

TRAFFIC EDUCATION

Curriculum Guide

Teen Driver Education and Training

Content Standards - Benchmarks - Performance Standards - Essential Knowledge and Skills



Montana Office of Public Instruction
Health Enhancement and Safety Division
Traffic Education Unit

Table of Contents

General Requirements and Introduction.....	1
Montana Content Standards and Benchmarks for Traffic Education.....	2
Performance Standards and Learning Phases for Traffic Education	4
Curriculum Modules Guide with In-Car Lessons.....	6
In-Car Lessons – Objectives, Environment and Suggested Sequence	7
Essential Knowledge and Skills Topics for Traffic Education	9
Essential Knowledge and Skills Topics and Corresponding Modules	11
Module 1 Parent Meeting	11
Module 2.1 Preparing to Drive	11-12
Module 2.2 Basic Control	12
Module 2.3 Traffic Control Devices and Laws	13
Module 3.1 Effective Vision Control	13
Module 3.2 Managing Time and Space	14
Module 3.3 Mixing with Traffic	15
Module 3.4 Sharing the Road	16
Module 3.5 Vehicle Control in Limited Spaces	16-17
Module 4.1 Natural Laws Affecting Vehicle Control	17-18
Module 4.2 Negotiating Curves and Hills	18
Module 4.3 Urban Driving	18
Module 4.4 Rural and Highway Driving	19
Module 5.1 Strategies for Adverse Conditions	20
Module 5.2 Emergencies	20
Module 5.3 Protecting Occupants	21
Module 5.4 Managing Risk	21
Module 6.1 Distractions	21
Module 6.2 Drugs and Alcohol	22-23
Module 6.3 Drowsy Driving	23
Module 6.4 Dangerous Emotions/Aggressive Driving	23
Module 7.1 Driver Licensing	24
Module 7.2 Owning a Vehicle and Trip Planning	24-27
Acknowledgements.....	27

Montana Teen Driver Education and Training

CURRICULUM GUIDE

General Requirements

The Montana Traffic Education Curriculum Guide meets the content standards, benchmarks, and performance standards for state-approved teen driver education. Structured learning and guided practice are needed for students to acquire and demonstrate legal and safe driving skills, habits, and responsibilities. Teen drivers must complete an approved Montana driver education and training program to obtain a Montana driver's license before age 16. The essential knowledge and skills topics identify the instruction needed to meet the standards and benchmarks and assist a teen driver in becoming proficient in their driver performance. (ARM 10.13.401-410)

Introduction

Driving safely requires developing a complex set of skills. It takes months, even years, for new drivers to gain the experience and informed decision-making that allows them to interact with vehicles, other drivers, and the highway system at a level most drivers take for granted. When a new driver receives a driver license and begins driving independently, the first six months are the most critical. New drivers need to think about their driving actions. Appropriate and safe responses need to become habits through repeated practice of correct behaviors. **Montana's teen driver education and training program provides the foundation for students, assisted by teachers, parents or other supervising drivers, to develop the necessary skills and experience to become safe, competent drivers.**

Students must apply concepts learned at a desk to the realities of driving behind the wheel. The essential knowledge and skills that are the fundamentals of novice driver training can also foster responsible attitudes and good driving habits. Emphasis is placed on relating visual search skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, and responsible actions for occupant protection devices, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. While curriculum content is an important element for improved driver education and training, a quality delivery system is critical to effective student learning.

Quality instruction requires engaging classroom and laboratory-learning experiences delivered to students over an adequate period of time, so students can practice processes and skills and develop the habits necessary for safe vehicle operation. To be successful, instruction needs to be delivered in short training sessions extended over a long period of time. This allows students to learn basic operational skills correctly while adding more complex skills and judgment to their experience. It is not adequate for students to merely know the correct response. They must do it often enough to generate correct automatic responses that can develop into effective habits. Learning to drive is a process that integrates knowledge and extended practice to perceive hazards, make decisions, and control the vehicle. The essential knowledge and skills topics are an integral part of the *Montana Teen Driver Education and Training Curriculum Guide*.

State-approved traffic education teachers (ARM 10.13.310) help students meet or exceed minimum-competency standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, hazard recognition, guided observation, and family involvement. Satisfactory completion of a driver education and training course qualifies the student to continue the Graduated Driver Licensing (GDL) program.

Montana Content Standards and Benchmarks for Traffic Education

Driving is an activity that impacts the whole community. A successful program, therefore, requires the effective involvement of parents/guardians, schools, communities, and government agencies. The purpose of the *Montana Teen Driver Education and Training Curriculum* Guide is to provide structured learning and guided practice for students to acquire and demonstrate legal and safe driving skills, habits, and responsibilities.

Content standards indicate what students should know, understand, and be able to do in a specific content area. **Benchmarks** define the expectations for students' knowledge, skills, and abilities. Rules for content standards and benchmarks are required for curricula development, program approval, and student training. (ARM 10.14.401-409)

Traffic Education Content Standards	Benchmarks Essential Learning Expectations
1. LAWS AND HIGHWAY SYSTEM	Upon completion of driver education, students will:
Students must demonstrate knowledge and understanding of the highway transportation system and the laws governing the operation of a motor vehicle.	1.1 know the laws outlined in the Montana Driver's License Manual; 1.2 understand the laws outlined in the Montana Driver's License Manual; 1.3 consistently demonstrate knowledge and understanding by responsible adherence to highway transportation system traffic laws and control devices.
2. RESPONSIBILITY	Upon completion of driver education, students will:
Students must act responsibly by consistently demonstrating a positive attitude and respect for other roadway users, by obeying laws, and make an observable commitment to safe behaviors and good decision making.	2.1 recognize the importance of making safe and responsible decisions for owning and operating a motor vehicle; 2.2 demonstrate the ability to make appropriate decisions while operating a motor vehicle; 2.3 consistently display respect for other users of the highway transportation system; 2.4 develop positive habits and attitudes for responsible driving.
3. VISUAL SKILLS	Upon completion of driver education, students will:
Students must demonstrate and analyze the importance of proper visual skills for the safe operation of a motor vehicle.	3.1 know proper visual skills for operating a motor vehicle; 3.2 communicate and explain proper visual skills for operating a motor vehicle; 3.3 demonstrate the use of proper visual skills for operating a motor vehicle; 3.4 develop positive habits and attitudes for consistent proper visual skills.
4. VEHICLE CONTROL	Upon completion of driver education, students will:
Students must demonstrate skill in maneuvering and controlling motor vehicles smoothly, efficiently, and safely.	4.1 demonstrate smooth, safe, and efficient operation of a motor vehicle; 4.2 develop positive habits and attitudes for safe, efficient, and smooth vehicle operation.

Traffic Education Content Standards	Benchmarks Essential Learning Expectations
<p>5. COMMUNICATION</p> <p>Students must communicate and interact with the highway transportation system and other roadway users utilizing prescribed, effective, and safe practices.</p>	<p>Upon completion of driver education, students will:</p> <p>5.1 consistently communicate their driving intentions (i.e., use of lights, vehicle position, and personal signals);</p> <p>5.2 adjust their driver behavior based on observation of the highway transportation system and other roadway users;</p> <p>5.3 adjust communication (i.e., use of lights, vehicle position, and personal signals) based on observation of the highway transportation system and other users;</p> <p>5.4 develop positive habits and attitudes for effective communication.</p>
<p>6. RISK MANAGEMENT</p> <p>Students must demonstrate and safely apply driver risk-managing (defensive driving) strategies, behaviors, and habits, including measures to maintain distraction-free driving.</p>	<p>Upon completion of driver education, students will:</p> <p>6.1 understand driver risk-management principles;</p> <p>6.2 demonstrate driver risk-management strategies;</p> <p>6.3 develop positive habits and attitudes for effective driver risk management.</p>
<p>7. LIFELONG LEARNING</p> <p>Students must advocate for personal and public approaches to lifelong learning of the driving task.</p>	<p>Upon completion of driver education, students will:</p> <p>7.1 identify and use a range of learning strategies required to acquire or retain knowledge, positive driving habits, and driving skills for lifelong learning;</p> <p>7.2 establish learning goals that are based on an understanding of one’s own current and future learning needs;</p> <p>7.3 demonstrate knowledge and ability to make informed decisions required for positive driving habits, effective performance, and adaptation to change.</p>
<p>8. DRIVING EXPERIENCE</p> <p>Students acquire behind-the-wheel driving experience under the direction of a Montana-approved driver education teacher.</p> <p><i>Under Montana Graduated Driver Licensing (GDL) regulations (MCA 61-5-132) students are required to obtain an additional 50 hours of driving experience under the direction of a parent, legal guardian or responsible adult with a valid driver’s license.</i></p>	<p>Upon completion of driver education, students will:</p> <p>8.1 acquire at least the minimum number of behind-the-wheel hours over at least the minimum number of days, as required by law, with a Montana-approved driver education teacher;</p> <p>8.2 acquire additional behind-the-wheel driving experience with their parent or guardian's assistance in a variety of driving situations (i.e., night, adverse weather, gravel road, etc.).</p>

Performance Standards and Learning Phases for Traffic Education

Traffic Education Performance Standards (ARM 10.13.410): Traffic education performance standards describe students' knowledge, skills, and abilities in the driver education content area. These descriptions provide a picture or profile of student achievement at the four performance levels: *novice*, *nearing proficiency*, *proficient*, and *competent*. These standards are not exhaustive indications of performance but demonstrate a range of skill and knowledge relative to the established standards and identified benchmarks.

Traffic Education Performance Phases <i>How well do students apply knowledge, skills, and abilities?</i>
<p>NOVICE: Shows weak driving skills, must use full concentration, and is easily distracted.</p> <p>NEARING PROFICIENT: Shows inconsistent performance, but still uses conscious effort.</p> <p>PROFICIENT: Shows more consistent performance, but still uses conscious effort.</p> <p>COMPETENT: Shows consistent performance and behavior is largely automatic.</p>
NOVICE
<p>The <i>novice</i> student is beginning to attain the prerequisite knowledge and driving skills that are fundamental for work at each benchmark and is just beginning to acquire the knowledge and skills needed for safe and responsible driving. He/she:</p> <ol style="list-style-type: none"> 1. shows weak driving skills, must use full concentration, and is easily distracted; 2. struggles with traffic in various driving situations, even with assistance; 3. rarely is able to use the risk-managing driving skills; 4. has difficulty interacting with others in a safe, courteous manner; 5. demonstrates limited understanding of the highway transportation system; 6. rarely demonstrates the visual skills needed to operate a motor vehicle; 7. shows little understanding of the local and state laws of Montana; 8. with assistance, has begun to drive in rural, urban, and residential environments; 9. has begun to learn signs, signals, and pavement markings; 10. has difficulty in comprehending and applying vehicle laws while driving a motor vehicle within a supervised environment; 11. demonstrates a limited proficiency of safe and responsible driving techniques and attitudes; 12. performs at a beginning level after obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher.
NEARING PROFICIENCY
<p>The student <i>nearing proficiency</i> exhibits partial mastery or prerequisite knowledge and driving skills fundamental for proficient work at each benchmark and demonstrates a partial mastery of the knowledge and skills fundamental for responsible and safe driving. She/he:</p> <ol style="list-style-type: none"> 1. shows inconsistent performance and must use conscious effort; 2. understands that the laws of Montana, counties, and cities can differ; 3. demonstrates a limited ability to use risk-managing driving principles; 4. shows limited knowledge of motor vehicle laws while driving; 5. most of the time shows proficiency of safe and responsible driving techniques and attitudes; 6. performs in a limited manner after obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher; 7. with assistance, can use basic skills needed to interact safely with the highway transportation system; 8. with assistance, demonstrates the visual skills needed to operate a motor vehicle.

PROFICIENT

The *proficient* student exhibits solid academic and driving skill performance for each benchmark and demonstrates competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to safe driving. He/she:

1. shows more consistent performance, but still uses conscious effort to demonstrate responsible and safe driving behavior;
2. demonstrates and consistently applies laws pertaining to driving;
3. consistently uses risk-managing driving principles;
4. demonstrates mastery of safe and responsible driving habits and attitudes;
5. performs satisfactorily in obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher;
6. consistently interacts appropriately with other operators and traffic in various driving situations;
7. demonstrates basic skills needed to interact safely with the highway transportation system;
8. demonstrates appropriate visual skills needed to safely operate a motor vehicle;
9. demonstrates habits and attitudes necessary to communicate and interact with the highway transportation system utilizing effective, safe practices;
10. understands the laws that pertain to owning and operating a motor vehicle.

COMPETENT

The *competent* student exhibits strong knowledge and driving skills related to safely navigating roadways and interacting with other roadway users; shows consistent performance and driving behavior that is largely automatic; and exhibits driving behaviors safely and correctly in many different kinds of driving situations. She/he:

1. knows and adheres to the laws governing driving in Montana as demonstrated by habitually and consistently following the laws while driving;
2. knows and adheres to the highway transportation system as demonstrated by habitually driving consistent with the system;
3. always responsibly, properly, and smoothly operates a vehicle;
4. consistently researches ideas and opportunities to increase personal knowledge of the vehicle, the highway transportation system, and the driving task;
5. habitually knows, and always responsibly, applies defensive driving principles;
6. has acquired behind-the-wheel driving experience in various environments and road conditions for a period of time that exceeds the state minimum standards and graduated driver license requirements;
7. resists peer pressure, which may negatively influence good, responsible driving behavior.

CURRICULUM MODULES <i>Revised 2018</i>	Time estimate in minutes	IN-CAR LESSONS	KEYS Homework
DRIVER ED ADMINISTRATION – PLEASE COPY ALL FILES FROM FLASH DRIVE TO A COMPUTER DRIVE			
BEHIND-THE-WHEEL Integrated and Concurrent	6 hours required	6 hours required during no less than 6 days and up to 12 hours of observation	
Module 1 - OVERVIEW GDL AND PARENT MEETING			
1. GDL & Parent Meeting Overview KEYS Parent and Teen Homework			Introduction
Module 2 - VEHICLE CONTROL			
2.1 Preparing to Drive	60-90		1. Vehicle safety equipment
2.2 Basic Control (Location & Balance)	120-180	1. Start, steer, stop	
2.3 Traffic Control & Laws (Signs, Signals & Roadway Markings)	60	2. Intersections and turns	2. Laws and courtesy
Module 3 - VISION and MANAGING SPACES			
3.1 Effective Vision Control	30-60		3. Vision, balance, judgment
3.2 Managing Time & Space	120-180	3. Yield, search line-of-sight/path-of-travel (LOS/POT)	
3.3 Mixing with Traffic	90-120	4. Find, solve, control	4. Adverse driving conditions
3.4 Sharing the Road & Bicycle Awareness	60	5. Turnabouts and parking	
3.5 Vehicle Control in Limited Spaces	60-90	6. Manage space and stops	
Module 4 - RURAL, URBAN, and HIGHWAY DRIVING			
4.1 Natural Laws	60-120		
4.2 Curves & Hills	60-90	7. Curves and hills	
4.3 Urban Driving	60	8. Complex traffic and speed	
4.4 Rural & Highway Driving	60	9. Passing	
Module 5 - MANAGING DRIVING RISKS			
5.1 Adverse Conditions	45-60	10. Lane changing	
5.2 Emergencies	60	11. Manage zones	
5.3 Protecting Occupants			
5.4 Managing Risk with Vehicle & Highway Design	30-60		
Module 6 - DEADLY D's			
6.1 Distractions 6.2 Drugs and Alcohol 6.3 Drowsy Driving 6.4 Dangerous Emotions & Aggressive Driving	180		
Module 7 - DRIVER LICENSE and TRIP PLANNING			
7.1 Driver Licensing & Final Assessment	90	12. Skills assessment (ideally with parent/guardian)	5. Supervised practice and safe driving
7.2 Owning Vehicle & Trip Planning	60		
TE Resources – Tests, Videos and Extras			

IN-CAR LESSONS – Objectives, Environment, and Suggested Sequence

Program requirement: Six hours behind-the-wheel on no less than six days and up to 12 hours of observation. Develop objective-based route plans and use lesson plans that maximize student-centered learning. These 12, half-hour drives can be combined to meet the required minimum of six hours behind-the-wheel.

Drive 1: Start, Steer, and Stop	Drive 2: Intersections and Turns
<p>Environment: Parking Lot Modules 2.2 Basic Control and 5.3 Protecting Occupants</p> <ul style="list-style-type: none"> Preparing to drive Orientation to controls/adjustments All occupants buckled up Starting the vehicle Steering wheel control Putting the vehicle into motion Managing speed control On/off targeting (vision control): <ul style="list-style-type: none"> • Turn head before turning wheel Tracking on a straight path Stopping smoothly with controlled braking Stopping quickly with threshold braking Securing and exiting the vehicle 	<p>Environment: Low Speed, Low-Risk Traffic Module 2.3 Traffic Control and Laws</p> <ul style="list-style-type: none"> Locating reference points Selecting lane positions Searching intersections Responding to signs, signals, and markings Selecting gaps and entering intersections <ul style="list-style-type: none"> • Turning right from a stop and while moving • Turning left from a stop and while moving Backing on a straight path Backing while turning Eye searching, habits and practices: <ul style="list-style-type: none"> • checking mirrors every 6-8 seconds • checking over the shoulder • looking left, right, straight ahead and left again • looking through turns
Drive 3: Yield, Search LOS/POT	Drive 4: Find, Solve, Control
<p>Environment: Low-Risk Traffic Modules 3.1 Vision and 3.2 Managing Time and Space</p> <ul style="list-style-type: none"> Responding to traffic signs, signals, and markings: <ul style="list-style-type: none"> ▪ Yielding right of way ▪ Selecting where to stop Searching to the front Evaluating sight distance Approaching and recognizing intersection types Searching intersections Identifying LOS/POT restrictions Controlling space to the front: <ul style="list-style-type: none"> ▪ Judging distance in seconds ▪ Establishing following time Selecting lane and position Selecting gaps and entering intersections Changing lanes Reading instruments 	<p>Environment: Moderate Traffic Modules 3.1 Vision and 3.3 Mixing with Traffic</p> <ul style="list-style-type: none"> Evaluating target path Searching to the front Responding to LOS/POT conditions Selecting lane positions Applying speed control Stopping with vehicle in front Using staggered stops for space management Delaying moving for two seconds Identifying open/closed zones Using share lanes
Drive 5: Turnabouts and Parking	Drive 6: Manage Space and Stops
<p>Environment: Low-Risk Traffic Module 3.4 Sharing the Road</p> <ul style="list-style-type: none"> Selecting and performing turnabout options: <ul style="list-style-type: none"> ▪ Mid-block U-turn ▪ Intersection U-turn ▪ Two-point turn, right and left ▪ Three-point turn Parking: angle, forward perpendicular, parallel 	<p>Environment: Low to moderate traffic and speeds, parking lot; Module 3.5 Limited Spaces</p> <ul style="list-style-type: none"> Space management Backing into perpendicular parking Backing into an alley or driveway Making legal stops and staggered stops Responding to signs, signals, markings Practice commentary driving

<p>Drive 7: Curves and Hills</p> <p><i>Environment: Moderate speeds and traffic</i> <i>Modules 4.1 Natural Laws and 4.2 Curves and Hills</i></p> <p>Space management</p> <p>Searching for curves in target area</p> <ul style="list-style-type: none"> ▪ Adjusting for best speed ▪ Adjusting for best lane position <p>Searching through curves</p> <p>Driving through curves</p> <ul style="list-style-type: none"> ▪ Approach ▪ Visual search ▪ Speed control/trail braking ▪ Lane position ▪ Managing vehicle balance <p>Driving up and down hills</p> <ul style="list-style-type: none"> ▪ Selecting best lane position ▪ Maintaining speed control ▪ Stopping and starting on a hill • Parking on uphill and downhill grades 	<p>Drive 8: Complex Traffic and Speed</p> <p><i>Environment: Complex with increased speeds and traffic</i> <i>Module 4.3 Urban Driving</i></p> <p>Space management</p> <p>Using systematic search patterns</p> <p>Identifying critical areas</p> <p>Interacting with other users</p> <p>Recognizing rear zone changes</p> <p>Controlling rear zone</p> <p>Keeping 3-4 second space between your vehicle and others</p> <p>Navigating one-way streets</p> <p>Communication and courtesy</p>
<p>Drive 9: Passing</p> <p><i>Environment: Moderate speeds and traffic</i> <i>Module 4.4 Rural and Highway Driving</i></p> <p>Space management</p> <p>Sharing the road with other users</p> <p>Gap selection</p> <p>Passing and being passed on two-lane roads</p> <ul style="list-style-type: none"> • Practicing anti-lock system braking (ABS) when available 	<p>Drive 10: Lane Changing</p> <p><i>Environment: Complex with increased speeds and traffic</i> <i>Module 5.1 Adverse Conditions and 5.2 Emergencies</i></p> <p>Space management</p> <p>Using systematic search patterns</p> <p>Identifying critical areas</p> <p>Interacting with other users</p> <p>Entering, merging, lane changing and exiting limited access highways</p> <p>Handling emergency situations (simulated if trained)</p>
<p>Drive 11: Manage Zones</p> <p><i>Environment: Complex with increased speeds and traffic</i> Practice legal and safe driving skills</p> <p>Space management</p> <p>Managing zones</p> <p>Sharing the road with other users</p> <p>Communication and courtesy</p> <p>Driving at night (when available)</p> <p>Railway grade crossing</p> <p>Ten good driving habits review</p>	<p>Drive 12: Asses Skills – The Final Drive</p> <p>Skills assessment</p> <p>If the program is CDTP-certified* the road test can be given by the instructor</p> <p><i>* The Cooperative Driver Testing Program (CDTP), in cooperation with the Motor Vehicle Division of the Department of Justice, allows trained and certified traffic education instructors to administer the driver license knowledge exam and issue learner licenses to students. CDTP-certified instructors may also give the road test.</i></p>
<p>Best Practices for In-Car Lessons</p> <ul style="list-style-type: none"> • Start out slow in low-risk traffic. • Develop route plans for your lessons and community. • Encourage students and parents/guardians to practice the driving skills they are learning in class. • Have a cell phone policy. Students need to learn to manage their mobile device connectedness since many are connected all the time, almost everywhere. Some teachers put all students' cell phones in the trunk while driving. • Use commentary driving to enhance the learning process and good driving habits. • Consider using an in-car camera. 	

Essential Knowledge and Skills Topics for Traffic Education

Montana-approved driver education and training programs must include topics 1-40 in the curriculum plus six hours of in-car instruction. The topics identify the instructional areas needed to meet the standards and benchmarks of this curriculum and assist a teen driver in becoming proficient in his or her driver performance. These topics are described in detail following this list. To satisfy the requirements of the topic areas, use the modules shown below.

Topics 41-45 are considered program enhancements and can be included if time permits.

REQUIRED TOPICS – CURRICULUM FOUNDATION		Curriculum Modules
Topic 1	Course Overview, GDL, and Parent Orientation	Module 1
Topic 2	Identifying Vehicle Gauges, Alert and Warning Symbols	Module 2.1
Topic 3	Operating Vehicle Control Devices	Module 2.1
Topic 4	Preparing to Drive	Module 2.1
Topic 5	Protecting Occupants	Modules 2.1, 5.3
Topic 6	Performing Basic Maneuvers	Module 2.2
Topic 7	Standard Vehicle Reference Points	Module 2.2
Topic 8	Traffic Control Devices and Traffic Laws	Module 2.3
Topic 9	Using Vision for Vehicle Control	Module 3.1
Topic 10	Good Habits for Reduced-Risk Driving	Module 3.1
Topic 11	Time and Space Management System Components	Module 3.2
Topic 12	Time and Space Management Strategies	Module 3.2
Topic 13	Right of Way Rules	Module 3.3
Topic 14	Negotiating Intersections	Module 3.3
Topic 15	Performing Lane Changes and Passing	Module 3.3
Topic 16	Cooperating with Other Roadway Users	Module 3.4
Topic 17	Performing Turnabouts	Module 3.5
Topic 18	Performing Parking Maneuvers	Module 3.5
Topic 19	Effect of Gravity and Energy of Motion	Module 4.1
Topic 20	Maintaining Vehicle Balance	Module 4.1
Topic 21	Maintaining Traction Control	Module 4.1
Topic 22	Negotiating Curves and Hills	Module 4.2
Topic 23	Driving in Urban Environments	Module 4.3
Topic 24	Driving in Rural Environments	Module 4.4
Topic 25	Driving Within the Highway Transportation System	Module 4.4
Topic 26	Driving on Rural and Controlled Access Highways	Module 4.4
Topic 27	Driving During Reduced Visibility Conditions	Module 5.1

Topic 28	Driving During Extreme Weather Conditions	Module 5.1
Topic 29	Responding to Emergencies	Module 5.2
Topic 30	Responsibilities After a Collision	Module 5.2
Topic 31	Managing Risk with Vehicle and Highway Designs	Module 5.4
REQUIRED TOPICS – DRIVER RESPONSIBILITIES		
Topic 32	Managing Driver Distractions	Module 6.1
Topic 33	Effects of Alcohol and Drugs on the Body	Module 6.2
Topic 34	Effects of Alcohol and Drugs on the Driving Task	Module 6.2
Topic 35	Saying “No” to Alcohol and Other Drugs	Module 6.2
Topic 36	Alcohol-Involved Crashes and Montana Laws	Module 6.2
Topic 37	Preventing Drowsy Driving	Module 6.3
Topic 38	Effects of Emotions and Disabilities	Module 6.4
Topic 39	Preventing Aggressive Driving	Module 6.4
Topic 40	Driver Licensing	Module 7.1
PROGRAM ENHANCEMENTS <i>Can be included if time permits</i>		
Topic 41	Insurance Requirements	Module 7.2
Topic 42	Purchasing a Vehicle	Module 7.2
Topic 43	Maintaining a Vehicle	Module 7.2
Topic 44	Planning a Trip	Module 7.2
Topic 45	Conserving Resources	Module 7.2

Essential Knowledge and Skills Topics and Corresponding Modules

The essential knowledge and skills topics identify the instruction and student expectations needed to meet the standards and benchmarks of this curriculum and assist a teen driver in becoming proficient in their driving performance.

This guide to the curriculum modules identifies the essential knowledge and skills topics included in each unit. To reinforce knowledge through repetition, see suggested reinforcement topics.

MODULE 1 – OVERVIEW, GDL, AND PARENT MEETING

Topic 1. Course Overview, Graduated Driver Licensing, and Parent Orientation

The student, with parents/guardians, completes program registration if required; engages in discussions about the teen driver education and training program goals; understands and applies the rules and policies of the program; understands the responsibilities of the instructor, parent, and student during the driver education and training course; recognizes the process of the Graduated Driver Licensing law(GDL); and analyzes crash statistics and risks associated with driving.

The student and parent/guardian are expected to:

- a) complete the program registration process if needed (including driver’s license applications for the traffic education permit and/or CDTF traffic education learner license);
- b) discuss and understand the teen driver education and training program goals;
- c) understand the course structure, policies, and rules;
- d) understand Montana’s graduated driver licensing law for teen drivers;
- e) understand the responsibilities of the instructor, parent, and student during the course;
- f) examine the behaviors resulting in driver errors, and crash statistics in Montana and nationally;
- g) recognize the risks associated with poor driving habits and how risk can be minimized.

VEHICLE CONTROL

Module 2.1 Preparing to Drive

Topic 2. Identifying Vehicle Gauges, Alert, and Warning Symbols

The student distinguishes between vehicle alert and warning symbols and gauges displayed on the dashboard. The student is expected to locate and describe the function of alert and warning symbols and gauges found in the driver education vehicle and another vehicle.

Topic 3. Operating Vehicle Control Devices

The student describes and demonstrates correct use of the steering wheel, brake, accelerator, safety, communication, and convenience devices.

The student is expected to identify, describe, and demonstrate the location, function, and operation of:

- a) vehicle control devices found in a driver education vehicle;
- b) vehicle control devices found in another vehicle;
- c) safety, communication, and convenience devices found in a driver education vehicle;
- d) safety, communication, and convenience devices found in another vehicle.

Topic 4. Preparing to Drive

The student knows and demonstrates the pre-entry and entry tasks, vehicle compartment adjustments needed for driver control, and the securing and exiting tasks. The student knows the purpose and use of a vehicle owner’s manual.

The student is expected to describe and demonstrate:

- a) the purpose and use of a vehicle owner's manual;
- b) pre-entry tasks made around the vehicle prior to entering the vehicle;
- c) entry into the vehicle tasks;
- d) seating, steering wheel (if adjustable), and restraint adjustments made prior to starting and moving a motor vehicle;
- e) traditional mirror adjustments made prior to starting and moving a motor vehicle;
- f) enhanced side view mirror known as the blind zone glare elimination settings to reduce mirror blind spots and eliminate glare;
- g) securing and exiting tasks after stopping a motor vehicle.

Topic 5. Protecting Occupants

The student evaluates the dynamics of a crash and the effects on a restrained and unrestrained human body. The student investigates how occupant protection devices are used in motor vehicles; associates occupant protection with seatbelts, airbags, head restraints, child restraint types and their use; describes proper positioning and need for safe installation of child restraints; recognizes improvements to vehicular and roadway technology to protect occupants; demonstrates proper use of a seatbelt; demonstrates proper seat adjustments and steering wheel use with an air bag; and distinguishes occupant protection devices as crash survival mechanisms.

The student is expected to:

- a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body;
- b) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults;
- c) identify how child restraint systems operate (infants, forward-facing, booster seats, and lap/shoulder devices), proper positioning within a vehicle and how they provide crash survival protection;
- d) demonstrate proper steering wheel adjustments to accommodate for airbags.

VEHICLE CONTROL

Module 2.2 Basic Control

Reinforcement Topics: 3, 4, 5

Topic 6. Performing Basic Maneuvers

The student understands the risk prevention procedures leading to good habits for starting the vehicle, entering and leaving roadways, steering wheel control, acceleration control, braking control, performing right and left turns, and maneuvering in reverse.

The student is expected to describe and demonstrate:

- a) the pre-drive and starting tasks;
- b) the four steering wheel control techniques and when each is used;
- c) procedures for entering and leaving the roadway;
- d) acceleration control;
- e) controlled, threshold, and trail braking control;
- f) procedures for left and right precision turns from a stopped and moving position;
- g) procedures for backing straight and while turning.

Topic 7. Standard Vehicle Reference Points

The student understands and demonstrates blind areas around the vehicle and the use of vehicle reference points to position the vehicle and adjust for precision lane placement and stopping positions.

The student is expected to identify, describe, and demonstrate:

- a) knowledge of the blind areas to the front, sides, and rear of a vehicle while seated in the driver's seat of a vehicle;
- b) knowledge of how targeting establishes steering accuracy and helps develop a systematic searching habit;
- c) a visual reference point that will place the front bumper at a line or curb;
- d) a visual reference point that will place the right side tires 3-6 inches, 3 feet, and 6 feet from a line or curb;
- e) a visual reference point that will place the left side tires 3-6 inches from a line or curb;
- f) a visual reference point for placement of a vehicle in the center of a lane;
- g) visual reference points for placement of the rear bumper at a line or curb;
- h) lane placement and reference points for setup, entry to, and exiting from a turn.

VEHICLE CONTROL

Module 2.3 Traffic Control Devices and Laws

Topic 8. Traffic Control Devices and Traffic Laws

The student recognizes and understands the purpose and use of roadway signs, signals, markings, rules of the road, and traffic laws.

The student is expected to:

- a) describe the needs and purpose for traffic control devices for signs, signals, and markings;
- b) list and describe the color and function of traffic signal lights and signal/sign combinations;
- c) list and explain meanings of colors and shapes of roadway signs, signals, and markings;
- d) categorize roadway signs, signals, and markings into meaningful applications;
- e) describe appropriate driver responses to roadway signs, signals, and markings;
- f) apply the traffic laws for operating a motor vehicle on public streets and highways and operate the vehicle within those laws.

VISION AND MANAGING SPACES

Module 3.1 Effective Vision Control

Topic 9. Using Vision for Vehicle Control

The student understands the importance of vision while driving; identifies strategies to overcome visual problems; recognizes the effect speed has on vision; and identifies techniques to improve vision while driving.

The student is expected to:

- a) identify fields of vision and their use while operating a motor vehicle;
- b) identify strategies for overcoming physical visual problems;
- c) analyze the effect speed has on vision;
- d) identify techniques to improve vision while driving.

Topic 10. Good Habits for Reduced-Risk Driving

The student will identify the steps to positive habit development; recognize how to develop good driving habits on a judgment level and on a habit level; and identify ten good habits for a lifetime of reduced-risk driving.

The student is expected to:

- a) recognize the value of good driving habits;
- b) describe the steps to developing positive habits;
- c) identify the four levels of driver performance;
- d) identify the 10 good driving habits:
 1. get driver and vehicle ready to drive;
 2. see a clear path before moving the vehicle;
 3. keep the vehicle in balance;
 4. use reference points to know where your vehicle is;
 5. search for line of sight and path of travel restrictions;
 6. develop strategies for decision making and action;
 7. safely navigate intersections;
 8. control the rear zone;
 9. control the front zone;
 10. drive with courtesy.

Ten Habits concept developed by Fred Mottola, National Institute of Driver Behavior, <http://www.nidb.org/>

VISION AND MANAGING SPACES

Module 3.2 Managing Time and Space

Reinforcement Topic: 10

Topic 11. Time and Space Management System Components

The student describes and evaluates the components of organized time and space management systems; recognizes how each component of a system is needed to establish good habits for critical thinking, decision-making, and problem-solving skills; and relates these systems to reduced-risk driving behavior.

The student is expected to describe:

- a) the components of a space management system;
- b) the procedures for an orderly visual search pattern;
- c) causes for line of sight restrictions;
- d) causes for path of travel restrictions;
- e) the six zone locations;
- f) adjusting vehicle position to maximize lane positions;
- g) how to evaluate a gap for merging with traffic or crossing traffic lanes;
- h) how to evaluate and control vehicle space to the front;
- i) how to evaluate and control vehicle space to the sides;
- j) how to evaluate and control rear zone conditions;
- k) appropriate communication techniques to inform other roadway users of driver actions.

Topic 12. Time and Space Management Strategies

The student uses critical thinking, decision making, and problem-solving skills to effectively apply time and space management strategies while driving.

The student is expected to:

- a) demonstrate an orderly visual search process;
- b) evaluate the projected target area for information that could affect speed, vehicle direction, or driver communication;
- c) evaluate and respond to restrictions to the line of sight;
- d) evaluate and respond to restrictions to the path of travel;
- e) visually search areas for a safe response in the 20-30 second visual search range;

- f) visually search areas for a safe response in the 12-15 second visual search range;
- g) visually search areas for a safe response in the 4-6 second immediate response range;
- h) demonstrate adjusting lane positions and speed to control space around the vehicle;
- i) demonstrate selecting a gap in traffic for a safe merge or crossing traffic lanes;
- j) demonstrate appropriate communication prior to a speed or lane position adjustment;
- k) describe the dangers of improper signaling;
- l) evaluate and respond to traffic to the sides and rear of the vehicle;
- m) calculate distance traveled with various speeds;
- n) identify and describe the vehicle control sequence of vision control, motion control, and steering control.

VISION AND MANAGING SPACES

Module 3.3 Mixing with Traffic

Reinforcement Topics: 3, 5-12

Topic 13. Right-of-Way Rules

The student knows and understands the rules and regulations that determine who should yield the right of way on roadways and assesses the consequences of not obeying the right of way rules and regulations.

The student is expected to:

- a) define right of way;
- b) understand the consequences for failure to yield the right of way;
- c) know and apply the rules to yield the right of way at intersections;
- d) know and apply rules to yield the right of way at merging zones;
- e) understand reasons for and apply rules to yield right of way to emergency vehicles, funerals, school buses, and pedestrians;
- f) know and apply right of way rules at intersections with highway-rail grade crossings.

Topic 14. Negotiating Intersections

The student describes the legal requirements for intersection driving; demonstrates good habits for visual control when navigating intersections; identifies and responds to intersection types; identifies signs, signals and markings; applies time and space management strategies; communicates effectively; and performs reduced risk vision, motion, and steering control.

The student is expected to:

- a) recognize and respond to different intersection types;
- b) search for and respond to traffic signs, signals, and markings;
- c) identify and respond to controlled and uncontrolled intersections;
- d) identify and respond to controlled and uncontrolled railroad crossings;
- e) demonstrate visual searching skills to the left, front, right, and rear of the vehicle;
- f) demonstrate visual searching skills to identify and select the best lane position, best speed, and communication;
- g) recognize and respond to legal stop positions;
- h) demonstrate effective vision, motion, and steering control.

Topic 15. Performing Lane Changes and Passing

The student understands the legal requirements and risk management strategies leading to good habits for vision control, motion control, and steering control while making a lane change and while passing or being passed on two-lane roads and multiple-lane roadways.

The student is expected to:

- a) describe and demonstrate compliance with the legal requirements for a lane change and passing;
- b) evaluate and demonstrate a safe gap selection for a lane change or passing;
- c) evaluate and demonstrate time and space requirements for pre-pass positioning, passing, and lane return;
- d) describe and demonstrate effective blind area checks and mirror use;
- e) describe and demonstrate effective speed adjustment;
- f) describe and demonstrate appropriate lane positions;
- g) describe and demonstrate effective vision, motion, and steering control;
- h) describe and demonstrate appropriate communication techniques.

VISION AND MANAGING SPACES

Module 3.4 Sharing the Road

Reinforcement Topics: 3, 5-13

Topic 16. Cooperating with Other Roadway Users

The student understands characteristics of other vehicles' performance and the potential conflicts with other motorized and nonmotorized roadway users to apply critical-thinking, decision making, and problem-solving skills, and to respond with reduced risk driving behavior while sharing the roadway with other users.

The student is expected to describe and demonstrate driver responsibilities for sharing the road with:

- a) pedestrians;
- b) bicyclists;
- c) trucks;
- d) trains;
- e) buses;
- f) construction vehicles;
- g) farm machinery;
- h) slow-moving vehicles;
- i) oversized vehicles;
- j) vehicles towing trailers;
- k) recreational vehicles;
- l) motorcyclists;
- m) mopeds and scooters;
- n) emergency vehicles;
- o) funeral processions;
- p) animals.

VISION AND MANAGING SPACES

Module 3.5 Vehicle Control in Limited Spaces

Reinforcement Topics: 3, 5-12

Topic 17. Performing Turnabouts

The student understands the legal requirements and risk prevention procedures leading to good habits for vision control, motion control, and steering control while turning the vehicle to go in the opposite direction.

The student is expected to describe and demonstrate good habits for a legal and reduced risk:

- a) Two-point turnabouts;
- b) Three-point turnabouts;
- c) U-turns.

Topic 18. Performing Parking Maneuvers

The student understands the legal requirements and risk prevention procedures leading to good habits for vision control, motion control, and steering control while parking a vehicle.

The student is expected to describe and demonstrate the good habits for a legal and reduced risk:

- a) angle parking;
- b) parallel parking;
- c) street/curb parking;
- d) perpendicular forward parking;
- e) perpendicular backing into parking space;
- f) parking on a uphill and downhill with and without a curb;
- g) parking in restricted parking areas.

RURAL, URBAN, AND HIGHWAY DRIVING

Module 4.1 Natural Laws Affecting Vehicle Control

Reinforcement Topic: 9

Topic 19. Effects of Gravity and Energy of Motion

The student uses critical thinking, decision making, and problem-solving skills to recognize the effect of gravity and energy of motion on friction and traction; the forces of an impact; factors that affect a vehicle while in a curve; how tire condition affects traction; factors affecting braking distance; the effect of energy of motion on vehicles of different weights; the effect of forces when mixed sized vehicles collide; and how altering a vehicle can affect vehicle balance and traction.

The student is expected to:

- a) define gravity and energy of motion;
- b) describe the effect gravity and energy of motion have on friction and traction;
- c) describe the effect of speed on energy of motion;
- d) describe the forces of an impact;
- e) describe the impact of tire condition and air pressure on traction;
- f) describe the forces while in a curve;
- g) describe the factors that affect braking distance;
- h) describe the consequences of vehicle modifications on vehicle balance and traction;
- i) describe the forces of energy on vehicles of different weights and size.

Topic 20. Maintaining Vehicle Balance

The student understands how to identify maximum vehicle load; examines the changes in vehicle balance when braking and steering; recognizes how seating, hand, and feet position is used to maintain vehicle balance; recognizes the effects of vehicle load on vehicle balance; recognizes the effect of aggressive steering, braking, and acceleration inputs on the balance of a vehicle, and explains how to use vision control, motion control, and steering control to maintain vehicle balance.

The student is expected to:

- a) describe how to determine a vehicle's maximum load;
- b) describe the cause and effect of vehicle load changes (balance) from side to side, front to rear, and rear to front;
- c) describe the effect of vehicle load on vehicle balance;
- d) describe and demonstrate proper seating position for vehicle balance and control;
- e) describe and demonstrate proper positioning of the hands and steering techniques to maintain vehicle balance and control;
- f) describe how aggressive steering, braking, and acceleration affects vehicle balance and control;

- g) describe and demonstrate foot positions to maintain vehicle balance and control;
- h) describe and demonstrate acceleration and braking techniques to maintain vehicle balance and control.

Topic 21. Maintaining Traction Control

The student recognizes vehicle imbalance and evaluates vision control, motion control, and steering control to prevent loss of vehicle control. The student investigates vehicle braking systems, traction and steering control systems, and stability control systems to maintain vehicle control.

The student is expected to:

- a) describe traction loss and effect to both the front and rear wheels;
- b) list conditions that can create traction loss and vehicle imbalance;
- c) describe how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces;
- d) identify the difference between two-wheel and four-wheel drive systems.
- e) explain the function and advantages of two- and four-wheel ABS systems;
- f) identify vehicle braking systems and the proper braking techniques used for those systems;
- g) explain the purpose of variable-assist steering, stability control, and traction control systems.

RURAL, URBAN, AND HIGHWAY DRIVING
Module 4.2 Negotiating Curves and Hills

Reinforcement Topics: 3, 5-12

Topic 22. Negotiating Hills and Curves

The student applies time and space management strategies and demonstrates vision skills to recognize line of sight and/or path of travel restrictions encountered on hills or in curves; demonstrates reduced risk speed and lane position adjustments for approaching, entering, apexing, and exiting a curve; demonstrates speed control when ascending and descending a hill; explains conditions that could affect traction while driving into a curve.

The student is expected to:

- a) describe and respond to line-of-sight and path-of-travel restrictions;
- b) describe and demonstrate proper approach to hills or curves;
- c) describe and demonstrate proper speed for ascending and descending hills;
- d) describe and demonstrate proper entry speed and lane positions for a hill or curves;
- e) describe and demonstrate proper speed and lane positions in a curves' apex;
- f) demonstrate proper speed and lane positions for exiting curves;
- g) describes conditions that can effect traction and procedures to maintain traction in curves.

RURAL, URBAN, AND HIGHWAY DRIVING
Module 4.3 Urban Driving

Reinforcement Topics: 3, 5-14

Topic 23. Driving in Urban Environments

The student distinguishes how driving conditions and characteristics in urban areas are different than other driving environments and applies time and space management strategies with vision control, motion control, and steering control for good driving habits within urban driving environments.

The student is expected to:

- a) list, describe, and respond to characteristics of urban driving environments;
- b) recognize and respond to signs, signals, and markings;
- c) describe and respond to hazards associated with urban driving;
- d) describe and respond to different types of intersection and roadway configurations;
- e) describe and demonstrate time and space management strategies for urban environments.

Topic 24. Driving in Rural Environments

The student distinguishes how laws, driving conditions, and characteristics in rural areas are different than other driving environments and applies time and space management strategies with vision control, motion control, and steering control for good driving habits within rural driving environments.

The student is expected to:

- a) list, describe, and respond to characteristics of rural driving environments;
- b) recognize and respond to signs, signals, and markings;
- c) recognize, evaluate, and respond to hazards associated with rural driving;
- d) be aware of and respond to animals in rural areas and know and abide by Montana's open range law;
- e) describe, evaluate, and respond to road conditions with proper lane position and speed;
- f) describe and demonstrate good habits for passing and being passed on two-lane and multi-lane rural roads;
- g) recognize and respond to slow moving vehicles;
- h) develop and demonstrate time and space management strategies for rural driving environments.

Topic 25. Driving Within the Highway Transportation System

The student reviews the Highway Transportation System (HTS) and how cooperation by federal, state, local, and individual systems and agencies function together to provide a safe and lawful driving environment. The student understands the impact and consequences of personal driving behaviors on other users.

The student is expected to:

- a) list the components of the HTS;
- b) describe how numerous agencies and individuals contribute to the function and management of the HTS;
- c) assess the impact and consequences of personal driving behaviors on other users in the HTS.

Topic 26. Driving on Rural and Controlled Access Highways

The student distinguishes how driving conditions and characteristics on controlled, limited-access highways are different than other driving environments; applies time and space management strategies; uses vision control, motion control, and steering control for good driving habits on controlled, limited access highways.

The student is expected to:

- a) describe the characteristics and relate the advantages and disadvantages of limited access highways;
- b) recognize and respond to signs, signals, and markings;
- c) recognize and respond to the types of expressway interchanges, including but not limited to, the cloverleaf, diamond, trumpet, and directional interchange;
- d) evaluate and demonstrate effective lane choice;
- e) recognize and respond to problems due to congestion and plan alternate appropriate routes;
- f) describe and demonstrate good habits for entering and exiting limited access highways;
- g) describe and demonstrate good habits for lane changes and passing;
- h) recognize how higher speed can affect vehicle control;
- i) describe and demonstrate strategies for steering control, speed control, and braking control.

Topic 27. Driving During Reduced Visibility Conditions

The student understands the legal and risk prevention procedures leading to good habits for time and space management strategies during reduced visibility driving conditions such as glare, low-light conditions, darkness, fog, dust, precipitation, winter weather, and smoke and evaluates risk prevention procedures. The student uses vision control, motion control, and steering control to increase visibility and reduce and manage risk.

The student is expected to:

- a) describe sources for glare and procedures to protect from glare;
- b) describe and demonstrate driving strategies during low-light or darkness conditions;
- c) describe and apply laws regarding headlight use;
- d) analyze headlight projection and efficient and proper use of vehicle illumination;
- e) describe fog related reduced visibility conditions and procedures to reduce risk;
- f) describe winter driving conditions that reduce visibility and procedures to reduce risk;
- g) describe limited visibility conditions caused by smoke and dust and procedures to reduce risk;
- h) describe rain related reduced visibility driving conditions and procedures to reduce risk.

Topic 28. Driving During Extreme Weather Conditions

The student describes extreme weather conditions, such as flooding, heat, cold, storms, blizzards, or strong winds, and evaluates alternative routes and vehicle and driver limitations to apply time and space management strategies for reduced risk vision control, motion control, and steering control.

The student is expected to:

- a) describe extreme weather driving conditions such as flooding, heat, cold, storms, blizzards, and strong wind;
- b) describe risks associated with driving during extreme weather driving conditions;
- c) explain reduced risk strategies to compensate for extreme weather driving conditions.

Topic 29. Responding to Emergencies

The student examines how to respond to vehicle malfunctions. The student identifies procedures for emergency evasive steering; recognizes how to respond to skids resulting from low-traction conditions; and evaluates the procedures to safely return a vehicle to the roadway from an off-road driving condition.

The student is expected to describe:

- a) appropriate responses and prevention measures for sudden tire deflation, accelerator problems, engine, cooling, steering, electrical, lighting, and brake failures, and vehicle fire;
- b) how to respond to low-traction conditions resulting in skids;
- c) how to respond to conditions requiring emergency evasive steering;
- d) the proper response to startle;
- e) the good habits to safely return a vehicle to the roadway from an off-road condition.

Topic 30. Responsibilities After a Collision

The student describes driver responsibilities in the event of a collision or when given directions by emergency personnel.

The student is expected to:

- a) state Montana’s Good Samaritan Law and requirements for reporting a collision;
- b) describe what to do at the scene of a collision;
- c) identify crash severity that requires notifying law enforcement;
- d) describe how to respond to emergency personnel’s directions;
- e) describe how to meet insurance reporting requirements;
- f) demonstrate how to complete a collision report.

MANAGING DRIVING RISK

5.3 Protecting Occupants

Topic 5. Protecting Occupants

The student evaluates the dynamics of a crash and the effects on a restrained and unrestrained human body. The student investigates how occupant protection devices are used in motor vehicles; associates occupant protection with seatbelts, airbags, head restraints, child restraint types and their use; describes proper positioning and need for safe installation of child restraints; recognizes improvements to vehicular and roadway technology to protect occupants; demonstrates proper use of a seatbelt; demonstrates proper seat adjustments and steering wheel use with an air bag; and distinguishes occupant protection devices as crash survival mechanisms.

The student is expected to:

- a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body;
- b) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults;
- c) identify how child restraint systems operate (infants, forward-facing booster seats, and lap/shoulder devices), proper positioning within a vehicle and how they provide crash survival protection; and
- d) demonstrate proper steering wheel adjustments to accommodate for airbags.

MANAGING DRIVING RISK

5.4 Managing Risk

Topic 31. Managing Risk with Vehicle and Highway Designs

The student investigates features built into highway and vehicle design for crash survival and describes how improved technology helps reduce risk and minimizes the consequences of a crash. The student recognizes the types of collisions that can occur and actions that can be taken to control the consequences.

The student is expected to describe:

- a) the crash survival features incorporated into highway and vehicular design;
- b) collision types and actions to control the consequences of a crash;
- c) how improved highway and vehicle technology helps minimize the consequences of a crash.

DEADLY D’s: DRIVER FITNESS AND RESPONSIBILITIES

Module 6.1 Distractions

Topic 32. Managing Driver Distractions

The student describes examples of conditions that can distract drivers and lead to increased driving risk and creates a personal plan for managing physical, visual, and cognitive distractions while driving.

The student will:

- a) define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes;
- b) describe potential distractions that could occur inside and outside the vehicle and their effects on the driving task;
- c) develop a plan to prevent distractions before getting behind the wheel and while driving;
- d) commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their families, and the community.

DEADLY D'S: DRIVER FITNESS AND RESPONSIBILITIES

Module 6.2 Drugs and Alcohol

Topic 33. Effects of Alcohol and Drugs on the Body

The student describes why and how different amounts of alcohol and drugs effect people. The student evaluates the amount of alcohol in various drinks. The student describes the blood alcohol concentration as related to body weight and the number of drinks containing alcohol consumed in a given period of time.

The student is expected to describe:

- a) how legal and illegal alcohol and drugs affect people differently;
- b) the amount of alcohol in various drinks;
- c) how blood alcohol content (BAC) is related to a person's body weight;
- d) how BAC is related to consuming a certain number of drinks containing alcohol in a given period of time;
- e) the synergistic effects of alcohol and/or drugs.

Topic 34. Effects of Alcohol and Drugs on the Driving Task

The student describes the effects of alcohol and drugs on driver perception, vision, reaction time, and risk taking; the increased probability of being involved in all crashes, especially a fatal traffic crash; and the physiological and psychological effects of other drugs on the driving task.

The student is expected to:

- a) describe the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking;
- b) describe the increased probability of being involved in a fatal traffic crash after drinking;
- c) recognize and describe the physiological and psychological effects of other drugs on the driving task.

Topic 35. Saying "No" to Alcohol and Other Drugs

The student recognizes why it is wise not to use alcohol or other drugs, especially while operating a motor vehicle, and the consequences of unlawful consumption. The student knows how to develop a plan to intervene when someone is drinking and intends to drive. The student recognizes and responds to peer pressure to use alcohol and other drugs by knowing that saying, "No!" is a reduced risk choice.

The student is expected to:

- a) relate reasons why it is wise not to use alcohol or other drugs while operating a motor vehicle;
- b) develop a plan to intervene when someone is drinking and intends to drive;
- c) relate or develop a plan to say no to peer pressure involving alcohol or other drug usage.

Topic 36. Alcohol-Involved Crashes and Montana Laws

The student discusses the scope of the alcohol/traffic safety problem; recognizes that alcohol is the most commonly used drug; and evaluates facts about teenage drinking and driving. The student understands the

involvement of alcohol-related crashes; investigates why people drive after drinking or using other drugs; and recognizes the effect alcohol-related crashes have on families and communities. The student explores basic elements of Montana laws pertaining to the use of alcohol and other drugs and improper use of a driver license to obtain alcohol, specifically as they apply to minors and adults.

The student is expected to:

- a) relate the scope of the overall alcohol/traffic safety problem in Montana and the United States;
- b) describe why alcohol is the most commonly used drug involved with driving;
- c) identify facts about teenage drinking and driving in Montana and the United States;
- d) discuss excuses why people drink and drive or use drugs and drive;
- e) explore the affect alcohol related crashes have on families and communities;
- f) explore rules, regulations, and penalties applicable for minors in possession, minors and adults while driving under the influence, and open containers;
- g) explore rules, regulations, and penalties applicable to minors and adults for improper use of a driver license to obtain alcohol;
- h) explore rules, regulations, and penalties applicable to minors and adults for administrative license suspension and implied consent.

DEADLY D's: DRIVER FITNESS AND RESPONSIBILITIES

Module 6.3 Drowsy Driving

Topic 37. Preventing Drowsy Driving

The student examines the effect of fatigue on the physical and mental condition of drivers; describes behaviors indicating driver fatigue; explores the hazards associated with driving while fatigued; and explains methods to delay or avoid driving while fatigued and drowsy.

The student is expected to describe:

- a) the physical and mental effect of fatigue on driver behavior;
- b) the importance of sleep and its effect on performance;
- c) the physical and mental symptoms of fatigue on the driving task;
- d) methods to prevent driving while fatigued and drowsy.

DEADLY D's: DRIVER FITNESS AND RESPONSIBILITIES

Module 6.4 Dangerous Emotions and Aggressive Driving

Topic 38. Effects of Emotions and Disabilities

The student explores how the senses are used while driving. The student develops an understanding of how emotions affect the driving task and ways to manage emotional situations while driving. The student develops an understanding of how temporary and permanent disabilities may affect the driving task and ways to compensate while driving.

The student is expected to describe:

- a) how the senses for touching, hearing, smelling, and seeing are used while driving;
- b) emotions and their effect on driver behavior;
- c) ways to control emotions while driving;
- d) temporary and permanent disabilities that may affect the driving task;
- e) actions drivers can take to compensate for disabilities while driving.

Topic 39. Preventing Aggressive Driving

The student describes aggressive behaviors and how driver errors lead to aggressive driving behaviors by the driver and other drivers that can escalate to road rage; evaluates individual anxieties that can lead to aggressive driving; recognizes strategies drivers can adopt to reduce conflict; and describes how to apply anger management techniques to prevent aggressive driving that can lead to road rage.

The student is expected to:

- a) describe aggressive driving behaviors that can lead to road rage;
- b) describe driver errors that can lead to aggressive driving behaviors;
- c) describe an individual's anxieties that can lead to dangerous driving behaviors;
- d) develop strategies to reduce conflicts while driving;
- e) develop and use anger management techniques to prevent aggressive driving and road rage.

DRIVER LICENSE AND TRIP PLANNING

Module 7.1 Driver License and Final Assessment

Reinforcement Topic: 1

Topic 40. Driver Licensing

The student recognizes driver education and training as the foundation for assisting the student and parent/supervising driver to continue the lifelong learning process of reduced risk driving. The student understands the requirements for complying with the Graduated Driver Licensing (GDL) requirements and how to get and keep a driver's license.

The student is expected to:

- a) describe the process of obtaining and maintaining a Montana driver license;
- b) recognize the types of driver licenses and instruction permits;
- c) be aware of special information that may be placed on a driver license or instruction permit;
- d) understand licensing restrictions, suspensions, and revocations placed on driving privileges;
- e) explain the license renewal processes;
- f) compare what was covered in the course to what still needs to be reinforced and practiced;
- g) understand the requirements and consequences during a GDL period;
- h) understand the purpose and use of parent resource materials and how they support practice during the learning phase;
- i) formulate ways to obtain guided behind-the-wheel practice;
- j) develop strategies to continue and accept personal responsibility for the lifelong learning process of reduced risk driving.

THE FOLLOWING ARE PROGRAM ENHANCEMENTS (Can be included if time permits):

DRIVER LICENSE AND TRIP PLANNING

Module 7.2 Owning a Vehicle and Trip Planning

Reinforcement Topic: 5

Topic 41. Insurance Requirements

The student knows Montana motor vehicle insurance requirements; understands the conditions of insurance coverage; and demonstrates responsibility for immediate and long-term obligations of owning and driving an automobile.

The student is expected to:

- a) know insurance obligations for owning and driving an automobile;
- b) describe how to comply with Montana's vehicle insurance laws;
- c) describe coverage and conditions for automobile insurance;

- d) describe ways to establish and reduce automobile insurance rates;
- e) discuss reasons individuals have automobile insurance denied or revoked;
- f) describe how to report to insurance agents after a crash.

Topic 42. Purchasing a Vehicle

The student analyzes data and utilizes critical thinking and problem-solving skills to purchase a new or used automobile; registration and titling process; and recognizes the value of being a financially responsible driver.

The student is expected to:

- a) identify personal needs for purchasing or leasing a new or used automobile;
- b) recognize the different types of vehicles and their safety features;
- c) list topics for a prepurchase inspection of a used automobile;
- d) calculate the expenses associated with purchasing and owning a new or used automobile to include:
 - 1. repair and maintenance;
 - 2. insurance;
 - 3. gas mileage and expense;
 - 4. monthly payments and interest for the purchase or lease of an automobile;
 - 5. other expenses;
- e) understand the registration and titling process.

Topic 43. Maintaining a Vehicle

The student assesses vehicle operation and malfunctions to eliminate or prevent malfunctions by securing scheduled and unscheduled maintenance or repairs.

The student is expected to:

- a) recognize dashboard warning symbols and respond to an activated warning symbol;
- b) recognize the importance of under-the-hood vehicle maintenance checks;
- c) recognize basic maintenance requirements of the steering, suspension, fuel, electrical, lighting, and braking systems;
- d) recognize mechanical and tire malfunctions and the importance of securing maintenance and repairs to eliminate potential driving problems.

Topic 44. Planning a Trip

The student plans a trip; selects routes; predicts personal and vehicular needs; and calculates costs for an extended trip.

The student is expected to:

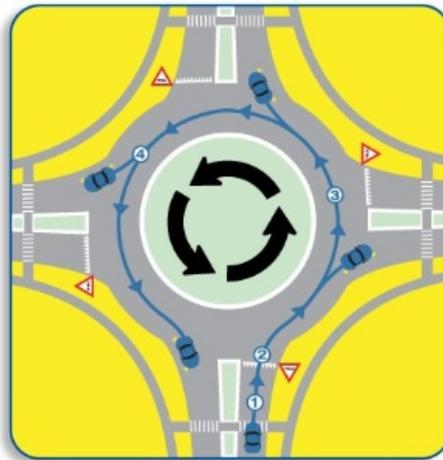
- a) select routes for local trips and extended trips using local and state maps;
- b) identify different technology resources that can help the trip planning process;
- c) recognize when and how to plan alternative routes;
- d) predict personal and vehicular needs for an extended trip;
- e) calculate the cost of an extended trip;
- f) describe how to prepare and load a vehicle for an extended trip.

Topic 45. Conserving Resources

The student applies strategies to reduce litter on Montana roadways and understands the health and economic impacts of litter on themselves and their community; explores strategies to conserve fuel; recognizes procedures to recycle automobile fluids and parts; and how to make wise automobile selections to protect the environment by reducing pollution and conserving energy.

The student is expected to:

- a) explain driving practices that conserve fuel;
- b) define littering;
- c) analyze costs linked to littering;
- d) list personal strategies to reduce litter on Montana roadways;
- e) understand emissions and pollutants emitted by motor vehicles;
- f) describe maintenance tasks that keep vehicles from polluting;
- g) recognize the use of different automotive fuels and how they affect vehicle performance;
- h) list motor vehicle fluids and parts that must and can be recycled;
- i) explain the personal and global benefits of conserving energy, reducing pollution, and recycling.



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In Memory of David C. Huff who was a leading light and a driving force to improve driver education and reduce young driver crashes as Montana's Traffic Education Director from 1998 to 2011. His work on these curriculum standards led to a major revision of Montana's traffic education curriculum in 2006 when Montana's Graduated Driver Licensing law became effective. His vision of driver education as the foundation of a systems approach to traffic safety led to his instrumental work on the national standards for driver education.

The Traffic Education Office at the Montana Office of Public Instruction is a resource for traffic education teachers, families and school districts with traffic education programs. Visit <http://www.opi.mt.gov/DriverEd> to download updated curriculum modules, review GDL requirements, and stay up to date on the latest news and research about teen driver safety both locally and nationally. Find forms and information on renewing your approval to teach traffic education. Schools can manage program applications; year-end reports and student lists in the Traffic Education Data & Reporting System (TEDRS).



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