MARYLAND DRIVER EDUCATION CURRICULUM PREFACE

Driving a motor vehicle is one of the most hazardous and complex tasks that most people will ever perform. In the United States, traffic crashes are the leading cause of death for young people between the ages of 13 and 20. According to Insurance Institute for Highway Safety, over 30.000 people were killed on American roads in 2011. Of those 30,000, 3023 teenagers were between ages 13 and 18.

To prepare new drivers for the challenges of the road, the Maryland Graduated Licensing System (GLS) Law mandates all new drivers, regardless of age, successfully complete a course in driver education that consists of a minimum of 30 hours of classroom instruction and a minimum of six hours of behind-the-wheel instruction before receiving their first non-commercial driver's license. If the new driver is under 25, he/she must also complete a minimum of 60 hours of supervised practice driving. At least 10 of those hours must be at night.

Any new driver 25 or older will be required to log 14 hours of practice driving with an authorized supervising driver, with only three hours occurring at night.

The Motor Vehicle Administration's Driver Education Classroom and In-car Curriculum and the Maryland Skills Log and Practice Guide were developed to help instructors and supervising drivers provide quality driver education and practice that satisfy the requirements of the Graduated Licensing System.

The original Driver Education Classroom and In-car Curriculum and the Maryland Skills Log and Practice Guide were developed by the Highway Safety Center at Indiana University of Pennsylvania. The curriculum was updated and redistributed in 2008 by the American Driver and Traffic Safety Education Association (ADTSEA). Substantial contributions and editorial changes were made by a committee comprised of Motor Vehicle Administration staff as well as members of the Maryland driver education community.

From time to time, the Motor Vehicle Administration will adopt changes to the Driver Education Classroom and In-car Curriculum. These changes will be distributed to driver education schools and will be posted to the Administration's website, www.mva.maryland.gov Driver education schools must ensure their instructors are aware of all changes and use the most up-to-date curriculum.

The information in the Driver Education Classroom and In-car Curriculum is, of necessity, generic in nature and is for general instructional purposes only. Student drivers and their supervising drivers should refer to their vehicle's owner's manual for specific information on their automobile and state motor vehicle law for specific information regarding traffic law and regulation and to obtain the most current information.

CURRICULUM STRUCTURE

The Maryland Driver Education Classroom and In-Car Curriculum guide is divided into nine units of classroom instruction and six hours of in-car instruction. The program was designed to have the new driver start their in-car instruction before completing the classroom work.

Authorized textbooks:

The Maryland Driver Education and In-Car Curriculum was developed to provide novice drivers with the basic knowledge and skills to safely operate a motor vehicle and was designed to be used with one of four approved textbooks:

Drive Right, 10th edition or later, published by Prentice Hall
Handbook Plus, 1999 edition or later, published by Propulsion International, Inc.
How to Drive, 9th edition or later, published by the American Automobile Association
Responsible Driving, 2000 edition or later, published by Glencoe/McGraw-Hill

The choice of textbook is left up to each individual driver education school—any of the four textbooks listed above will meet the requirements of a quality driver education program. Each classroom instructor should receive and use a copy of the *teacher's edition* of the textbook selected by their driver education school. Students may use the textbook during class time to augment material presented in the standardized curriculum. **Students should not be assigned to read at length from textbooks or the Motor Vehicle Administration Driver's Handbook during class time.**

CURRICULUM ORGANIZATION

Units 1 – 9, Classroom Instruction

General Information: The classroom instruction described in the Maryland Driver Education Classroom and In-Car Curriculum satisfies the requirement for 30-hours of classroom instruction mandated by Maryland law. Please note:

- Each student must begin the classroom instruction with Unit 1, which cannot be missed and made up later.
- If a student is absent from any classroom session, except Unit 1, the student must make-up that specific session.
- If a student misses more than 12 hours of classroom instruction, the student must retake all of the classroom instruction, starting with Unit 1.
- Parents, guardians, and/or mentors ***must*** be invited and should be strongly encouraged to attend Unit 1.
- Parents or guardians should also be encouraged to attend other classroom sessions and in-car lessons in addition to the parent orientation.

Each of the nine classroom units begins with the unit title and number. Page two of each unit includes a unit introduction, the approximate time to be devoted to the unit, and information on what the student should do during the unit. Page three of each unit informs the instructor of the materials that are required and what the instructor should review before teaching that particular unit. Beginning with page four of each unit, the curriculum begins with a list of **Performance Objectives**, **Learning Activities**, and **Resources.** The pages immediately following the objectives page contain the **Content Outline, Facts Sheets, Work Sheets and Unit Tests**.

Performance Objectives: state in behavioral terms what the student is expected to do after completing the lessons.

Learning Activities: gives the instructor a choice of suggested activities to accomplish the objectives. These may include leading discussions, showing transparencies, utilizing the Power Point presentation, completing worksheets, showing videos, assigning homework, administering a test, or other learning centered activities.

Resources: include the Power Point slide number, worksheet title, fact sheet title, textbook references by chapter for each of the four textbooks recommended, video titles, and other resources to accomplish the objectives and support the learning activities.

Content Outlines: These include the content necessary to accomplish the objectives and learning activities. The outline is written in sentence format or bulleted with important points. Instructors should convey this content to the class during the lesson. Fact sheets provide additional content information.

Fact sheets: These are included immediately following the corresponding performance objectives and provide additional, important information to support the content outline. Although not required, some fact sheets may be copied and given to the students.

Worksheets: These are included in content and are to be copied and given to the students to be used in class or as homework guides. The worksheets are to be completed and retained by the student and can be used as study guides for the unit tests. Instructors may make Power Point slides of the worksheets. Worksheets are identified by title for use within the unit.

Unit Tests: These are included at the end of each unit and include the test itself, an answer sheet on which the students are to record their answers, and an answer key for use by school personnel when correcting the test. Each student's answer sheet must be retained with other student records for a minimum of three years. The use of the answer sheets provided in the curriculum guide is not mandatory; schools may use a locally prepared form.

Power Point Presentation

A Power Point presentation is provided with the curriculum and supports each unit. Relevant video segments are embedded in the presentation and play in response to a mouse

click on the video screen. The Power Point presentation is intended to be used as a visual guide to organize and enhance instruction and is not to be read verbatim.

Behind-The-Wheel Instruction

Although not mandatory, driver education schools should begin behind-the-wheel instruction before the student has completed the classroom portion of the driver education program. Beginning behind-the-wheel instruction while the student is still attending classroom training provides immediate reinforcement and practice of the concepts provided in the classroom, and allows the student to gain a better understanding of the material that is presented. Students must possess a valid learner's permit before operating a motor vehicle. This includes any driver education vehicle. It is the responsibility of the Instructor to verify that the student has a valid Learner's Permit in their possession before conducting any behind-the-wheel training.

Final Examinations

There are three versions of the final examination. Each version has 50 questions. There is also an answer sheet for the students to record their answers, and answer keys for the instructor to use in grading the final exam. Schools are strongly encouraged to use a mix of tests for each class, to discourage students from sharing answers during the test.

Videos

Required videos segments are embedded in the Power Point presentation at the appropriate places. Any supplemental videos must be approved *in writing* by the MVA prior to use. From time to time the Administration may add or delete videos from the approved list.

Instruction in a language other than English

If a driver education school wants to provide instruction in a language other than English, they must request and receive written approval from the Administration for each specific language before instruction is given. The school is responsible for ensuring that all instructional materials are translated into the approved language and that all translations are accurate and complete. All classes must be taught in only one language and the Instructor and all of the students in that class must be fluent in that language.

PERFORMANCE OBJECTIVES BY UNIT OF MARYLAND CURRICULUM

UNIT 1

Introduce structure of Driver Education, parent involvement, GLS and state licensing requirements. **Approximately 3 Hours.**

1. Describe the stages and appropriate restrictions of the GLS.
2. Define the roles of the driving school, new driver, and parent/mentor in the formal driver education process.
3. Define any law changes that may have occurred since the parent/mentor took driver education.
4. List statistics that define the risks involved for the new driver.

UNIT 2

Introduce student to location and operation of vehicle information, control devices and routine checks and adjustments to be made prior to and after entering vehicle. Approximately 3 Hours.

1. Identify operating space.
2. Follow oral directions and distinguish between left and right.
3. Identify control and information devices in the vehicle in preparation for starting vehicle.
4. Identify and describe location, function and operation of control, communication, safety and convenience devices in vehicle.
5. Demonstrate knowledge of enhanced mirror settings.
6. Identify basic operating components of a vehicle engine.
7. Check levels of necessary vehicle fluids.
8. Demonstrate knowledge of and proper use of protective devices available to occupants of motor vehicles.
9. Identify different styles of steering a vehicle.
10. Describe pre-entry checks to be made around vehicle.
11. Describe pre-entry procedures used after entering vehicle.
12. Demonstrate procedural steps for basic vehicle maneuvering.
13. Demonstrate steps for moving vehicle forward.

UNIT 3

Discuss signs, signals, markings and right-of-way and discuss the purpose of traffic laws. Approximately 3 Hours.

1. Identify color, shapes and meanings of roadway signs.

2. Identify pavement markings and traffic signals.
3. Think what to do in-car with regard to signs, signals and roadway markings.
4. Identify traffic control signals and understand their meanings.
5. Match pictures of traffic signals to their names.
6. Describe actions required of a driver in response to directions.

UNIT 4

Introduce operator procedural and information processing tasks, basic maneuvering tasks, space management, communication and roadway characteristics. Address distracted driving and its effects on driving. Approximately 3 Hours.

1. Understand that driving is a complex task that involves risk and decisions about risk taking.
2. Identify driving risk using photographs.
3. Create posters showing driving risks.
4. Complete an activity that identifies personal risk factors.
5. Describe visual/perceptual tasks required of a river to operate a motor vehicle safely.
6. Demonstrate knowledge of the space management system SEE.
7. Demonstrate knowledge of the search process.
8. Demonstrate knowledge of evaluating the risk process.
9. Demonstrate knowledge of the evaluate process for making an appropriate response to risk.
10. Describe how drivers can communicate their intended moves to other highway users.
11. Describe where, how, when and what a driver needs as part of the process for a space management system and why the 2 second following distance rule is not adequate.
12. Understand the definition of distracted driving and why distracted driving needs to be addressed.
13. Understand the scope of the distracted driving problem.
14. Describe potential distractions that occur outside of a vehicle.
15. Describe potential distractions that occur inside of a vehicle including multiple tasks, cell phones audio systems and vehicle occupants.
16. Understand how to plan to prevent distractions before getting behind the wheel of a vehicle.
17. Demonstrate a summary knowledge of the dangers of distracted driving.

UNIT 5

Introduce operational and information processing tasks, including basic vehicle control, space management, lane changing, turnabouts and parking. Approximately 3 Hours.

1. Demonstrate knowledge of turning at intersections.
2. Describe actions needed to reduce the level of risk when approaching an intersection to improve traffic flow.
3. Describe staggered stops and double stops.
4. Demonstrate knowledge of changing lanes.

5. Demonstrate knowledge of procedure for turning around.
6. Demonstrate knowledge of procedures for: parking on a hill with and without a curb, angle parking, perpendicular parking and parallel.
7. Demonstrate knowledge of procedures for selecting and positioning a vehicle in the proper lane for safe, smooth driving.
8. Describe how to maintain visibility through curves.
9. Demonstrate knowledge of passing and being passed and describe basic maneuvers for using a shared turn lane.
10. Describe the seriousness of the problem of injuries and fatalities associated with head-on crashes.
11. Identify the conditions described by law that regulate passing.
12. Describe the procedures for passing.
13. Describe the proper lane position and techniques when driving in complex driving situations.

UNIT 6

Introduce drivers to procedures and information processing tasks in moderate to high risk environments, emphasizing entering, driving on and exiting the expressway, smoothness of steering, speed control and lane position and selection. Approximately 4 Hours.

1. Describe characteristics of a controlled access, high speed highway commonly called an expressway.
2. Demonstrate knowledge of protective devices incorporated into roadway and roadside structures.
3. Describe various traffic controls encountered in expressway driving.
4. Describe laws and speed adjustments necessary to reduce risk in expressway driving.
5. Describe some advantages of expressway driving.
6. Describe types of interchanges associated with expressway driving.
7. Describe preparation needed before taking short or long trips on expressways.
8. Describe planning considerations of the vehicle, vehicle loading and equipment and personal considerations when driving to a destination that is far away.
9. Describe how to reduce risk when entering an expressway.
10. Describe possible problems when entering an expressway.
11. Describe special characteristics and problems associated with a left onto an expressway.
12. Define “weave lanes” and discuss special problems associated with them.
13. Describe special characteristics associated with driving on an expressway.
14. Describe the best lane of travel to use depending on the situation for expressways.
15. Describe laws and speed adjustments necessary to reduce risk on an expressway.
16. Describe procedures and situations regarding lane changes on expressways.
17. Discuss dangers associated with passing on expressways and strategies to reduce risk when passing.
18. Describe driver’s responsibility when being passed on an expressway.
19. Describe risk reducing strategies for exiting an expressway.
20. Identify possible expressway exiting problems.

21. Describe special roadway conditions that may be encountered on the expressway and strategies to reduce risk when dealing with them.
22. Review the strategies for successful expressway driving.
23. Describe the importance of learning about large commercial motor vehicles.
24. Identify the components that make up a stopping distance and factors that can increase a CMV's stopping distance.
25. Identify the hazards of following a large CMV.
26. Identify "No Zones" around large CMV's.
27. Define "off-tracking" and identify the hazards of large CMV's making left and right turns.
28. List proper procedures for passing and meeting large CMV's on the roadway.
29. List proper procedures for turning in front of large CMV's on the roadway.
30. Describe how to interact with other highway users.
31. Describe the requirements for yielding the right-of-way to emergency vehicles.

UNIT 7

Information about vehicle system functions and malfunctions and what to do if involved in a collision. Approximately 5 Hours.

1. Understand the importance of warning lights/gauges on the dash of the vehicle and what action to take if involved in a collision and what action to take if the warning light illuminates while driving or a gauge indicates a vehicle system malfunction.
2. Describe the correct actions to take in response to driving emergencies caused by vehicular malfunctions.
3. Demonstrate knowledge of the problems associated with reduced visibility such as driving at night, in fog, snow, fog, rain, smoke and glare conditions.
4. 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.
5. Describe the term "hydroplaning" and how it causes loss of traction.
6. Describe characteristics of front wheel and rear wheel traction loss.
7. Describe actions to take in order to return a vehicle to the road surface under control, after having steered or drifted onto the shoulder.
8. Describe actions to take when in a collision.

UNIT 8

Give student an understanding of significant effects of alcohol and other drugs and the effect of fatigue, drowsy driving and emotions on a person's ability to perform the driving task. Approximately 4 Hours

1. Make wise choices and take responsibility in regard to not using alcohol and other drugs when operating a motor vehicle.
2. Relate the scope of the overall alcohol/traffic safety problem.
3. Describe why alcohol is the most commonly used drug and why people drink and or use drugs and drive.

4. Explain the definition of intoxicated according to Maryland law.
5. Describe why a given amount of alcohol may a affect persons differently.
6. Explain ways the body eliminates alcohol and the length of time required for these processes.
7. Explain how alcohol affects the body.
8. Describe the affect of alcohol on space management including, perception, vision, reaction time and risk taking.
9. Describe common signs of the drinking driver.
10. Recognize the physiological and psychological effects of other drugs on the driving task.
11. Describe causes of fatigue and how it affects a driver's abilities.
12. Discuss physical and mental fatigue symptoms.
13. List ways to delay fatigue onset.
14. Describe the kinds of emotions that can affect driving behaviors.
15. Examine the effects of emotions on driving.
16. Describe ways to control one's emotions.
17. Describe how passengers can effect emotions and one's driving ability.
18. Describe aggressive driving and "road rage" characteristics.
19. Examine different degrees of aggressive driving behaviors and describe characteristics of each.
20. Develop strategies for anger management and for responding to aggressive drivers.

UNIT 9

Final Review and Final Exam
Approximately 2 Hours