of time. Independent study assignments can help improve efficiency by: allowing the course to meet individual needs and interests; allowing class time to be used for "group learning" activities; and enriching and expanding learning opportunities.

Reading and Writing Assignments - This activity is suggested on the assumptions that: (1) students can profit by selecting and reading textbooks, magazine articles, booklets and pamphlets on traffic safety; and (2) requiring them to write a brief annotation and evaluation of the reading increases their retention rate and helps develop critical thinking skills.

Assignments Requiring Decision-Making Skills - Since the decision-making is a critical element in safe driving, driver education programs should purposely include instruction in decision making and provide students to practice their skills in the relatively safe environment of the classroom. For example, the teacher may provide a destination together with information about driving conditions and traffic patterns, and ask the students to select the best route of travel. Other activities might relate to supporting traffic safety legislation, purchasing car insurance, or using the family car. Students will learn to select alternatives in a consistent and systematic way by examining the consequences of the choices for both the individual and society. Students learn self direction and self discipline best by having the opportunity to face problems, explore alternatives, and assess the consequences before making and implementing decisions.

Projects - Project assignments can be stimulating and meaningful experiences for students, especially if the teacher successfully challenges ingenuity and originality. Teachers sometimes find it necessary to suggest a list of projects from which students may choose, and at the same time encourage additional original ideas.

As with any teaching technique, certain limitations exist, but the effective teacher works at overcoming them. Not infrequently, the project becomes an end in itself; thus, the student learns only to build a model, construct a chart, or conduct a survey. To avoid this situation the wise teacher encourages students to focus attention on the implications of the project and its underlying data for improving driver behavior or other aspects of the system.

Students need to understand and appreciate the purpose of their activities. Motivation increases when they know something worthwhile will result from their efforts. Culminating activities take many forms, but certainly each student or group should at least report their project outcome to the class. Outstanding reports could then be exhibited to other school and community groups.

Lecture/Demonstration and Discussion - Lectures should explain a process, introduce a new topic, show how something is done, or summarize what has been learned. The competent teacher lectures only enough "to explain" and does not require the learners to absorb a lot of information which may be irrelevant to the achievement of the immediate task or question. The real genius lies in offering just enough ideas to meet the situation or set the stage for student activities.

Group Discussions - A group discussion is an activity in which students take a part in examining a problem in an organized way. The primary purpose is not to acquire new information, but rather to form generalizations and cultivate new insights and values. The teacher makes certain that students have acquired at least a certain minimum of prerequisite knowledge, defined the area of discussion, and posed relevant questions. The teacher (or a student leader) plays the role of moderator, relating student comments to one another and to the central problem so that a sequence of learning is maintained.

The teachers should generally refer student questions to the group for their consideration rather than rushing in with ready-made answers. The teacher maximizes student participation and avoids making any obvious effort to impose his generalizations and values on the group. Ideally, the group develops the generalizations and arrives at a new position by analyzing the consequences of alternative experiences and conflicting positions. The group, under the direction of the teacher, tries to reach a consensus, but if this is not possible, at least the differences are clarified.

Role Playing - Role playing provides an opportunity for cultivating attitudes as well as for knowledge acquisition. Two or more students act out a situation relating to a problem which the group is discussing. For the most part, conversation is spontaneous, which tends to bring out feelings and attitudes which otherwise might not appear. For example, if one of the students has previously displayed hostility toward law enforcement officers, the teacher could arrange for him to play an officer's role. The student's hostility may be reduced after perceiving the officer's role from a different point of view. Under proper guidance, this technique can effectively dramatize different viewpoints in a way that promotes better individual and group understanding of interpersonal problems.

Games - As a change of pace, games can be devised in which the students face some traffic related decisions which they will face in later life. For example, the format from one of the currently popular television quiz shows could be adapted to classroom use. Students will quite likely derive the greatest benefit from the thinking and study necessary to formulate good questions. The interest and motivation stimulated by the competition involved in this technique may be used to good advantage by the imaginative teacher.

Panels - If the primary purpose is to present information--often controversial--from several points of view, the panel technique is appropriate. The active panel members usually benefit most by the experience, but the thinking of other students can also be stimulated and clarified by the formal presentation and the ensuing discussion.

Traffic Situation Analysis - Analyzing pictures (still or moving) or drawings of traffic situations will help students develop perceptual, predictive and decision-making capabilities. Since driving is basically a decision-making process which is dependent on perceptions and judgments, adequate visual training is a necessity. A visual training program is not difficult to implement. Some diligence and ingenuity are required but a good program is well within the average teacher's abilities. Perceptual information can take any form; numbers, letters, words, traffic signs, or traffic situations. Most students will be able to pick out three or four pieces of information without visual training. This is the level to begin training to increase visual perception. This information can be presented through slides, video tapes, computer software, or graphic illustrations developed by the teacher or students or obtained from an outside source. The class as a group, or students working independently, view the situation with a problem-solving attitude, looking for cues that require the driver to adjust his speed or position.

Traffic situation analysis tends to stimulate interest, discussion and further study. In addition to improving the ability to identify, predict and select appropriate courses of action, many opportunities arise for teaching traffic laws and other segments of content in a meaningful setting.

Case Studies - Good teachers capitalize on the initial interest created by a situation, using it as a means of developing or discovering important generalizations. One of the most important objectives in driver and safety education is to develop the ability to sense a hazardous situation. Possibilities for increasing this ability exist in having students analyze case studies. Cases should involve drivers whose ages match those of the students, so they can identify with the characters in the situation.

Like any other technique, effectiveness of the case study technique depends largely on how the process is handled. Teachers should try different ways of using the technique in an effort to achieve all the learning possible. Further experimentation, with built-in evaluation, is needed to evaluate this and other devices for achieving the objectives of driver and safety education.

Field Trips - Cost and time problems prohibit frequent field trips for an entire class. Because of this, teachers may assign trips to individuals or small groups. Whether the whole class or a small group takes the trip, the teacher should help them prepare for the type of experience they can expect to encounter. A guide, which includes questions and problems developed jointly by teacher and students, helps ensure a rich educational experience. Pooling experiences and discussing ways to improve future trips culminate the activity.

Resource Personnel - Since the content of driver and safety education includes information from many disciplines, the teacher of this subject cannot be an expert in every area. Police officers, traffic engineers, insurance representatives, science teachers and other resource persons can help extend classroom learning. However, the responsibility remains with the teacher to ensure a profitable experience for the class. Careful planning and preparation are essential to effective use of resource persons. Some elements are the effective use of resource persons are:

> Identify one or more learning outcomes which the resource person can address effectively and communicate them to the speaker in advance.
>
> Know the speaking capabilities and philosophy of the specialist before issuing an invitation. You can turn off a poor video, but not a guest speaker.
>
> Schedule well in advance so everyone concerned has sufficient time to prepare.

Carefully delineate the types of information you desire included in the presentation. Most speakers will appreciate this information.

Prepare the students for the visitor. Outline what they can expect to learn, and ask them to prepare questions for the speaker to answer.

Follow up the visit by reviewing, summarizing and evaluating the session. The visit may stimulate interest in a related job or an activity.

Promote correlated learning by having students introduce the speaker and write the thank-you note.

Utilize the public relations value of this technique by notifying the public information media.

Psychophysical Tests - In most driver and safety education courses, teachers use devices to test psychophysical factors that affect the safety and quality of driving. The teacher must realize that, in general, the test scores do not give complete, professional measurement of the physical characteristics tested. Moreover, the teacher does not have the competence or authority to diagnose physical defects. Nevertheless, tests may furnish preliminary indications that more detailed, accurate and professional measurements should be made. For example, such preliminary tests may reveal possible eye defects. The school has a legal and moral responsibility to make a reasonable effort to determine a student's physical fitness before placing him behind the wheel of a car in traffic. In many schools the nurse already has health information on students that will be valuable to the driver education teacher.

In addition to performing a screening function, psychophysical testing devices also serve an educational function. Tests are especially effective in stimulating interest which can be used to emphasize how one can learn to compensate in driving for limitations. Studies show that certain physically handicapped groups have better driving records than the average driver simply because they are aware of their deficiencies and have learned how to compensate for them. These tests serve to show beginners that the other highway users they will meet on the road vary in physical ability. Full appreciation of this fact encourages drivers to be prepared for unsafe behavior by others due to physical impairments.

Simulation - Simulation is a planned learning experience designed to increase the students' skills and make them more knowledgeable citizens in traffic. Simulation helps strengthen the bond between knowing and doing.

From model driver compartments, students view programmed films or videos which depict a broad range of driving situations and stimulate student involvement and reactions. The reactions are electronically recorded and fed back to the students and instructor for evaluation. The teacher can obtain constant, immediate, and accurate information of student progress under controlled conditions.

Simulation recognizes multi-sensory experiences as being generally superior to singular-sensory experiences. The components of the simulation unit include: (1) the trainers--which resemble the driver's side of a car and contain working automotive parts; (2) films or videos--which give simulated experiences in which actual responses are demanded; and (3) a console which houses the power controls and information panels which show the correlation between the student's actual movements and the correct reaction to a specific filmed sequence.

The simulator program is composed of a basic film series which presents fundamental skills and then allows the instructor to progress through a planned, logical sequence of instruction into more advanced and complex situations. Each film or video is programmed and is a complete unit within itself. The simulator program allows for flexibility of use with individual students or groups for review and re-education.

Simulation provides for continuous, immediate, and accurate progress by direct indication of specific driving errors. It also allows for appropriate corrective action and maintains a cumulative performance record.

Behind-the-wheel Instruction (BTW) - The primary purpose of BTW instruction is to help students develop further understanding of concepts taught in the classroom. It is the laboratory phase of the driver and traffic safety education course and is a valuable aid in the formation of desirable attitudes and sound driving habits.

Practice driving lessons enable the teacher to teach a variety of manipulative and perceptual skills and provide information related to the learner's intellectual, social and emotional traits. During this phase of instruction, students frequently reveal strengths and limitations that the teacher would have difficulty discovering in the classroom.

The wide scope of learner outcomes and the limited instructional time per student demand an extremely efficient learning situation and a high degree of teaching ability with emphasis on exacting instruction.

The single-car plan is the traditional approach using one teacher, one car, and not more than four, nor less than two students per car. If at all possible, at least three students should be assigned to each vehicle in operation during a given period.

Short frequent periods of instruction are more effective than long, infrequent sessions. Beginning students require more guidance during the early phases of instructions. They should be given more opportunity to perform on their own as their proficiency increases. Students must be allowed to progress at their own rate, based on observed mastery of skills.

The instructor's prime responsibility is to provide for the safety of students and others in the driving environment. There may be occasions when it will be necessary to take control of the automobile by use of the dual brake, the steering wheel, or both. The manner with which the instructor takes control, the conditions, and frequency will affect teacher effectiveness. The teacher's judgment is critical. The teacher should be in a position to assume control any time and must use defensive driving techniques just as though he or she were driving.

Observation - Observing and evaluating fellow students and other drivers affords excellent learning opportunities. These opportunities can be used to good advantage by the instructor and students if the instructor urges the observers to identify themselves with other drivers and imagine they are operating the vehicle. The observers should be asked to scan the traffic and highway events which might be important to the driver in each situation. This type of program can be an essential element in the visual training of students. Also, by thinking through the situation which confronts the driver, planning how they would react, and comparing their decisions to the driver's they will be learning along with the driver.

Student observers may be asked to record examples of safe and unsafe driving behavior which they see during the BTW instruction, simulator instruction, and multi-vehicular driving range instruction.

COMPETENCIES AND SKILLS FOR DRIVER EDUCATION IN MISSOURI SCHOOLS

COMPETENCY I -- TRAFFIC LAWS AND REGULATIONS

The student will be able to demonstrate knowledge of laws and regulations of the streets and highways that pertain to driving.

The student will:

A. Identify the legal requirements associated with each operator's license and permit and list the requirements and restrictions of each.

1. Compare the student instruction permit, the temporary instruction permit and the motor cycle permit.
2. Identify the differences among the different classes of licenses.

B. Identify the legal requirements associated with vehicle titling, registration, and inspection.

1. Identify the procedure for titling the vehicle.
2. Know the procedure for vehicle registration.
3. Know the procedure for annual vehicle inspection and know why the items are checked.

C. Know the legal aspects of financial responsibility and reporting accidents.

1. Explain the proper procedure to be followed when involved in various traffic accident situations.
2. Explain the procedure to follow when approaching the scene of a traffic collision as the first person.
3. Explain the procedures to follow when approaching the scene of a traffic collision as a passer-by.
4. Explain the current Missouri financial responsibility law and how individuals must comply with it.

D. Demonstrate knowledge of the legal aspect of using alcohol and other drugs.

1. Summarize the laws which apply to the use of alcohol and other drugs while driving or riding in a vehicle.
2. List the civil, criminal, and financial consequences of being convicted of violating each law.

E. Know and understand the meanings of traffic signs, signals, markings and conventions.

1. Associate traffic sign shapes and colors with their purposes and make proper driver reactions when confronted with them.
2. Associate specific traffic signals with their purposes and comply with them properly.
3. Associate specific pavement markings with their purposes and react correctly while driving.
4. Know the rules and conventions on right of way and follow them while driving.

F. Explain the legal requirements with respect to occupant restraints, follow them while driving and insist that passengers follow them also.

COMPETENCY II - THE DRIVING TASK

The student will safely and proficiently perform the skills required for the basic driving tasks.

A. Demonstrate pre-start procedures.

1. Explain the importance of checking various elements in a pre-entry check procedure.
2. Describe and demonstrate proper adjustments or corrective actions for identified problems.

B. Demonstrate starting procedures.

1. Explain the importance of checking various items in a vehicle prior to starting it and putting it into motion.
2. Explain and demonstrate the appropriate adjustment or corrective action for each identified problem.

C. Demonstrate proper execution of the following driving skills:

1. Entering and exiting the flow of traffic
2. Backing
3. Changing lanes
4. Lane placement
5. Left turns
6. Parking maneuvers
7. Passing maneuvers
8. Right turns
9. Speed control
10. Stopping

D. Demonstrate and explain the importance of each step in properly securing the vehicle.

COMPETENCY III -- ENVIRONMENTAL CONDITIONS

The student will demonstrate knowledge and understanding of environmental conditions that affect driving and how to react to them.

The student will:

A. Understand the natural forces that affect driving.

1. Analyze the effects of gravity upon a vehicle when driving on hills.
2. Define kinetic energy and explain how it affects the handling of the vehicle.
3. Define friction and explain how it affects the vehicle's ability to stay in control.
4. Explain the effects of increasing speed upon friction, stopping distance, and force of impact.
5. Define and explain the components of force of impact and how they affect the vehicle and its occupants.
6. Cite the advantages of using occupant restraints.
7. Explain the effects of centrifugal force upon the vehicle and its occupants.

B. Recognize the factors that influence traction as well as control and cornering.

1. Describe the effects of improperly inflated tires upon traction with varying road surfaces.
2. Describe appropriate actions in right and left skid situations.
3. Analyze and explain the difference between controlled and uncontrolled braking in an effort to maintain control of the car.
4. Determine how to start, stop, and steer during inclement weather.

C. Know the demands that atmospheric and environmental conditions make on driving patterns.

1. Decide when headlights and parking lights should be turned on and which should be used in various situations.
2. Be able to explain how to compensate for headlight glare.
3. Decide how to adjust to various night driving conditions.

4. Explain how to drive at the beginning of a rain storm as well as a heavy downpour.
5. Explain and/or demonstrate how to dry out brakes when they become wet after going through deep water.

COMPETENCY IV -- ALCOHOL AND OTHER DRUG AWARENESS

The student will demonstrate knowledge of the effects of alcohol and other drugs on driving and the problems relating to alcohol and other drug use, and demonstrate positive decision making skills with respect to alcohol and other drug use.

The student will:

A. Understand why alcohol is considered a drug.

1. List the psychological and physical effects of alcohol use and compare and contrast the effects with those of other drugs.
2. Explain how each psychological and physical effect of alcohol affects driving performance.

B. Describe the physical and psychological effects of various prescription drugs and illegal drugs on drivers' ability to perform.

C. Identify and describe the most effective known measures which have been implemented to reduce the problem of driving under the influence of alcohol and other drugs in the United States.

D. Understand the physical, social and financial implications of alcohol and other drug use in society.

1. Describe the relationship between alcohol and other drug use and accidents, particularly motor vehicle accidents.
2. Assess the nature and extent of problems associated with using alcohol and other drugs while driving.
3. Describe the consequences of substance abuse in society -- i.e., accidents, illness, loss of life, dissolution of families, physical and psychological abuse in families, and economic loss.
4. Discuss reasons why teenagers cannot be responsible users of alcohol and other drugs.

E. Contrast positive and negative peer pressures, and analyze their relationship to alcohol and other drug use and abuse among teenagers.

COMPETENCY V -- TRAFFIC INTERACTION

The student will demonstrate knowledge and decision making skills related to proper interaction with traffic and coping safely in routine and emergency driving situations.

The student will:

A. Demonstrate the ability to use proper procedures and adequately judge the time-space gaps necessary to pass vehicles, make turns, and stop.

1. Explain and demonstrate the correct procedure for overtaking/passing another vehicle.
2. Explain the possible hazards associated with passing and being passed and identify the ways to minimize conflicts.
3. Identify potential conflicts at intersections and select methods for reducing risks.
4. Demonstrate correct procedures for making right and left turns onto and from one- and two-way streets and two and four-lane streets.
5. Demonstrate correct procedures for stopping the vehicle.

6. Describe the types of freeway driving and know how to compensate for problems associated with freeways.

B. Develop the skills of separating and compromising with traffic.

1. Explain techniques for avoiding potentially hazardous situations.
2. Given examples of emergency driving situations, describe how to react and maintain control of the vehicle in each one.

C. Recognize and respond correctly to special problems presented by other street and highway users, including: people walking or jogging, bicycles, motorcycles, recreational vehicles, trailers and towed vehicles, and others such as children on sleds, skates and skateboards.

D. Add railroad crossing ...

E. Demonstrate perceptual skills as expressed by the Smith System of Driving Perception and the Identify, Predict, Decide, and Execute (IPDE) System of Driving.

F. Understand and follow recommended following distances and visual search patterns.

1. Identify the factors in maintaining an adequate space cushion.
2. Identify the methods of establishing proper following distances and demonstrate their use.
3. Demonstrate the proper visual search procedure by looking at distant sources of traffic information.

G. Identify the significant human emotions, attitudes and physical conditions that may affect driving and explain the effects of each.

COMPETENCY VI -- CONSUMER AWARENESS

The student will demonstrate knowledge and decision making skills needed to be an effective consumer.

The student will:

A. Know how to select, insure, and maintain a vehicle.

1. Given a specific budget and needs, select an adequate vehicle.
2. Given a description of personal circumstances and a list of types of auto insurance, determine which are required by law and which are needed for the economic protection of the individual described.
3. Describe the preventive maintenance necessary for proper mechanical operation of a vehicle.

B. Identify and demonstrate ways to conserve fuel such as attitude, driving techniques, trip planning, vehicle choice, etc.

C. Recognize the need for vehicle safety devices such as occupant restraints, air bags, padded dash, energy absorbing components, etc.

D. Recognize the career possibilities within the highway transportation system.

APPENDIX A

GLOSSARY

Safety Education	Safety Education is the process of utilizing administration, instruction, and protection of life in a comprehensive program designed to conserve human and material resources. The learning environment provided is such that school enrollees may acquire knowledge and behavioral patterns for safe and effective living that will reduce accidents, injuries and deaths.
Driver Education	A course of study provided by a school system or an institution of higher education that is designed to develop safer and more efficient drivers which in turn will be a continuing factor in the reduction of vehicular accidents, injuries, deaths and property damage.
Classroom Instruction	Formal small and/or large group instruction with a certificated teacher.
Laboratory Instruction	Instruction which provides students with opportunities for traffic experiences.
Behind-the Wheel (BTW)	Actual on-street or multi-car range driving time by a student while under the direct supervision of the teacher.
Psychophysical Testing	The measurements of the student's level of proficiency in certain areas of physical skills and abilities.
Dual Controls	Devices which allow the instructor override control of the automobile while a student is driving.
"30-12-6" (Minimum Program)	This is the minimum program approved by the State Department of Elementary and Secondary Education for credit. This refers to the 30 hours of classroom instruction, 12 hours observation time and 6 hours behind-the-wheel for 1/4 unit.
Simulator	An electromechanical device designed to represent the driver's compartment of the automobile. Through the utilization of films, it attempts to develop judgment, behavioral responses, and manipulative skills. This device is designed as a teacher aid and will not perform the instructional tasks unless coordinated and planned instruction is provided by the teacher.
Driving Range	An off-street area on which several cars are used simultaneously to provide laboratory instruction under the supervision of one or more teachers. One teacher may instruct several student drivers in different automobiles by the use of one or more types of electronic communication equipment.
Adult Program	Driver education program usually offered to unlicensed persons over the age of 16 years who are not regularly enrolled in an accredited secondary school.

For more definitions, consult the National Conference on Safety Education's Dictionary of Safety Education Terms.

			Actual Hours	
			1/4 Unit	1/2 Unit
CLASSROOM	Classroom Instruction			
		TOTAL		
	Minimum Time Requirement		30 Hrs.	60 Hrs.

			Time Ratio	Actual Hours	Prorated Hours	
					1/4 Unit	1/2 Unit
LABORATORY	OBSERVATION	On-the-Street (minimum 6 hrs.)	1:1			
		Simulation	2:1			
		Driving Range	2:1			
			TOTAL			
		Minimum Time Requirement			12 Hrs.	12 Hrs.

			Time Ratio	Actual Hours	Prorated Hours	
					1/4 Unit	1/2 Unit
LABORATORY	DRIVIN	On-the Street (minimum 3 hrs.)	1:1			
		Simulation	4:1			
		Driving Range	2:1			
			TOTAL			
		Minimum Time Requirement			6 Hrs.	6 Hrs.

TOTAL CLASSROOM AND PRORATED LABORATORY TIME			
TOTAL MINIMUM TIME REQUIREMENTS		48 Hrs.	* 90 Hrs

* Twelve additional hours must be given in one or more of the above to make a minimum of 90 hours.