
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, 3,023 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 driver 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 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**



Maryland Motor Vehicle Administration

Driver Education Classroom and In-Car Curriculum



revised February 4, 2010

Unit Length 3 Hours

Intended Audience

Parents/Driving coach, students

Objectives

At the conclusion of this unit, students will be able to:

1. Explain the policies and procedures governing the driving school and the requirements for completion of the course.
2. Describe the roles and responsibilities of the driving school.
3. Identify the risks and dangers associated with drivers in the United States, particularly young drivers, as well as the laws governing young drivers.
4. Explain car insurance requirements for drivers.
5. Describe Maryland's Graduated Licensing System and its requirements.
6. Compare and contrast risk taking driving vs. safe operation driving and the consequences of each.
7. Define the role of the parent/driver coach.
8. Explain the driving triangle - the three-tiered approach to new driver success through the commitments of the student, parent/driver coach and driving school.

Instructor Preparation

- All students will be registered before class begins
- Assemble material to be given to students during class
- Check all equipment to ensure it is functioning properly
- Have copies of the required MVA resources and approved textbook

Resources

- Textbook (only MVA approved textbooks can be used)
- LCD projector/TV DVD
- Maryland Driver's Handbook
- The Maryland Vehicle Law
- Handouts
 - With Every Right Comes a Responsibility (1-13)
 - HanRisky Behavior Scenarios (1-14, 1-15, 1-16, 1-17)
- Rookie Driver's Skills Log and Practice Book (available at <http://www.marylandmva.com/Resources/SkillsLog.pdf>)
- Rookie Driver Brochure (to be downloaded by student and brought to class; it is available at <http://www.marylandmva.com/Resources/DL-060.pdf>)
- Easel /Flip Chart Paper/Markers
- Unit One test

Unit Introduction

Unit 2 will introduce the student to the location and operation of vehicle information, control devices and routine checks and adjustments to be made prior to and after entering the vehicle. Movement of a motor vehicle, stopping, vehicle operating space, use of signals, speed, intersection maneuvers, and right-of-way, will be reviewed and analyzed.

Goals

Students will:

- Participate in a teacher-led discussion of the symbols used to identify the location and function of the safety, communication, comfort and convenience devices found in motor vehicles. Students will complete worksheets. Students will also be introduced to and discuss the need to conduct pre-driving checks and procedures
- Participate in teacher-led discussion of the operation of safety, communication, comfort and convenience devices using slides
- Participate in a teacher-led discussion of the importance of occupant protection to include proper use of and the life saving value of occupant protection.
- Discuss occupant protection systems that will address the contribution of safety belts to increased survivability in a crash.
- Participate in teacher-led discussion of putting a vehicle in motion, braking and stopping, lane position, backing straight, turns, and moving to and from the curb
- Watch slides to enhance presentation
- Complete Unit 2 test

Time

3 hours

Unit Introduction

During this unit, the discussion of signs, signals, pavement markings and related traffic laws will be limited to those which, in the normal course of events, would likely be encountered during the first one or two hours of in-car instruction.

The student should understand that the purpose of traffic laws is to enable highway users to help predict what other users are going to do. Deliberate or inadvertent failure to follow the rules reduces one's ability to predict actions and increases the chance of a collision.

Review Maryland's vehicle law with students. Put emphasis on obeying traffic control devices and police officers.

Goals

Students will:

- Identify the colors, shapes, and meanings of roadway signs
- Identify pavement markings and traffic signals
- Describe the Highway Transportation System

Time

3 hours

Unit Introduction

Unit 4 will introduce operator procedural and information processing tasks in a low risk driving environment. Basic vehicle maneuvering tasks will include using procedural steps, driver information processing and an introduction to the space management system. The space management system will be used to determine appropriate roadway position, appropriate vehicle speed and appropriate communication with other users. Roadway characteristics discussed will be interaction with intersections, surface conditions and traffic controls.

This unit will also help the student understand the substantial negative effects of distractions on a driver's ability to perform the driving task safely. Research and statistics demonstrate that distractions represent a significant factor in motor vehicle crashes, especially for novice drivers. The unit will explore the definition of driving distractions, the various types of distractions, distractions' effects on the driving task, cost related to crashes due to distracted driving and prevention of driving distractions.

Goals

Students will:

- Participate in a teacher-led discussion using the space management system
- Participate in a teacher-led discussion of the time space needs of drivers and the function of central and fringe vision
- Participate in a teacher-led discussion of developing a dynamic visual search process and the inadequacy of a 2-second following distance
- View the video Managing Space and Time for Safe Driving and participate in a teacher-led discussion on risk reducing strategies
- View the video Using Your Eyes Effectively and participate in a teacher-led discussion on proper scanning techniques
- View lessons 6 through 9 of the video Teaching Your Teens to Drive and participate in a teacher-led discussion of the procedures used when searching for information by category
- Use a space management system to manage path of travel, visual lines of sight, space between vehicles and evaluate alternate paths of travel or speed adjustments to reduce risk
- Participate in teacher-led discussion using the space management system for managing intersection problems in this unit
- Make choices to avoid distractions while driving.
- Recognize the nature of the distracted driving problem.
- Define distracted driving.
- Relate Maryland's laws to distracted driving.
- Understand potential driving distractions.
- Understand distractions' effects on the driving task.
- Successfully address distracted driving scenarios
- Complete Unit 4 test

Time

3 hours

Unit Introduction

Unit 5 will introduce operator procedural and information-processing tasks, including basic vehicle control, space management, lane changing, turnabouts and parking. Basic vehicle maneuvering tasks will include using procedural steps, lane changing, turnabouts, parking, driver information processing and practicing the space management system. The space management system will be used to determine appropriate roadway position, appropriate vehicle speed, and appropriate communication with other users.

Goals

Students will:

- Demonstrate procedural tasks and vehicle control tasks in non-complex roadway situations using procedures for lane changing, multiple turnabouts, and parking a vehicle
- Demonstrate an appropriate sequence of procedures in changing lanes, passing, parking, and turning around
- Complete Unit 5 Test

Time

3 hours

Unit Introduction

Unit 6 will introduce the driver to procedures and information-processing tasks in moderate to high risk environments. Emphasis will be placed on entering, driving on and exiting expressways at speeds up to 65 mph. Also, smoothness of steering, speed control and lane position and selection on expressways will be covered. Vehicle law dealing with passing, lane changing and speed limits and content on expressway entrances and exits will be presented. Risk reducing strategies will be presented for the driver to learn to drive collision-free in the high-speed expressway environment.

Goals

Students will:

- Participate in teacher-led discussion on expressway characteristics, types of interchanges, techniques for entering and exiting expressways
- Participate in teacher-led discussion of Maryland's vehicle law regarding passing, being passed, and minimum and maximum speed limits on expressways
- Watch videos dealing with strategies to reduce risk on expressways
- Participate in teacher-led discussions dealing with the characteristics of CMVs
- Identify the "no zones" of CMVs
- List the procedures for following and meeting CMVs
- Identify the hazards associated with CMVs making left and right turns
- Discuss sharing the road with other highway users including, trucks, trains, SUVs, recreational vehicles, trailers, motorcycles, bikes, mopeds, motor scooters, construction vehicles, oversized vehicles, farm machinery and horse-drawn vehicles.
- Complete a mapping activity and discuss planning for a long trip.
- Discuss the requirements for yielding the right-of-way to emergency vehicles.

Time

4 hours

Unit Introduction

Unit 7 presents the driver with information about vehicle system functions and malfunctions and explains what to do if involved in a collision.

Content will include the meanings of various dashboard warning lights and the techniques used to respond to various vehicle malfunctions such as loss of brakes, loss of steering, loss of traction, tire blowouts, vehicle fires and others. It will also include content on how to interact with other highway users and what drivers should do if they are involved in collisions and what collision reports they are required to make.

Goals

Students will:

- Participate in teacher-led discussion dealing with vehicle systems and system malfunctions. Include a discussion of carbon monoxide poisoning.
- Participate in teacher-led discussion on responding to various emergencies caused by vehicle malfunctions.
- Participate in teacher-led presentation on collision reporting requirements and behavior at the scene of a collision.
- Participate in teacher-led discussion of the problems associated with driving at night, in fog, rain, snow, smoke, hot and cold temperatures and strong cross winds.
- Participate in teacher-led discussions of the advances in occupant protection, including automotive technology designed to protect vehicle occupants or enhance a driver's ability to respond in the event of loss of traction or other emergency.
- Participate in teacher-led discussion of traction and how it affects the movement and control of your vehicle, how to detect and respond to various types of traction loss, and how to return safely to the paved roadway after drifting or steering onto the shoulder.
- Complete Unit 7 test.

Time

5 hours

Unit Introduction

Unit 8 is designed to give the student an understanding of the significant effects of alcohol and other drugs on a person's ability to perform the driving task. Statistics will indicate that alcohol is a significant factor in fatal motor vehicle crashes for individuals between 15 and 24 years of age. Many who use alcohol also use other drugs. This use compounds the effects and creates a serious problem for the new driver.

In Unit 8 the new driver also explores the effects of fatigue, drowsy driving and impact of emotions on one's driving ability.

Goals

Students will:

- Make choices and take responsibility to say "no" in regard to using alcohol and other drugs while operating a motor vehicle.
- Recognize the nature of the alcohol-related traffic crash problem.
- Relate Maryland's alcohol and other drug laws to driving.
- Understand physiological and psychological effects of alcohol on the driving task.
- Recognize how alcohol affects driving ability.
- Understand how drugs other than alcohol affect the driving task.
- Recognize how fatigue affects driving and how to reduce the effects of fatigue.
- Relate emotions to driving and discuss "road rage."
- Complete Unit 8 Test.

Time

4 hours



Maryland Motor Vehicle Administration

Driver Education Classroom and In-Car Curriculum

Student Manual



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Statistics on Young Drivers

- In 2007, 6,982 fifteen- to twenty-year-old drivers were involved in fatal crashes. Motor vehicle crashes are the leading cause of death for this age group. In 2007, 3,174 fifteen- to twenty-year-old drivers were killed, and an additional 252,000 were injured in motor vehicle crashes.
- On average, thirty-eight people are injured every day in Maryland as a result of crashes involving a young driver. (Source: MAARS)
- In 2007, there were 98 fatal crashes. In addition, 7,357 crashes involved injuries, and nearly 11,538 other reported crashes involved young drivers in Maryland. (Source: MAARS)
- Sixteen- and seventeen-year-old drivers represent only 1.6 percent of all licensed Maryland drivers, and 1.3 percent of all miles driven, but these drivers, on average, represent 11 percent of all driver fatalities. (Source: MVA, SHA)
- In 2007, the last year for which complete data is available, 615 people were killed in vehicle crashes in Maryland. One hundred twelve of these were killed in crashes involving young drivers aged 16 to 20 years, representing more than 18 percent of all our traffic-related deaths. (Source: SHA)
- In 2007, only 36 of those killed in young-driver involved crashes were the young drivers themselves. Sixty-three others were killed as passengers of these drivers, as drivers or passengers of other vehicles, or as pedestrians. (Source: SHA)
- Over the last ten years, 90 percent of the young drivers killed in fatal crashes were deemed to be at fault in those crashes. (Source: SHA)
- The leading contributing factors cited in police reports in young driver crashes include not paying attention, driving too fast for conditions, failure to yield the right of way and following too closely.
- A 2007 NHTSA research report concluded that passenger restrictions (seat belts) do reduce crashes and injury to young teens without measurably offsetting increases among other age groups.
- Passengers in the car with a new driver may not only distract the driver, but may actually encourage the driver “to take more risks than they ordinarily would — risks like driving faster and closer to the cars in front of them.”

(Provisional License Holders note: Please check the MVA web site at www.marylandmva.com for updated information on any changes to the laws listed below.)

Due to the high number of injuries and fatalities among young drivers, the State of Maryland developed the Maryland Graduated Licensing System (GLS). The GLS requires all new drivers to have a minimum of 60 hours of supervised driving experience, 10 of which must be done at nighttime, before taking the licensing skill test. Remember, this is the *minimum* amount of supervised driving and practice. The more practice and experience the new drivers receive, the more likely they are to make good decisions when they are driving on their own.

The law also regulates the learner's permit and provisional license. It is important to understand that the Maryland State Legislature establishes new laws for young drivers, and these may change from year to year. Here are the latest regulations for learner's permit and provisional license holders.

Learner's Permit Holders: [*Display slide 11.*]

- Under the age of eighteen are prohibited from using wireless communication devices (including talking on cell phones or sending text messages) while operating a motor vehicle, except when contacting 911 concerning emergencies.
- Who violate the above regulation may have their driving privileges suspended. (This also includes the suspension of a provisional license.)
- Must hold their learner's permits for at least six months before they are eligible for a provisional license.
- Must be at least sixteen years and three months old before being eligible for a provisional license after holding the learner's permit for the mandatory six months.
- Must complete at least sixty hours of driving practice with someone who is at least 21 years old and who has held a driver's license for at least three years. At least ten of the practice hours must occur during the period beginning thirty minutes before sunset and ending thirty minutes after sunrise. A practice driving skills log must be signed by an individual certifying the practice driving requirements were fulfilled. (Refer to Rookie Driver's Skills Log and Practice Book.)
- Effective October 1, 2007, applicants under the age of 16 must submit a completed Learner's Permit School Attendance Certification form available online at www.marylandmva.com. A school official must validate this form.
- If the learner's permit holder commits a moving violation during his/her learner's permit phase, he or she must restart the 6-month waiting period.

- Under certain circumstances, parents as well as teens may be held liable for damages that occur as a result of a teen driver's negligence. Parents may be held responsible not only for permitting or encouraging dangerous conduct but also for failing to discourage activities that result in injury or damages.

Provisional License Holders: [*Display slides 12, 13 and 14.*]

- Provisional license holders under 18 years of age are only authorized to drive without supervision between the hours of 5 a.m. to midnight. From midnight to 5 a.m., a supervising driver who is 21 or older and who has held a license for a minimum of 3 years must accompany the provisional licensee.
- During the first 5 months (151 days) of the provisional period, provisional license holders under the age of 18 are not allowed to have passengers under the age of 18, unless accompanied by a qualified supervising driver or unless the passengers are direct family members. Direct family members may be a spouse, daughter, son, stepdaughter, stepson, sister, brother, stepsister or stepbrother of the provisional license holder, or a relative of the license holder who lives at the same address. Convictions or "Probation Before Judgment" (PBJ, means no points assigned to the violation unless the driver commits another violation) for moving violations while holding a provisional license will require the completion of a driver improvement program and/or the suspension/revocation of the driver's license. Convictions also restart the 18-month minimum waiting period. In addition to other sanctions applied by the courts, these Administrative sanctions are also imposed: 1st conviction - driver improvement classes; 2nd conviction - 30 day suspension of license; and 3rd conviction - 180 day suspension or revocation of license.
- A parent/guardian must co-sign the license application for a person under the age of 18. If the co-signer writes a letter requesting the withdrawal of the provisional license, it will be suspended. The suspension will stay in effect until the minor turns 18 or the cosigner writes a letter telling the MVA it is okay to return the provisional license.
- It is illegal for a license applicant to misrepresent his or her age, or to help someone else do so. It is also illegal for the provisional license holder to possess alcoholic beverages. If the driver uses someone else's driver's license, Maryland law allows fines of up to \$2,000 and/or imprisonment. The MVA can cancel, suspend or revoke the driver's license. If the violator is under the age of 18, the Maryland Juvenile Services Administration may require an alcohol rehabilitation program. Maryland Juvenile Services Administration may also ask for parental consent to hold a license. *Federal penalties can include a fine of up to \$25,000 or imprisonment.*
- Effective October 1, 2009, any conviction for a violation of an alcohol restriction on a driver's license will result in a *misdemeanor*. Any person convicted of violating an alcohol restriction is subject to maximum penalties of up to two months imprisonment and/or a fine of \$500. The new bill also establishes that the violation of any restriction imposed on a driver's license or the violation of any rule or regulation under the

6 **Unit 1: Getting Acquainted with Your Driving School and MVA New Drivers Guidelines**

Maryland Vehicle Law may subject the violator to up to two months imprisonment and/or a fine of up to \$500.

- The provisional licensees must hold a valid provisional license for an assigned 6-, 12- or 18-month period without receiving a moving violation conviction (points or no points assessed) before becoming eligible for full license status. Convictions or “Probation Before Judgment” (PBJ) for moving violations while holding a provisional license will require the completion of a driver improvement program and/or the suspension/revocation of the driver’s license. Convictions also restart the 18-month minimum waiting period for full license status. If the provisional licensee receives a moving violation and is convicted of the violation, the following sanctions apply:
 1. The **FIRST** moving violation/conviction requires that the provisional licensee complete a driver improvement program
 2. A **SECOND** moving violation/conviction can result in a 30-day suspension of the driver’s license/privilege
 3. A **THIRD** or **SUBSEQUENT** moving violation/conviction can result in up to a 180-day suspension or revocation of the driver’s license/privilege

**With Every Right Comes a Responsibility
The Student and the Driving School**

1. Each student has the right to a certified competent instructor, knowledgeable about the curriculum and traffic safety issues. With that right each student has the responsibility to arrive prepared and on time for every class without such distractions as talking or text messaging on cell phones, being disrespectful to the instructor, or talking with other students in class.
2. Each student has the right to be taught the entire 30 hours of classroom instruction in an informative, interesting and challenging manner. With that right each student has the responsibility to be attentive and actively participate in every class.
3. Each student has the right to experience the full 6 hours of behind-the-wheel driving instruction as required in the curriculum. With that right each student will listen to the instructor and not drive in a negligent or dangerous manner.
4. Each student has the right to be treated in a courteous, civil and respectful manner. With that right students have the responsibility to be polite and respectful to their instructors at all times, and be willing to accept positive criticism to help them achieve driving success.
5. Each student has the right to attend class in a clean, safe, secure, temperature-controlled and fully-equipped classroom that meets the local fire and building codes and MVA requirements. With that right each student has the responsibility to respect the property of the driving school by not defacing or destroying equipment or vehicles.
6. Each student and parent/driver coach has the right to visit the driving school, see the instructor's license and certification, and the right to observe any class session including in-car sessions, in which their child is included. With that right each parent/driver coach has the responsibility to refrain from interfering with the instruction, classroom or driving, while the class is in session.
7. Each parent/driver coach and student has the right to have the driver education program, including both the 30 hours of classroom instruction and the 6 hours of required driving time, completed within 18 weeks of the first day of class. With that right each parent/driver coach has the responsibility to take an active role in his/her student's driver education by monitoring all progress, communicating with the driving school and/or instructor, and practicing with the student driver if he/she has a learner's permit.
8. Each parent/driver coach and student has the right to place a complaint with the Motor Vehicle Administration regarding problems associated with the driving school or the instructor (**the number to call is 410-424-3751**). With that right each parent/driver coach and student has the responsibility to attempt to promptly pay the driving school for the driver education class and to attempt to alert the owner or manager of the driving school about any problems or complaints before contacting an outside agency.

I understand the rights and responsibilities of Driving Schools, Students, and Parent/Driver Coach

Student _____ Date _____

Parent/Driver Coach _____ Date _____

School Official _____ Title _____ Date _____

A copy of this form should be given to the student /parent/driver coach when signed.



Maryland's Graduated Licensing System

An important part of this effort is **the Rookie Driver**, Maryland's graduated licensing system for new drivers.

THINGS TO REMEMBER:

- To obtain a learner's permit, provisional license or driver's license, visit any of our full-service offices in Maryland. Contact the MVA or go online at www.marylandmva.com, for MVA locations, hours and requirements for identification and fees.
- Your driver's skills test for your provisional license must be scheduled in advance by calling 1-888-212-4709 for an appointment.
- Contact the MVA or go online at www.marylandmva.com, for a free copy of the "Maryland Driver's Handbook" and "How to Apply" brochure. Each offers valuable information for new drivers.
- The State of Maryland requires all registered owners to carry liability insurance, uninsured motorist, and Personal Injury Protection (PIP) coverage.

FOR MARYLAND MOTOR VEHICLE ADMINISTRATION INFORMATION:

1-800-638-8347
(touch tone phones only)

1-800-950-1MVA (1682)
(to speak with a customer representative)

1-301-729-4550 Out-of-State
1-800-492-4575 TTY for the Hearing Impaired
Or visit: www.marylandmva.com



6601 Ritchie Highway, N.E.
Glen Burnie, MD 21062



DL-060 (09/08)

ROOKIEdriver
General Information

Everything You Need To Know About **Maryland's GRADUATED LICENSING SYSTEM**



Maryland's Motor Vehicle Administration is working with drivers to make sharing the road safer for everyone

~especially new drivers.



Maryland's Graduated Licensing System

The Rookie Driver applies to all applicants, regardless of age, who have never held a license in Maryland or any other state or country.

The program requires new drivers to gain more driving experience with a supervising driver.

It encourages good driving behavior by imposing strict sanctions during each step of the licensing process, such as driver improvement classes or the suspension or revocation of licenses.

WHY DO WE NEED A GRADUATED LICENSING SYSTEM?

- It takes a significant amount of time to learn to operate a motor vehicle safely.
- Far too much dangerous behavior is being demonstrated by both experienced and inexperienced drivers behind the wheel today.
- Inexperienced driving leads to traffic accidents, injuries and fatalities.

The

In **The Rookie Driver** graduated licensing system, applicants progress through three levels of licensing:

- 1 **A learner's permit**
- 2 **A provisional license**
- 3 **A full driver's license**

LEARNER'S PERMIT

A learner's permit allows a new driver to begin the learning process of operating a motor vehicle.

- Minimum age for applicants is 15 years and 9 months.
- If under 16, you must provide a completed Learner's Permit School Attendance Certification form (DL-300) to an MVA official during the learner's permit application process.
- A parent or guardian must co-sign the learner's permit application if the applicant is under 18.
- Applicants must pass all required tests.
- Applicants must hold a valid Maryland learner's permit prior to behind-the-wheel driver education training and driving on Maryland highways.
- While driving, learner's permit holders must be accompanied by a qualified supervising driver who is 21 or older, and has held a license for a minimum of 3 years. The person must be seated beside the new driver at all times, with no other front seat occupants.
- A qualified supervising driver (parent, guardian or mentor) must complete a Practice Log for the learner's permit holder which is issued by the MVA along with every learner's permit.
- Learner's permits are valid for 2 years from the date they are issued.
- Learner's permit holders under 18 are prohibited from using a wireless communication device (including a cell phone) while operating a motor vehicle, with the exception of a 911 emergency call. Violations may result in a suspension of your driving privileges.

The

PROVISIONAL LICENSE

A provisional license is the next stage of **The Rookie Driver** graduated licensing system process. After gaining experience driving with a learner's permit for 6 months, maintaining a conviction-free driving record and completing a standardized driver education course, new drivers are eligible for a provisional license.

- Minimum age is 16 years and 3 months.
- Applicants must successfully complete a standardized driver education course. Effective January 1, 2009, all driver education providers will electronically submit the applicant's course completion information directly to the MVA, eliminating the issuance of paper driver education certificates.
- A qualified supervising driver (parent, guardian or mentor) must submit a completed and signed Practice Log documenting a minimum of 60 hours of supervised driving for the applicant. At least 10 of the practice hours must occur during the period beginning 30 minutes before sunset and ending 30 minutes after sunrise.

A qualified supervising driver is a licensed driver, 21 years of age or older, with at least 3 years driving experience.

- Applicants must pass a skills test administered either in traffic or on a course. Your driver's skills test for your provisional license must be scheduled in advance by calling 1-888-212-4709 for an appointment.
- Provisional license holders under 18 are only authorized to drive without supervision between the hours of 5 am to midnight. From midnight to 5 am they must be accompanied by a qualified supervising driver.
- Provisional license holders under the age of 18, during the first 5 months (151 days) of the provisional period, are not allowed to have passengers under the age of 18, unless accompanied by a *qualified supervising driver* or the passengers are *direct family members*.

Direct family members can be a spouse, daughter, son, stepdaughter, stepson, sister, brother, stepsister, or stepbrother of the provisional license holder; or a relative of the license holder who lives at the same address.

- Provisional license holders under 18 and all passengers in the vehicle they are driving must use proper restraints.
- Provisional license holders under 18 are prohibited from using a wireless communication device (including a cell phone) while operating a motor vehicle, with the exception of a 911 emergency call. Violations may result in a suspension of your driving privileges.
- Convictions or "Probation Before Judgement" (PBJ) for moving violations while holding a provisional license will require the completion of driver improvement program and/or suspension/revocation of your driver's license. Convictions also restart the 18-month minimum waiting period.

In addition to other sanctions applied by the courts, these Administrative sanctions listed below are also imposed:

- 1st Conviction** = Driver improvement program
- 2nd Conviction** = 30-day suspension of license
- 3rd Conviction** = 180-day suspension or revocation of license or subsequent conviction

The

DRIVER'S LICENSE

The State of Maryland's full driver's license is the privilege awarded to drivers who progress through **The Rookie Driver** graduated licensing system.

- Minimum age is 17 years and 9 months.
- Drivers must hold a provisional license for a minimum of 18 months and be conviction-free during that period.
- If under 21, the applicant's license and record must be alcohol-free.
- Once provisional license holders successfully meet all requirements, the MVA automatically converts the license to a full driver's license status. An attachment card showing the conversion to a full license is mailed to the driver. The card is carried with the provisional license to show the change in licensing status. The attachment card is no longer needed when the provisional license expires. The driver comes in for a license renewal, pays the renewal fee and then is issued a full license.

Driver Education Classroom and In-Car Curriculum

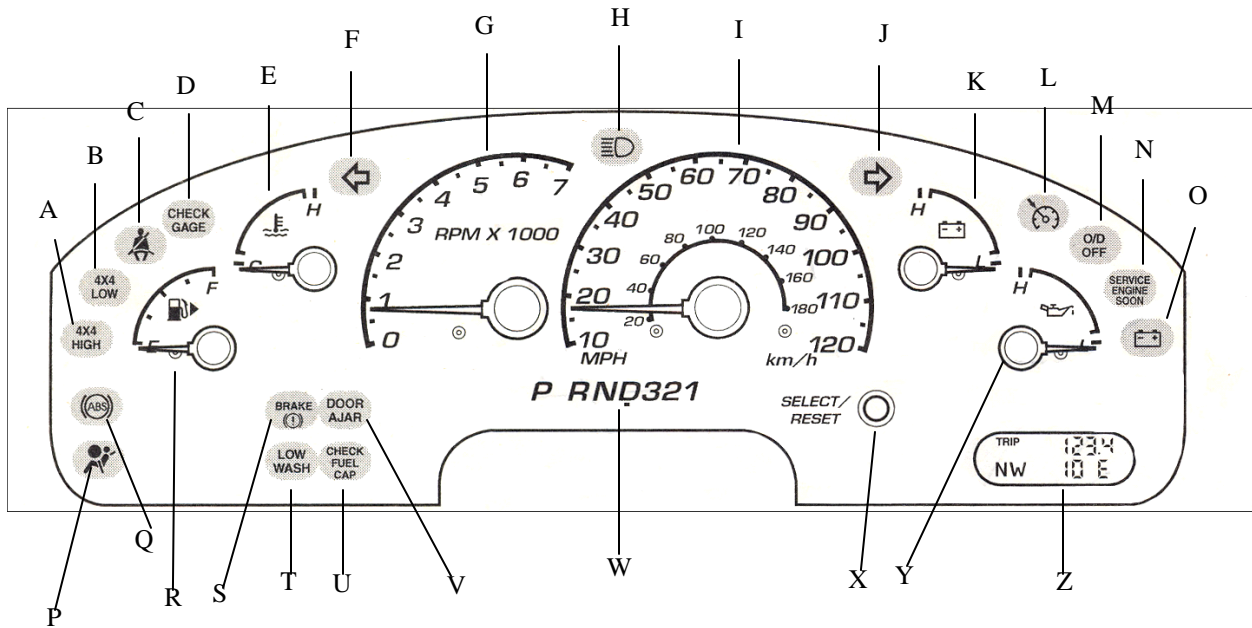
Unit 2 Introduction to Operator and Vehicle Control Tasks

Worksheet 2-10

Instrument Cluster

Instrument panel gauges labeling guide

Identify instruments and gauges on the instrument panel of your family car or that of a friend and list below.



A		J		S	
B		K		T	
C		L		U	
D		M		V	
E		N		W	
F		O		X	
G		P		Y	
H		Q		Z	
I		R			

FILL IN THE BLANKS**Worksheet 2-12**

Directions: On a separate piece of paper, write the word or words to fill in the blanks correctly.

1. The _____ is generally operated by pressing a button located on the steering wheel cross bar or on the pad on the lower half of the steering wheel.
2. The _____ is located on the left side of the steering column and moves up for right and down for left.
3. The purpose of _____ is to warn others of a problem and to increase their awareness of the presence of the vehicle.
4. The windshield wiper lever usually has 2 settings, one to _____ and another to _____.
5. Some rear door locks can be _____, so that they can't be opened from the inside.
6. The _____ controls the headlights, parking lights, taillights, side marker lights and license plate lights.
7. The hood release is usually located on the left side of the driver compartment under the instrument panel. To open the hood, a second latch is located _____.
8. Some vehicles may have a _____ in the trunk of the vehicle.
9. Heater, air conditioner and defroster switches are located in a cluster on the _____.
10. _____ are generally located at the lower front or right side of the driver's seat.

CHECKS

Directions: As you complete each check, put an “X” in the blank.

- _____ 1. Engine Coolant Reservoir
- _____ 2. Windshield Wiper Fluid Reservoir
- _____ 3. Engine Oil Filter Cap
- _____ 4. Transmission Fluid (Automatic transmission)
- _____ 5. Engine Oil Dip Stick
- _____ 6. Brake Fluid Reservoir
- _____ 7. Clutch Fluid Reservoir (Manual transmission)
- _____ 8. Battery
- _____ 9. Power Steering Fluid Reservoir
- _____ 10. Drive belts
- _____ 11. Air Filter Assembly

Pre-Drive and Basic Maneuvering Tasks

List six pre-drive tasks

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

List six starting tasks

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

List seven entering s roadway from a curb tasks

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

List eight moving to the side/curb tasks

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

List ten backing and turning tasks

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Worksheet 2-32

Preparing to Drive - Put the Steps in Order

Directions: Number the steps in the correct order.

_____ Adjust inside and outside mirrors for maximum field of view.

_____ Lock doors.

_____ Adjust seat for best control.

_____ Place key in ignition.

_____ Adjust head restraints.

_____ Fasten and adjust safety belt and make sure all passengers buckle up.

Starting the Engine - Put the Steps in Order

Directions: Number the steps in the correct order.

_____ Turn ignition on and check gauges; then start engine.

_____ Check to be sure parking brake is set.

_____ Check selector for park position.

_____ Allow engine to idle for no more than 15 to 20 seconds.

_____ Turn on low beam headlights.

_____ Place foot on brake.

Worksheet 2-37

Moving the Vehicle Forward—Put the Steps in Order

Directions: Number the steps in the correct order.

_____ Look well ahead along your intended path of travel.

_____ Check mirrors and over shoulder for traffic.

_____ With foot on brake, shift to “D.”

_____ Cancel signal.

_____ When safe, release brake pedal and press gently on accelerator.

_____ Steer as needed to place vehicle in proper lane.

_____ Release parking brake.

_____ Position hands on steering wheel. Left between 7-9 and right hand between 3-5 o'clock.

_____ Signal when clear.

Moving to Curb/Side of Road - Put the Steps in Order

Directions: Number the steps in the correct order.

_____ Signal.

_____ Identify place to park.

_____ Steer gently toward curb.

_____ Release accelerator.

_____ Check mirrors.

_____ Apply firm, steady pressure for smooth stops. Do not pump brakes.

_____ Press brake pedal to point of resistance.

_____ Tap brake pedal to alert following drivers.

_____ Place foot on brake pedal and shift to reverse.

Worksheet 2-44

Backing Straight - Put the Steps in Order

Directions: Number the steps in the correct order.

- _____ Search through rear window and then glance forward.
- _____ Release accelerator and apply pressure on brake pedal to stop.
- _____ Grasp steering wheel at 12 o'clock with left hand.
- _____ Prior to moving vehicle, check for objects to the rear.
- _____ Move backward at idle speed, or use light accelerator pressure if needed.
- _____ Turn body to right with right arm over back of seat.
- _____ Look to rear until vehicle is stopped
- _____ Make minor steering corrections as needed.
- _____ Place foot on brake pedal and shift to reverse.

Securing the Vehicle for Parking—Put the Steps in Order

Directions: Number the steps in the correct order.

_____ Set parking brake.

_____ Check traffic to rear; exit vehicle and lock doors.

_____ Make sure the vehicle has stopped moving.

_____ Shift selector lever to park.

_____ Turn ignition to lock and remove key.

_____ Turn off headlights if no daytime running lights.

Driver Education Classroom and In-Car Curriculum

Unit 3 Signs, Signals, Pavement Markings and the Highway Transportation System

Worksheet 3-6

Signs, Symbols, and Pavement Markings

1. For each color listed below, write its major classification: Warning, Regulatory/Prohibiting (Reg./Pro.), Guide. Give an example of each.

	Classification	Example
White		
Yellow		
Green		
Brown		
Red		
Orange		
Blue		
Black		

2. What color are stop lines? _____













3. What color are crosswalk lines? _____

4. How do you avoid crossing a stop line? _____

5. When stopped behind another vehicle, how far back should you be? _____

Signs, Symbols, and Pavement Markings

7. Match each of the following traffic signs with its meaning.

1	Bicycle crossing			
2	No left turn			
3	Slippery when wet	A	B	C
4	Divided highway			
5	Lane ends			
6	No parking	D	E	F
7	Railroad ahead			
8	Steep hill ahead			
9	Construction zone	G	H	I
10	Do not enter			
11	Lane added			
12	Signal ahead	J	N	L

8.

Worksheet 3-8

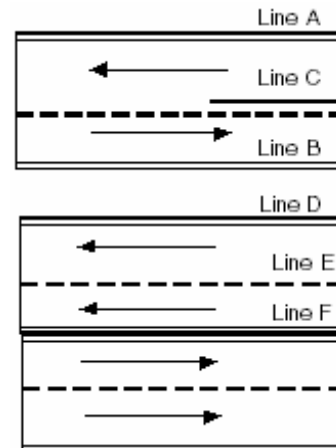
Signs, Symbols, and Pavement Markings

1. In the space to the right, draw or describe the symbol which prohibits some type of action. For example, "No U turn."
2. a) On the line below each of the diagrams, place a 1 if it is a regulatory sign, a 2 if it is a warning sign, or a 3 if it is a guide or informational sign.
 b) Complete each sign with a message that might be communicated by that particular road sign. List the sign's color on the line below the sign.



3. Using the diagrams on the right, give the color and purpose of each line marked with a letter.


- A. color _____
 purpose _____
- B. color _____
 purpose _____
- C. color _____
 purpose _____
- D. color _____
 purpose _____
- E. color _____
 purpose _____
- F. color _____
 purpose _____




Traffic Signals

If you wish, color in each of the lights appropriately according to directions.

1. On the lines below write the 3 colors and meanings of lights on a traffic signal.


		


2. On the lines below write the 3 colors and meanings of lights on a horizontal traffic signal.

			
---	--	--	--








3. Why are the lights in traffic signals always in order? _____

4. What do these traffic lights mean?

Flashing yellow: _____ 

Flashing red: _____ 

5. For the following signs and signals, mark or color the information needed to make them correspond to the given statement.

 All traffic stops except those turning left	 You may go straight or have a protected left turn	 All traffic stops except those going right	
 Clear the intersection	 Proceed straight ahead only	 Do not travel in this lane	 Travel in this lane permitted

Worksheet 3-12

In-Car Responses to Signs, Signals, and Markings

WHAT DO YOU DO WHEN

1. a driver from behind is honking the horn for you to go through a yellow light?

2. you approach a stop line, with no stop sign or signal?

3. you see a round-shaped sign ahead?

4. sitting in a left or right turn lane only wanting to turn?

5. changing a lane to the right or left?

6. approaching a pedestrian in a crosswalk?

7. approaching a construction zone?

8. coming to a stop sign?

9. at a 4-way or all-way stop

a. when a car has arrived before you?

b. when two cars arrive at the same time, what car has the right of way?

Worksheet 3-13

10. you see an advisory speed limit sign?

11. you approach a school zone

a. with a school bus with flashing lights stopping in front of you?

b. when children are in the crosswalk?

12. it appears the light is yellow and you won't clear the intersection?

Worksheet 3-14

UNDERSTANDING SIGNS SHAPES AND LANE MARKINGS - Exercise

SIGNS AND SHAPES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

LANE MARKINGS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

UNIT 3 Exercise**UNDERSTANDING SIGNS SHAPES AND LANE MARKINGS**SIGNS AND SHAPES

1. STOP - full complete, proceed when safe
2. YIELD - shape with a caution sign...if necessary stop
3. CAUTION OR WARNING - general
4. INFORMATION OR REGULATORY - general
5. RR CROSSING - notice crossbuck
6. NO PASSING WARNING - explain where it is legal to pass
7. RR CROSSING WARNING - round sign in advance of crossing
8. SCHOOL - zone or crossing

LANE MARKINGS

1. ARROW - left turn only
2. SPEED LIMIT SIGN 45 MAX. - speed limits for ideal conditions
3. SOLID LINE ON DRIVERS SIDE OF CENTER - no passing
4. WHITE DIAMOND (HOV) - # limit (carpooling, bike, or bus lane)
5. DOUBLE SOLID - no passing in either direction
6. SOLID WHITE - prohibits crossing, and/or shoulder marking
7. BROKEN YELLOW - divides traffic....explain it allows passing
8. SINGLE SOLID YELLOW - no passing
9. BROKEN WHITE - separates one way traffic/same direction traffic

Worksheet 3-16

UNIT 3

UNDERSTANDING SIGNS SHAPES AND LANE MARKINGS - Exercise

TRAFFIC SIGNALS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

SIGN COLORS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

TOTAL CORRECT _____ OUT OF A POSSIBLE 32

Worksheet 3-17

UNDERSTANDING SIGNS SHAPES AND LANE MARKINGS - Exercise

TRAFFIC SIGNALS

1. YELLOW ARROW – complete the turn; don't begin turn on yellow arrow
2. RED ARROW – no left turn
3. GREEN ARROW – protected left turn; yield to pedestrians and go when clear
4. STOP LIGHT – complete stop behind the stop line or crosswalk
5. GREEN LIGHT – yield to pedestrians and go when clear
6. FLASHING REDLIGHT – stop and proceed when clear
7. FLASHING YELLOWLIGHT – slow or caution
8. YELLOW LIGHT – stop if able (smooth and safe)

If you enter on yellow you are to clear the intersection. Caution, red light to follow.

SIGN COLORS

1. BLUE – service or guidance
2. BLACK/WHITE – regulatory (THE LAW)
3. YELLOW – caution or warning...Ask for examples
4. BROWN – Parks/recreation/national sites
5. ORANGE – construction...people...slow moving vehicle
6. RED – prohibitory (STOP! NO! DON'T!)
7. GREEN – direction/destination/mileage

Worksheet 3-25

THE HIGHWAY TRANSPORTATION SYSTEM

1. Name the three parts of the Highway Transportation System.
 - a. _____
 - b. _____
 - c. _____
2. The purpose of the system is to _____.
3. Name three users of the system.
 - a. _____
 - b. _____
 - c. _____
4. Vehicles differ in _____, _____, and _____.
5. The system is regulated by _____, _____ and _____.
6. Problems arise when _____.
7. There are _____ for disregarding personal safety and associated liability.
8. _____ is always present and is shared by all users of the system.
9. List the four major contributing factors in new car crashes.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
10. _____ is the beginning of the learning process.

Worksheet 3-26

Highway Transportation System (HTS)

1. What would happen if there were not a National Highway Safety Act to control roads and highways, drivers and pedestrians, and car and trucks?
2. What does the state regulate? (Vehicle inspection, enforcement of traffic laws, vehicle registration, assigning of points for violations, driver licensing)
3. What does the federal government regulate? (Sets national standards for all motor vehicle equipment, sets standards for highway maintenance, tells auto manufacturers what safety devices must be on vehicles, oversees recall of defective vehicles)
4. When driving the HTS, with whom do you share the road ?
5. What are the responsibilities of a person with a driver's license when using the HTS?

Driver Education Classroom and In-Car Curriculum

Unit 4

Risk Management, the Space Management System and Driver Distractions

Worksheet 4-22

Directions: Put each term in the correct column.

Nearness of potential hazard

Look for open areas

Change speed

Look for changing areas

Intersections

Change lane position

Potential hazards

Use quick eye movement

Control space

Near collision potential

Communicate with others

Get a large view of the roadway

SEARCH

- 1. _____
- 2. _____
- 3. _____
- 4. _____

EVALUATE

- 1. _____
- 2. _____
- 3. _____
- 4. _____

EXECUTE

- 1. _____
- 2. _____
- 3. _____
- 4. _____

DISTRACTED DRIVING CHECKLIST

Directions: Observe an adult as they drive for at least 20 minutes. Each time you see them doing any of the following activities, put a check mark next to it. If the driver repeats the action, put another check mark. After 20 minutes, add up the check marks and discuss the results with the driver. Be prepared to share with the class.

- Dialing a cell phone _____
- Answering a cell phone _____
- Talking on a cell phone _____
- Texting on a cell phone _____
- Preparing to eat or drink _____
- Eating _____
- Spilling or dropping food or drink _____
- Cleaning up after eating or drinking _____
- Turning on radio _____
- Changing radio station _____
- Changing CD's _____
- Adjusting volume of radio or CD player _____
- Talking with another passenger _____
- Distracted by an adult, child or pet in vehicle _____
- Reading a map or directions _____
- Adjusting air conditioning or heat _____
- Grooming _____
- Reaching for something _____
- Outside distractions _____
- Other distractions _____

Worksheet 4-31

Distracting Passenger Behavior Checklist

Directions: As you are riding in a car with other passengers, observe their behaviors. Check any of the behaviors that you observe. When the drive is finished, discuss these with the passengers.

- Making noise or yelling_____
- Acting in a calm manner_____
- Poking or pushing other passengers or the driver_____
- Not wearing seatbelts_____
- Helping the driver with road signs and directions_____
- Throwing something out of the window_____
- Sticking hands and heads out of the window_____
- Talking to the driver in a calm manner_____
- Telling the driver to go faster_____
- Making faces or gestures at the driver_____
- Fiddling with the radio_____
- Touching the steering wheel as the driver is driving_____

Potential In-Vehicle Distractions

List any potential distractions that could occur inside a vehicle while driving.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Discuss items as a class.

Worksheet 4-37

Handling Distractions While Driving

What steps would you take to address the following distractions, should one or more occur while driving?

- 1. A distracting occupant, who is approximately your own age?

- 2. A distracting infant?

- 3. Vehicle controls requiring adjustment? (mirrors, seat position, steering wheel position, etc.)?

- 4. Getting lost or having to make a route change caused by road construction?

- 5. A loose object, rolling around on the rear floorboard?

- 6. A ringing cell phone?

Worksheet 4-41

Potential Dangers and Benefits of Cell Phones in Vehicles

List any potential dangers of having an active cell phone in a moving vehicle.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

List any potential benefits of having an active cell phone in a moving vehicle.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Worksheet 4-45

Potential Distractions Outside the Vehicle

List any potential distractions that could occur outside a vehicle while driving.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Discuss items as a class.

Unit 4 Review

Directions: On a separate piece of paper, write the words that fill in the blanks for each statement.

1. The _____ are Central Vision, Fringe Vision and Peripheral Vision.
2. Three steps for _____ are Search, Evaluate and Execute.
3. A _____ is an area that is not available for the vehicle to travel.
4. When searching, you are looking for _____.
5. When _____, one thing you are recognizing is a safe path of travel.
6. When performing a search, look as far ahead as possible to identify potential _____.
7. A _____ to _____ second visual lead is intended to provide time to react to risks.
8. The ability to see the center of your path of travel is known as _____.
9. Crash scenes, animals in or near the roadway, road construction and other vehicles are examples of _____ distractions.
10. Cell phones are a distraction because they divert _____ away from the driving task.

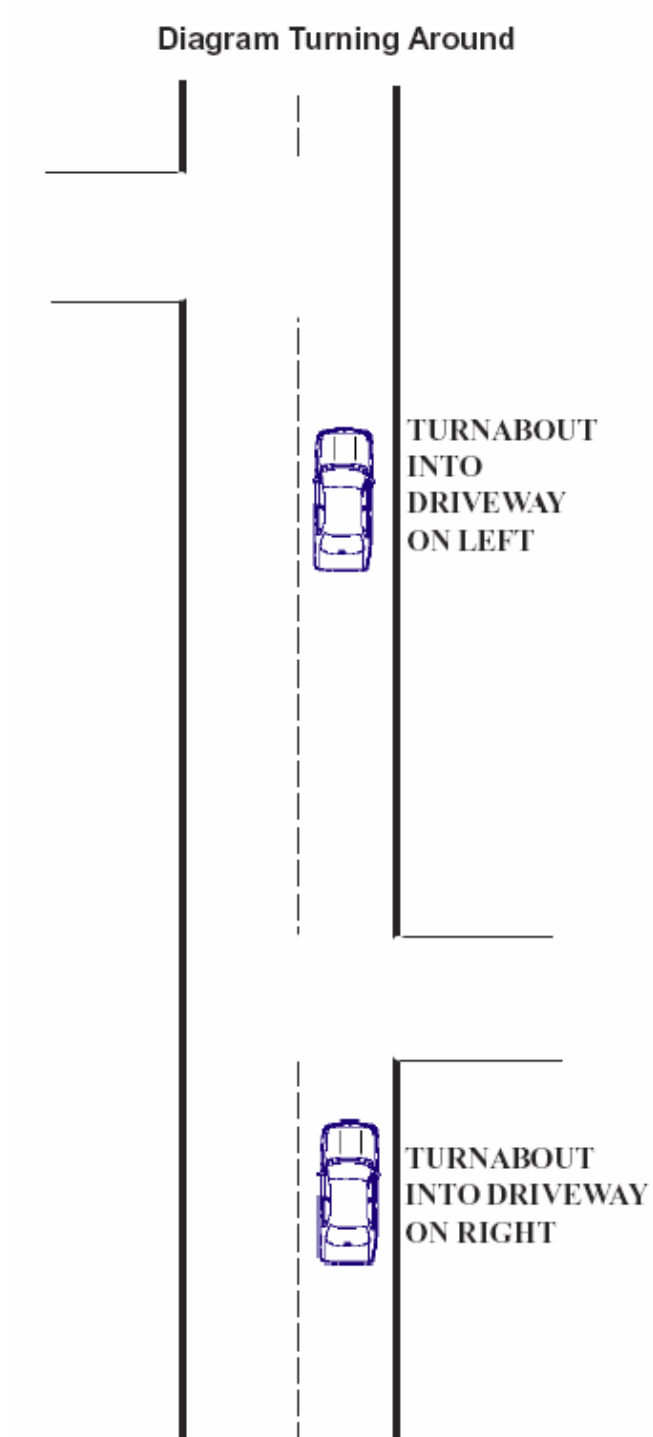
Driver Education Classroom and In-Car Curriculum

Unit 5 Basic Maneuvering Tasks

Unit 5: Basic Maneuvering Tasks**Worksheet 5-9****Turning at Intersections**

Directions: On a separate piece of paper, number the steps for turning at intersections in the correct order.

- _____ Tap brake pedal to alert following driver.
- _____ Check mirrors for presence and actions of following traffic.
- _____ Identify a safe time/space gap in cross traffic.
- _____ Steer into proper lane.
- _____ Adjust speed as appropriate.
- _____ Approach intersection checking for following: oncoming and cross traffic, other highway users, traffic control devices, condition of roadway and areas of limited visibility.
- _____ Steer into proper lane using hand to hand (push/pull/slide) steering.
- _____ Signal intent to turn at the intersection 3 to 4 seconds or 100 feet in advance.
- _____ Look through turn to farthest possible point.
- _____ Recheck cross and oncoming traffic.
- _____ Adjust speed as necessary, stopping if required.



Unit 5: Basic Maneuvering Tasks

Worksheet 5-19

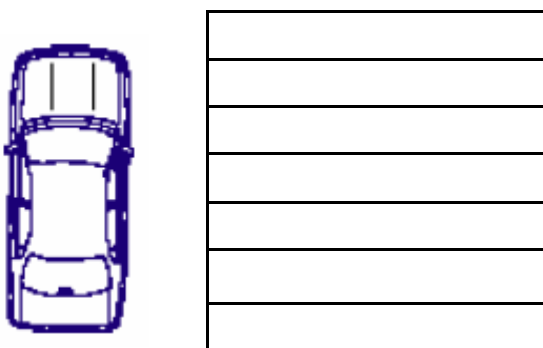
Parking Maneuvers

Directions: Indicate the wheel position for each maneuver, then list the procedures for each type of Hill Park.

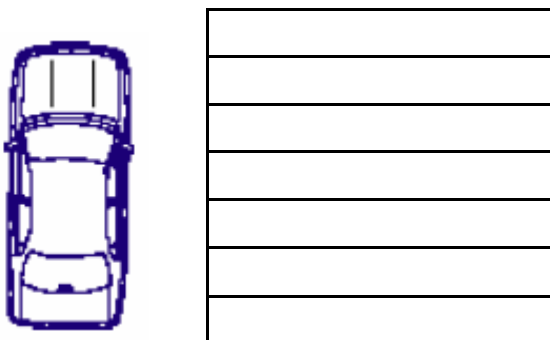
UP HILL WITH CURB



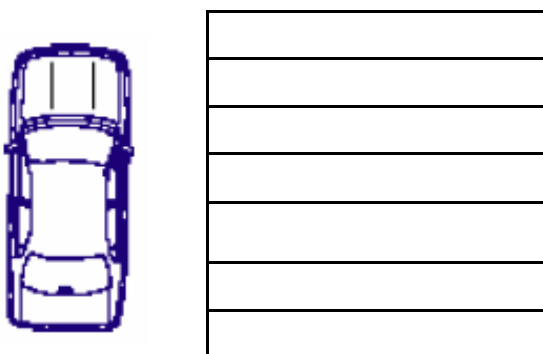
DOWN HILL WITH CURB



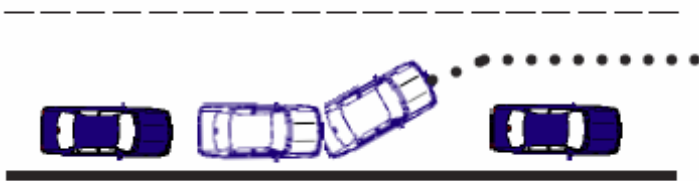
UP HILL WITH NO CURB



DOWN HILL WITH NO CURB



CURB PULL OUT PROCEDURE (Leaving parking space)



Perpendicular Parking

Directions: On a separate piece of paper, number the steps for parallel parking in the correct order.

_____ Look to the center of the parking space.

_____ Signal intention to turn left or right.

_____ As vehicle centers in space, straighten wheels.

_____ Position vehicle 8 to 9 feet from rear of space driver wishes to enter.

_____ Move to the front of the parking space, stop and secure vehicle.

_____ Move forward slowly, turning steering wheel sharply left or right as appropriate (When parking between vehicles, the danger points are the front bumper on the far side, and the rear bumper of the vehicle on the near side of the space)

_____ Identify space to be entered.

_____ Move forward slowly until driver can see straight down the line marking the near side of parking space ahead of the one to be entered.

Unit 5: Basic Maneuvering Tasks**Worksheet 5-32****Passing**

Directions: On a separate piece of paper, write true or false for each statement.

- _____ It is safe to pass on the crest of a hill.
- _____ Drivers may not pass when there is a solid yellow line on their side of the roadway.
- _____ It is legal to pass within 100 feet of a railroad crossing.
- _____ You can pass within 100 feet of a tunnel.
- _____ You should always do a “head check” before passing.
- _____ Before passing, you should position your vehicle 5 to 6 seconds behind the vehicle to be passed.
- _____ You don't have to use your turn signal before passing if there is no one in the opposite lane.
- _____ You should be able to see the headlights of the car that you passed in your rearview mirror before you return to your lane after passing.
- _____ When moving into the passing lane, you should maintain your speed and not accelerate.
- _____ Cancel your turn signal after turning.
- _____ The driver whose vehicle is being passed may speed up while being passed.
- _____ Always check ahead for a safe passing distance before being passed.

Driver Education Classroom and In-Car Curriculum

Unit 6

Risk Reducing Strategies for High Speed, Multi-Lane Expressways and Strategies for Sharing the Road with Other Vehicles

Worksheet 6-15

Using a Map

Directions: Use the Maryland map and your travel brochure to plan a trip from your house to the destination on the brochure. Answer these questions.

1. What are the map coordinates of your home and the destination?

2. What is the scale of the map you are using? _____
3. What is the approximate distance in miles from your home to the destination? _____
4. Is the destination town larger or smaller than your home town? How can you tell?

5. What major highway route numbers will you be using to reach your destination?

6. Do you travel over any major bodies of water? Name them. _____

7. Do you take any toll roads on your trip? How can you tell? _____

8. Where will you stop to rest along your route? _____

9. If your destination is in a large city, is there a map inset in the brochure? If so, how can you use this?

10. On the back of this paper, make a simple map of your route. Be sure to label route numbers and large towns you will travel through.

Entering the Expressway

Directions: On a separate sheet of paper, write the correct number in front of each step to put them in order.

- _____ Check traffic in all directions.
- _____ Identify adequate space gap for merging.
- _____ Enter ramp and adjust speed
- _____ Adjust to travel speed
- _____ Check mirrors for following traffic
- _____ Signal, position in proper lane and adjust speed as necessary
- _____ Adjust speed and merge into travel lane
- _____ Identify entrance at least 1/2 mile in advance
- _____ Identify weave or collector/distributor lane
- _____ Signal presence and intent to enter

Worksheet 6-50

Other Highway Users

Directions: On a separate sheet of paper, write at least 2 ways to interact with the highway users listed below.

1. Trains_____
2. Recreational vehicles_____
3. Motorcycles_____
4. Bicycles_____
5. Construction vehicles_____
6. Farm machinery_____
7. Horse drawn vehicles_____
8. Snow plows_____
9. Mopeds_____
10. Emergency vehicles_____

Driver Education Classroom and In-Car Curriculum

Unit 7

Vehicle Functions, Malfunctions, Collision Reporting and Driving in Adverse Conditions

Worksheet 7-16

Vehicle Malfunctions

Tire Blowout

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Accelerator Failure

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Brake Failure

1. _____
2. _____
3. _____
4. _____

Engine Failure

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Power Steering Failure

1. _____
2. _____

Car Fire

1. _____
2. _____
3. _____
4. _____
5. _____

Changing Weather and Conditions of Visibility

For items 1 through 5, answer the following questions:

- A. How can this condition affect a driver's ability to see?
- B. What adjustment should a driver make to cope with the problem better ?
- C. What adjustments or checks other than driving, can be made to help compensate for the condition?

1. Sun glare:

- a. _____
- b. _____
- c. _____

2. Sunrise, Sunset:

- a. _____
- b. _____
- c. _____

3. Fog:

- a. _____
- b. _____
- c. _____

4. Rain:

- a. _____
- b. _____
- c. _____

5. Snow:

- a. _____
- b. _____
- c. _____

Worksheet for Review 7-44

Directions: On a separate sheet of paper, write the correct words for the scrambled words in each sentence.

1. When driving in fog, make sure the headlights are on owl ameb to reduce reflected glare.
2. Strong winds create a problem called funbetgif.
3. On some bridges where winds are strong, cossettinirr are at times placed on the types of vehicles that may cross and the speed of travel.
4. The rotnicta between a vehicle and the road may be affected by water on the road surface.
5. Proper gladhiteh gailtmenn is essential for being able to see when driving at night.
6. A owns rovedec planecasd can be a source of glare when driving in winter.
7. seederrunt is front wheel loss of traction.
8. steveroer is rear wheel loss of traction.
9. A car is grayhindnopl when the tires lose contact with the road surface because they ride on a layer of water.
10. ABS stands for taincokl kbgari tymess.

Driver Education Classroom and In-Car Curriculum

Unit 8

Alcohol and Other Personal Factors Influencing Operator Performance

Worksheet 8-31

BAR EXAM- Test your knowledge of alcohol facts

Directions: For each statement, write whether you think it is true or false.

_____ Compared to a bottle of beer, a glass of white wine is a good choice for someone who wants a light drink with less alcohol.

_____ Drinking black coffee is a good way to sober up.

_____ The minimum drinking age is now 21 throughout the United States.

_____ Switching between beer, wine and liquor will lead to intoxication more quickly than sticking to one form of alcoholic beverage.

_____ High protein foods such as peanuts and cheese slow the absorption of alcohol in the body.

_____ High levels of drinking during pregnancy can cause Fetal Alcohol Syndrome.

_____ A good general guideline for MOST people is to limit consumption of alcoholic beverages to one drink per hour.

_____ Although smaller, a glass of dinner wine contains more alcohol than a can of beer.

_____ Most alcohol is eliminated through sweat.

_____ If you are under 21 years of age, it's okay for you to drink alcohol at a friend's house as long as their parents are there.

_____ Your reaction to alcohol can be influenced by your emotions as you begin to drink.

_____ It is okay to buy alcohol for a person who is under the legal drinking age.

Sleep Diary

Directions: Rate the following activities according to the responses on the chart below. Be prepared to discuss with the class.

0 - No chance of dozing

1- Slight chance of dozing

2 - Moderate chance of dozing

3 - High chance of dozing

Activities

_____ Sitting and reading

_____ Laying in bed and reading

_____ Watching TV

_____ Sitting at a meeting

_____ Riding in a car as a passenger for an hour

Worksheet 8-48

Road Rage Interview

Directions: Interview three drivers of varying ages if possible. Record the answers to each question and be prepared to share these with the class.

1. How do you handle drivers who exhibit signs of road rage? _____

2. Do you have any negative behaviors as a driver? What are they? _____

3. How have your behaviors changed as you have gotten older? _____

Road Rage Triggers

Directions: Cut out each of these triggers and mount on tagboard. Laminate to preserve. Give one strip to each group. Have groups act out inappropriate responses and then an appropriate response.

You are following an elderly driver. He keeps tapping his brakes, slowing down and isn't staying in his lane very well.

A car is in the right lane of an expressway. You are passing it on the left when it veers into your lane. It is obvious that the person didn't perform a "head check" before coming into your lane.

You are driving in heavy traffic. The car behind you is tailgating and you can't get over.

The vehicle in front of you slows and makes a right turn without using a turn signal. You almost rear end it.

You are at a stop light, behind a car. The driver is looking at a piece of paper. The light turns green and the driver doesn't see it because he is still looking at the paper. You miss the light.

Worksheet 8-50

Road Rage Observation Form

Directions: Observe an adult for at least 20 minutes as he/she drives. Each time you see the driver you are observing do one of the things listed below, put a check mark. Add the checkmarks at the end of the drive and discuss with the driver. Be prepared to share this with the class.

Driver yells or uses bad language_____

You are scared by how this person drives_____

The driver talks bad about other drivers_____

The driver gets mad at you or another passenger_____

The driver waves or smiles to thank another driver_____

The driver is nice to another driver_____

The driver weaves through traffic_____

The driver goes over the posted speed limit_____

The driver is tailgating_____