

**CKSD Curriculum  
Unit Template  
9<sup>th</sup> Grade Driver's Education  
Suggested Length of Unit - 7-8 Days  
Instructor: Mr. Burket**

Unit title and short description

- CH.1: Driving and Mobility – Students will be introduced to the benefits of Driver's Education as well as the risks and cost involved with driving.

Major Academic Standards Addressed

- 14.1.A: Identify and explain traffic laws related to safe driving.
- 14.1.B: Identify and explain laws that relate to responsible use of a vehicle.
- 14.1.C: Describe the Pennsylvania licensing procedures.

Concepts – Content —**What students should know**

- Benefits of Driver's Education course
- Parts of the Highway Transportation System
- Risks and Costs of Driving

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Describe the knowledge and ability you can gain from a driver education course
- Name the 3 parts of the HTS and explain how it is regulated
- Identify ways you can reduce risk when driving
- List various costs of motor vehicle use

*Essential Questions – meant to challenge study to ponder, question and query*

- How can a driver's education course help you become more aware of risks and costs of operating a motor vehicle?
- *What are the foundations of effective driving?*

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Worksheet
- PSA – Benefits of Driver's Education
- Chapter Test

*Best Instructional Practice(s):* Numerous learning strategies and activities will be used throughout this chapter in order to provide the students with various instructional methods.

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- Chapter 2: Administrative and Traffic Laws - Students will be introduced to various administrative laws including rules of the right-of-way, speed limits, and driving while impaired.

Major Academic Standards Addressed

- 14.1.A: Identify and explain traffic laws related to safe driving.
- 14.1.B: Identify and explain laws that relate to responsible use of a vehicle.
- 14.1.C: Describe the Pennsylvania licensing procedures.

Concepts – Content —**What students should know**

- Regulation of administrative laws
- When to yield the right-of-way
- Various kinds of speed limits
- Define DUI, DWI, and willful and wanton laws

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Identify the procedures that are regulated by administrative laws.
- Identify when you should yield the right-of-way to other drivers.
- Define the meanings of fixed and advisory speed limits.
- Define the meaning of the terms: implied consent, aggressive driving, and vehicular homicide.

*Essential Questions – meant to challenge study to ponder, question and query*

- What actions can lead to suspension or revocation of my driver's license?
- Under what conditions do posted speed limits not apply?
- How do you recognize high-risk behavior behind the wheel?

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Worksheet
- Poster
- Chapter Test

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- CH. 3: Signs, Signals, and Pavement Markings - Students will be introduced to the various types of traffic signs and pavement markings in the HTS.

Major Academic Standards Addressed

- 14.1.A - Identify and explain traffic laws related to safe driving

Concepts – Content —What students should know

- Regulatory and Warning Signs
- Guide and International Signs
- Pavement Markings
- Traffic-Control Devices

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Identify shapes and colors of the various types of signs.
- Describe the actions to take at each of the various signs.
- Identify the meaning of yellow and white lane markings.

- Describe the different meanings and responses to traffic signals.

*Essential Questions – meant to challenge study to ponder, question and query*

- What features of traffic signs help you understand what its purpose is?
- What should you do if you are unsure of the meaning of a traffic sign?

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- New Signs Activity
- Chapter Test

*Best Instructional Practice(s):* Numerous learning strategies and activities will be used throughout this chapter in order to provide the students with various instructional methods.

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- Chapter 4: Systems and Checks Prior to Driving – Students will learn about their vehicle's various systems and checks that should be made before driving.

Major Academic Standards Addressed

- 14.2.A - Identify and describe the pre-trip inspection outside the vehicle.
- 14.2.B - Identify and describe the pre-trip preparation inside of the vehicle.
- 14.2.C - Identify and assess the purpose of modern vehicle technology.

Concepts – Content — **What students should know**

- Various vehicle operating systems
- Features that are designed to protect passengers
- Outside and inside checks that should be made before driving

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Describe the devices that allow you to control the vehicle.
- List the features that aid in visibility and communication to other drivers.
- Describe the pre-trip checks to be made before and after entering the vehicle.

*Essential Questions – meant to challenge study to ponder, question and query*

- Where are the controls for the various operating systems in my vehicle and how do I use them?
- What can I do as a young driver to make sure I don't forget to perform vehicle checks?

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Packet
- Dashboard Drawing
- Chapter Test

*Best Instructional Practice(s):* Numerous learning strategies and activities will be used throughout this chapter in order to provide the students with various instructional methods.

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Unit title and short description

- Chapter 6: Basic Maneuvers – Students will learn about the procedures for executing basic driving maneuvers.

Major Academic Standards Addressed

- 14.2.D - Describe and explain the proper application of basic driving skills.
- 14.3.C - Identify traffic situations and develop avoidance strategies.

Concepts – Content — **What students should know**

- Steps for moving in and out of traffic
- Procedures for making right and left turns
- Making turnabouts
- Tips for parallel and perpendicular parking
- Procedures for passing or being passed

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Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Describe the procedures for moving into and out of traffic.
- Explain the steps needed to execute a right and left turn.
- Identify and describe the different ways to make a turnabout
- Describe how to park both perpendicularly and parallel.
- Explain the conditions and procedures for passing

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*Essential Questions – meant to challenge study to ponder, question and query*

- What judgements should be made before executing these maneuvers?
- How would you park in other areas? (garages/driveways/on a hill)

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Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Packet
- Chapter Test

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- Ch. 13: Light and Weather Conditions – Students will examine the effects of light and inclement weather on driving conditions.

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Major Academic Standards Addressed

- 14.5.A - Describe hazardous conditions and their effects on vision, motion, and steering control tasks while driving.
- 14.5.B - Identify challenges of night driving and appropriate responses to them.

Concepts – Content — **What students should know**

- Driving safely in low light and at night
- How to handle bright light and glare
- Minimizing risk in rain and snow
- Various hazardous weather conditions

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Explain how to drive safely in low light and at night.
- Identify strategies for dealing with glare from the sun.
- Explain how to manage visibility, time, and space in rain and snow.
- Describe the risks involved with other hazardous weather conditions.

*Essential Questions – meant to challenge study to ponder, question and query*

- What are the best ways to minimize risk during hazardous weather?
- What steps should you take to prepare for winter weather driving?

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Poster
- Pocket
- Chapter Test

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- Chapter 9: Environments and Traffic Settings – Students will be introduced to the different driving environments and the challenges that each present.

### Major Academic Standards Addressed

- 14.3.B - Describe visual search categories for identifying risk situations.
- 14.3.C - Identify traffic situations and develop avoidance strategies.
- 14.3.D - Analyze the need for divided visual and mental attention from the path of travel to driving tasks, then back to the path of travel for brief periods of time.
- 14.4.B - Identify and describe concerns when sharing the roadway.

### Concepts – Content —**What students should know**

- Factors that affect driving on residential streets
- Challenges of urban and suburban driving
- Special factors presented by multiple-lane expressways
- Dangers that rural roads present

### Objectives – also called competencies in the SAS

#### **What students should be able to do as a result of the instruction**

- Describe the special factors that affect driving on residential streets.
- List ways to manage visibility, time, and space when driving in urban and suburban areas.
- Explain how to manage visibility, time, and space on multiple-lane expressways.
- Identify the special factors that affect driving on rural roads.

### *Essential Questions – meant to challenge study to ponder, question and query*

- How can you apply the basic foundations of driving in different environments?
- Which environment concerns you the most? How will you prepare to handle these challenges?
- Are there similar strategies for driving in these environments?

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Poster
- Pocket
- Chapter Test

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- Chapter 18: Handling Social Pressures – Students will learn about the effects of alcohol and other drugs on driving abilities.

Major Academic Standards Addressed

- 14.6.A - Know legal aspects of alcohol and other drug use.
- 14.6.C - Define and analyze the problem of driving under the influence.
- 14.6.D - Identify and analyze the physiological and psychological effects of alcohol on the driver.
- 14.6.E - Identify and analyze the physiological and psychological effects of drugs.
- 14.6.F - Identify and analyze how alcohol and other drugs affect driving performance.

Concepts – Content — **What students should know**

- Types of alcohol use
- Factors that contribute to the effects of alcohol
- Effects of alcohol
- Other drugs and their effect on driving abilities
- Preventing impaired driving

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Describe the three major categories of alcoholic drinking.
- Explain the effects of alcohol on your vision and driving ability
- Explain how legal and illegal drugs can affect driving ability.
- Define synergism and its relevance to driving.
- Identify ways to prevent alcoholism and drug abuse.

*Essential Questions – meant to challenge study to ponder, question and query*

- *What are a person's responsibilities regarding impaired driving?*
- *What are Pennsylvania's laws about driving impaired?*
- *What can I do to help stop friends and family members from driving impaired?*

Assessments- Assessments should be directly related to the objectives identified for students in this unit.

- Vocabulary/Section Questions
- Worksheet
- Chapter Test

*Best Instructional Practice(s):* Numerous learning strategies and activities will be used throughout this chapter in order to provide the students with various instructional methods.

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Unit title and short description

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Major Academic Standards Addressed

Concepts – Content —What students should know

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Objectives – also called competencies in the SAS

What students should be able to do as a result of the instruction

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*Essential Questions – meant to challenge study to ponder, question and query*

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Assessments- Assessments should be directly related to the objectives identified for students in this unit.

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**Best Instructional Practice(s):** Describe what you believe are the best instructional approaches you would employ in order to help students obtain proficiency on the standards identified in the unit. Develop this descriptor so that a student could understand the process. This can be a narrative.

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Unit title and short description

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Major Academic Standards Addressed

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Concepts – Content — **What students should know**

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Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

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Unit title and short description

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Major Academic Standards Addressed

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Concepts – Content — **What students should know**

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Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

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Major Academic Standards Addressed

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**Concepts – Content —What students should know**

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Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

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Major Academic Standards Addressed

Concepts – Content — **What students should know**

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Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

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Major Academic Standards Addressed

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Concepts – Content — **What students should know**

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Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

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