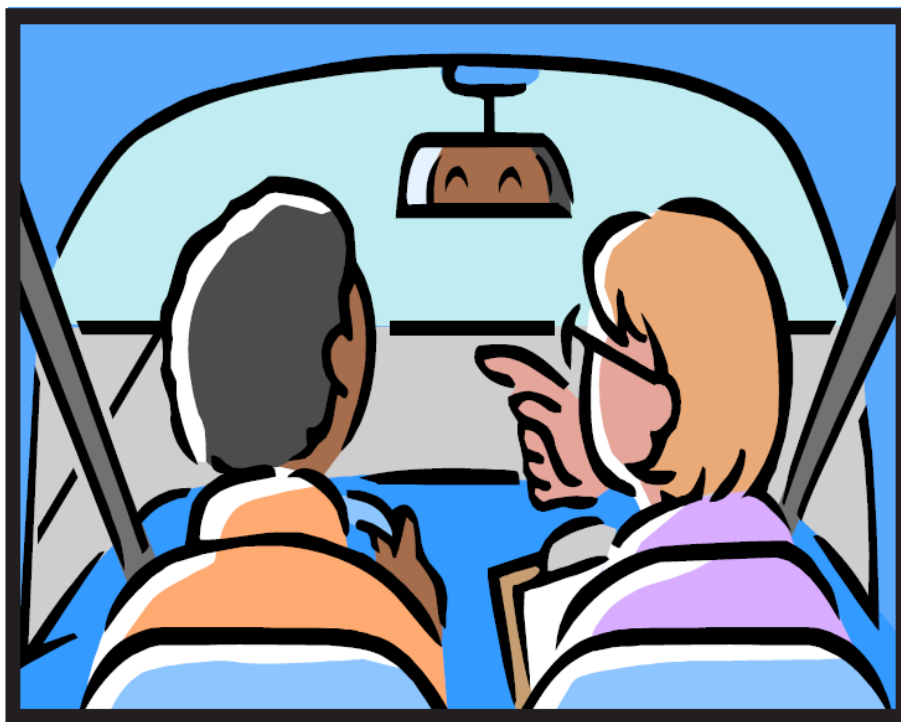


DRIVER EDUCATION CURRICULUM GUIDE



**Michigan Department of State
Driver Programs Division
Driver Education Section**

September 2013

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Michigan Department of State Driver Education Curriculum Guide

Table of Contents

Section 1 – Introduction	3
Section 2 – About This Guide	7
Section 3A – Segment 1 Curriculum Map	9
Section 3B – Segment 2 Curriculum Map	11
Section 4A – Segment 1 Classroom Standards of Learning	13
Section 4B – Segment 1 BTW Standards of Learning	15
Section 4C – Segment 2 Classroom Standards of Learning	17
Section 5A – Segment 1 Classroom Content-Objectives-Resources	19
Section 5B – Segment 1 BTW Objectives	29
Section 5C – Segment 2 Classroom Content-Objectives-Resources	33
Section 6 – Testing and Assessment	37
Section 7 – Alternative Curriculum Approval	39
Appendix A – Web Sites for Lesson Plan Development	41
Appendix B – Segment 1 BTW Lesson Plan Guidelines	43
Appendix C – Segment 1 Assessment of BTW Skills	47

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State Driver Education Curriculum Guide

Section 1 – Introduction

Background

In the spring of 2004, legislation passed that moved all oversight responsibilities for driver education from the Michigan Department of Education to the Michigan Department of State (MDOS). This legislation included an October 1, 2006, sunset date for the Driver Education and Training Schools Act.

In response to the need for new legislation, the Secretary of State assembled a Driver Education Advisory Committee made up of key stakeholders in the driver education and training industry. The 10-member committee, comprised of driver education providers, instructors, third-party skills testers, and other safety advocates, completed its work in late 2005. The goals were to eliminate overlap in statutory requirements, achieve consistency in program objectives, strengthen and improve curriculum, and establish appropriate requirements and qualifications for driver education providers and instructors. Included in the recommendations to strengthen and improve curriculum were:

1. MDOS should develop curriculum guides for both the Segment 1 and Segment 2 driver education courses. The curriculum requirements should be based on the American Driver and Traffic Safety Education Association's model curriculum.
2. MDOS should develop a pool of test questions for the Segment 1 and Segment 2 final knowledge tests. The pool of questions should be included in a software package similar to the existing CDL testing software so as to allow for a unique test for each student.

Based on the committee's recommendations, the Secretary of State proposed numerous enhancements to the law in April 2006. These became the basis for the Driver Education Provider and Instructor Act, which was signed into law on September 26, 2006, as PA 384 of 2006. Go to the Department of State's Web site at www.Michigan.gov/sos for the full text of the act. Click (on the left) on "Driver License and State ID," then on "Driver Education Providers and Instructors," and finally "Laws and Regulations."

This Curriculum Guide was developed to provide driver education instructors and providers with a detailed framework of the concepts, objectives, and standards students will need to master to successfully meet the goals of Segments 1 and 2. By ensuring that students are properly prepared to drive, we will reduce crash rates among young drivers and make Michigan's roads safer.

Acronyms and Definitions

As used in this document:

ADTSEA means the American Driver and Traffic Safety Education Association.

Behind-the-wheel instruction means instruction in which a student is in control of a motor vehicle on a public street or highway in real and varied traffic situations and a driver education instructor is the only other occupant in the front passenger seating area with the student.

Michigan Department of State

Driver Education Curriculum Guide

Classroom instruction means that part of a driver education course occurring in a classroom environment and enabling a student to learn through varied instructional methods, under the direct guidance of a driver education instructor.

Curriculum means a written plan that guides the instruction given in a driver education course and includes performance objectives, a content outline, detailed learning activities, and assessment tools.

Driver education course means a program of study offered by a certified driver education provider, which enables a student to acquire the basic knowledge, skills, and attitudes necessary to operate a motor vehicle upon a highway transportation system.

Guide means the Michigan Department of State's *Driver Education Curriculum Guide*.

MDOS means the Michigan Department of State.

Performance objective means a certain level of knowledge and skill a student is expected to acquire to successfully complete a driver education course.

S1 means a Segment 1 driver education course that meets the requirements in Section 37 of PA 384 of 2006.

S2 means a Segment 2 driver education course that meets the requirements in Section 39 of PA 384 of 2006.

Section 35 of PA 384 of 2006

Section 35 of PA 384 of 2006 requires the secretary of state to prescribe a model curriculum for teen driver training under this act. After September 1, 2007, a driver education provider classified for teen driver training shall use the secretary of state's prescribed model curriculum or may use an alternative curriculum only after it has been reviewed and approved by the secretary of state. The secretary of state may approve an alternative curriculum if it substantially meets or exceeds the standards of the secretary of state's prescribed model curriculum.

This Curriculum Guide serves as the written plan for instruction on the MDOS's prescribed model curriculum. The Guide is based on ADTSEA's 3.0 curriculum.

Michigan's Two Segments of Driver Education

Michigan's driver education curriculum is split into two segments. Segment 1 driver education is offered before the driver begins supervised driving, and requires a minimum of 24 hours of classroom instruction, a minimum of six hours of behind-the-wheel instruction, and a minimum of four hours of observation time in a training vehicle. Segment 2 driver education is offered after the driver has acquired 30 hours of driving experience and will soon begin unsupervised driving. Segment 2 includes a minimum of six hours of classroom instruction. A review of literature related to driver education indicates that the preferred method of delivering driver education is in two segments. Michigan is the only state that offers driver education in two segments.

Michigan Department of State

Driver Education Curriculum Guide

Young Driver Crash Risk

Sixteen- and 17-year-old drivers have the highest crash rates of any age group. Crash rates are highest during the first six months of licensure without supervision. The major reason for crashes among newly licensed drivers is the failure to search effectively for potential risks.

Young drivers and their parents lack awareness of the risks present during the first six months of unsupervised driving and how to manage those risks. The most critical time for parents to be involved with young drivers is during the first six months of unsupervised driving.

Our culture tends to view teens as young adults when, neurologically, they are only large children. The area of the brain that regulates logic and reasoning develops before the area that controls impulse and emotion. Young drivers often do not have the full capacity to control impulses. As a result, adults need to provide guidance, oversight, and set limits.

New Curriculum

The Segment 1 and Segment 2 curriculum focuses on risk awareness; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and vehicle control to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, driver distractions, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance.

Students apply basic driving skills in low-to-moderate traffic environments and progress to demonstration of skill proficiency in more complex traffic situations.

Successful completion of a state-approved driver education program does not, alone, make a teenager a responsible, experienced driver. Traffic safety education involves family, community, industry, government, and personal factors such as motivation, maturity, and perceptive abilities.

Throughout the course, emphasis should be placed on the need for extensive supervised practice with a licensed parent or guardian to develop precision in the use of skills, processes, and responsibilities, and the need for close parental oversight during the first six months of unsupervised driving.

What Every Driver Must Know (WEDMK)

Although the WEDMK is specifically recognized as a resource in some modules in Segment 1 and Segment 2 in the Curriculum Guide, instructors should utilize the WEDMK throughout all of Segment 1 and Segment 2 where best suited, such as when teaching signs, signals and markings, sharing the road, and basic skills, law and safety. The WEDMK should be utilized when teaching just about every module.

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State Driver Education Curriculum Guide

Section 2 – About This Guide

Introduction

The *Driver Education Curriculum Guide* is a written plan that guides the instruction to be given in both the Segment 1 and Segment 2 driver education courses. It includes a curriculum map, standards of learning, performance objectives, content outline, and resources that will assist the instructor with learning tools, learning activities, and assessment tools.

Contents of the Guide

Section 1 – Introduction

Section 1 presents background on why and how this Guide was developed.

Section 2 – About This Guide

Section 2 explains the eight different sections of the *Driver Education Curriculum Guide*.

Section 3 – Curriculum Content Map

Section 3 contains a curriculum content map for both Segment 1 and Segment 2. Curriculum maps provide a framework for building teaching units and lesson plans. They ensure that instructors allocate sufficient time to cover each content area.

Section 4 – Standards of Learning

Section 4 consists of the standards of learning for the Segment 1 and Segment 2 classroom portions of the program as well as the Segment 1 behind-the-wheel portion. Standards of learning indicate what students should know, understand, and be able to do in a specific content area.

Section 5 - Curriculum Content, Objectives, and Resources

Section 5 outlines the content of the Segment 1 and Segment 2 classroom portions and the Segment 1 behind-the-wheel portion of the program in terms of behavioral objectives. The section also identifies resources that should be used in the instruction.

Section 6 – Testing and Assessment

Section 6 explains how Segment 1 and Segment 2 knowledge tests and the Segment 1 behind-the-wheel assessment are to be conducted.

Section 7 – Alternative Curriculum Approval

Section 7 details what must be done to gain MDOS approval for those providers of Segment 1 and Segment 2 courses that do not desire to use the ADTSEA-based curriculum.

Michigan Department of State

Driver Education Curriculum Guide

Section 8 – Appendices

Appendix A provides Web sites to assist instructors in developing classroom lesson plans. Appendix B contains supplemental information for instructors on preparing behind-the-wheel lesson plans. Appendix C contains a form for the assessment of behind-the-wheel skills.

Developing Lesson Plans

This Guide does not substitute for an instructor's lesson plan; it is a guide to the development of lesson plans. The following materials will be needed to develop lesson plans associated with Segment 1 and Segment 2 driver education:

1. MDOS's *Driver Education Curriculum Guide*.
2. Latest version of the MDOS's *What Every Driver Must Know*.
3. The American Driver and Traffic Safety Education Association's Version 3.0 *Driver Education Curriculum* including Behind-the-Wheel Lesson Plans and Parent/Mentor Practice Guide.
4. MDOS's materials on risk awareness (Fact Sheets).

Materials on risk awareness are available on MDOS's Web site at **www.Michigan.gov/sos**.

Michigan Department of State Driver Education Curriculum Guide

Section 3A – Segment 1 Curriculum Content Map			
Module	Category	Element	Hours Allotted
1		Introduction to Novice Driver Responsibilities and the GDL	1.0
	1-1	Course Introduction	
	1-2	Michigan's GDL Law	
	1-3	Young Driver Crash Problem	
2		Getting Acquainted with the Vehicle	2.0
	2-1	Pre-entry Checks	
	2-2	The Area Around the Vehicle	
	2-3	Safety Restraints	
	2-4	Safety, Comm., Comfort, Convenience and Control Devices	
	2-5	Pre-drive Procedures, Mirrors and Blind Spots	
	2-6	Vehicle Reference Points	
	2-7	Vehicle Owner's Manual	
3		Understanding Vehicle Control: Starting, Steering, and Stopping	1.0
	3-1	Starting the Engine and Moving the Vehicle Forward	
	3-2	Steering	
	3-3	Moving to Curb / Entering Roadway from Curb	
	3-4	Stopping and Securing the Vehicle	
	3-5	Backing	
4		Traffic Control Devices and Laws	1.0
	4-1	Definition and Purpose of Traffic Control Devices	
	4-2	Traffic Signs	
	4-3	Traffic Signals	
	4-4	Pavement Markings	
	4-5	Traffic and Vehicle Laws	
5		Vision and Space Management	5.0
	5-1	Vision and Perception Requirements	
	5-2	Vehicle Operating Space	
	5-3	Stopping Distance	
	5-4	Space Management System (SEE)	
	5-5	Lane Positions and Making Safe Lane Choices	
	5-6	Divided Attention / Multi-tasking	
6		Basic Maneuvers in a Low-Risk Environment	3.0
	6-1	Natural Laws and Traction	
	6-2	Intersections	
	6-3	Changing Lanes	
	6-4	Turning Around	
	6-5	Parking	
	6-6	Passing and Being Passed	

Michigan Department of State Driver Education Curriculum Guide

7		Risk Reducing Strategies for Different Driving Environments	3.0
	7-1	Expressway Driving	
	7-2	Urban Roadways	
	7-3	Rural Roadways	
	7-4	Laws Specific to Different Driving Environments	
8		Sharing the Road with Other Users	2.0
	8-1	Importance of Sharing the Road with Other Users	
	8-2	Sharing the Road with Pedestrians	
	8-3	Sharing the Road with Bicycles	
	8-4	Sharing the Road with Motorcycles, Mopeds and Scooters	
	8-5	Sharing the Road with Large Vehicles	
	8-6	Sharing the Road with Emergency Vehicles	
	8-7	Sharing the Road with Trains and Public Transportation	
	8-8	Sharing the Road with Construction Vehicles and Work Zone	
9		Adverse Driving Conditions and Emergencies	2.0
	9-1	Changing Weather and Conditions of Visibility	
	9-2	Advanced Automotive Technology	
	9-3	Changing Traction Conditions	
	9-4	Emergency Recovery	
	9-5	Controlling the Consequences of a Crash	
	9-6	Vehicle Malfunctions	
	9-7	Collision Reporting	
10		Factors Affecting the Driver	1.5
	10-1	Effects of Distractions on Driving	
	10-2	Impaired Driving	
	10-3	Effects of Fatigue and Emotions on Driving	
11		Instructor Discretion *	1.5
12		Final Examination	1.0
Total Hours			24.0

* 1.5 hours of instruction have been left to the discretion of the driver education instructor. This time should be used:

1. to place extra emphasis on any of the first 10 instructional modules,
2. to administer tests at the end of instructional modules,
3. for guest speakers with expertise in traffic safety, and
4. to allow for student activities that would supplement any of the 10 instructional modules.

Michigan Department of State Driver Education Curriculum Guide

Section 3B – Segment 2 Curriculum Content Map			
Module	Category	Element	Hours Allotment
1		Risk Awareness	1.0
	1-1	Developing Risk Awareness (MDOS Fact Sheets)	
2		Effects of Distractions on Driving	1.0
	2-1	Definition, Effects and Nature of Distracted Driving	
	2-2	Potential Distractions Inside the Vehicle	
	2-3	Potential Distractions Outside the Vehicle	
	2-4	Preventing Distractions Before Driving	
	2-5	Addressing Distractions While Driving	
	2-6	Spreading the Word on the Dangers of Distracted Driving	
3		Impaired Driving	2.0
	3-1	The Responsibility to Say “No”	
	3-2	Alcohol-Related Traffic Crash Problem	
	3-3	Michigan Alcohol Laws and Penalties	
	3-4	Effects and Elimination of Alcohol	
	3-5	Effects of (non-Alcohol) Drugs on the Driving Task	
4		Effects of Fatigue and Emotions on Driving	1.0
	4-1	Causes and Effects of Fatigue	
	4-2	Emotions that Can Affect Driving Behavior	
	4-3	Aggressive Driving and Road Rage	
	4-4	Strategies for Anger Management and Responding to Rage	
5		Anatomical Gift Donation	.25
	5-1	Right to donate and how to join the state donor registry	
6		Review and Final Examination	.75
Total Hours			6.0

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State Driver Education Curriculum Guide

Section 4A – Segment 1 Classroom Standards of Learning

Students participating in the state-certified Segment 1 driver education 24-hour classroom program should:

1. Demonstrate an understanding of Michigan's traffic laws, licensing procedures, and the risks and responsibilities associated with the driving privilege. Key concepts include:
 - a. Michigan's Graduated Driver Licensing system.
 - b. Michigan's rules of the road.
 - c. Young driver crash risk.
2. Demonstrate an understanding of basic vehicle operating procedures. Key concepts and skills include:
 - a. Occupant restraints.
 - b. Pre-driving procedures.
 - c. Starting procedures (automatic and manual transmissions).
 - d. Vehicle information, warning, and control devices.
 - e. Vehicle securing procedures.
3. Demonstrate an understanding of how to manage visibility, time, and space to avoid conflicts and reduce driving risks. Key concepts and skills include:
 - a. Processing information visually using a space-management system.
 - b. Applying following-interval concepts.
 - c. Selecting gap and judging distance.
 - d. Estimating passing-time and space needs.
4. Demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts and skills include:
 - a. Roadway signs, signals, and markings.
 - b. Right-of-way rules.
 - c. Slope and grade of terrain.
 - d. Vehicle position.
5. Identify the characteristics of an expressway and apply risk-reducing expressway driving strategies. Key concepts and skills include:
 - a. Entering, merging, integrating into, and exiting from traffic flow.
 - b. Managing interchanges.
 - c. Selecting vehicle position and changing lanes.
6. Demonstrate the ability to communicate presence and intentions with other road users. Key concepts and skills include:
 - a. Vehicle position and driver action.
 - b. Vehicle communication devices.

Michigan Department of State Driver Education Curriculum Guide

7. Identify changes in the environment that affect visibility and traction and demonstrate an understanding of appropriate reaction to these risks. Key concepts and skills include:
 - a. Driving at night.
 - b. Smoke- and weather-related conditions.
 - c. Road conditions and construction.
8. Identify and evaluate emergency response strategies to reduce the severity of or avoid a crash in high-risk driving situations. Key concepts and skills include:
 - a. Evasive maneuvers, using brake and steering combinations.
 - b. Off-road recovery.
 - c. Front and rear traction control.
9. Identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway with:
 - a. Trucks.
 - b. Slow-moving and oversized vehicles.
 - c. Recreational vehicles, including trailers.
 - d. Motorcycles, mopeds and scooters.
 - e. Passenger buses and school buses.
 - f. Emergency vehicles.
 - g. Construction vehicles.
 - h. Pedestrians.
 - i. Funeral processions.
 - j. Bicycles.
10. Explain the definition of "intoxicated" according to Michigan law, and identify the consequences associated with alcohol and other drug use and driving. Key concepts and skills include:
 - a. The effects of alcohol on space management.
 - b. The common signs of the drinking driver.
 - c. How to eliminate alcohol from the system.
 - d. Explain how drugs other than alcohol affect the driving task.
11. Identify the effects of fatigue and emotions on driving. Key concepts include:
 - a. Causes of fatigue and how it affects a driver's abilities.
 - b. Describe the kinds of emotions that can affect driving behavior.
 - c. Describe aggressive driving and road rage characteristics.
12. Identify distractions that contribute to driver error. Key concepts include:
 - a. The nature of distracted driving crashes.
 - b. Distractions that could occur inside the vehicle and the effects on the driving task.
 - c. Potential distractions that could occur outside the vehicle and their effects on the driving task.

Michigan Department of State Driver Education Curriculum Guide

Section 4B – Segment 1 Behind-the-Wheel Standards of Learning

Students participating in the state-certified driver education six-hour Segment 1 behind-the-wheel training program should demonstrate proficiency in the following tasks:

1. Pre-entry safety checks; adjustments of communication, safety, visibility, and comfort devices prior to driving; starting procedures; operation of driving controls; basic vehicle maneuvers; stopping; and securing the vehicle.
2. Pre-drive procedures; knowledge and operation of information, communication, safety devices, and vehicle control; basic vehicle maneuvers, intersection approach, and safe turning procedures; time and space management through the selection of speed and position when traveling in a flow of traffic, driving through a curve, and the application of rules and laws.
3. The ability to determine minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four-lane roads. Maintain a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility. Enter, exit, and cross traffic at uncontrolled and controlled intersections. Secure a motor vehicle when parked heading up or down hill, with and without a curb.
4. Correct visual steering, speed control, and gap assessment techniques for each of the following: approaching an intersection; completing left and right turns at intersections; changing lanes; and backing straight, to the left, and to the right.
5. Use space management principles (Search - Evaluate - Execute) to reduce the chance of conflict in moderate density traffic traveling at speeds up to 50 mph.
6. Risk management through communication, speed and position adjustments in complex traffic situations on country highways, limited access highways, and city streets. Planned exercises will include: following and meeting other vehicles; merging onto, driving through and exiting freeway interchanges; assessing passing time and space gap needs; and parallel parking.

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State Driver Education Curriculum Guide

Section 4C – Segment 2 Classroom Standards of Learning

Students participating in the state-approved driver education six-hour Segment 2 classroom program should:

1. Develop an understanding of young driver crash risks and how these risks can be managed.
2. Recognize potential distractions on the driving task, and develop a plan on how to prevent distractions before getting behind the wheel.
3. Understand Michigan alcohol laws and penalties, and the effects of alcohol and other drugs on the driving task.
4. Identify and understand the causes and effects of fatigue on driving, and describe the kinds of emotions and their effects on driving.
5. Understand their rights to make an anatomical gift and how to join the state organ, tissue, and eye donor registry.

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State

Driver Education Curriculum Guide

Section 5A – Segment 1 Classroom Content, Objectives, and Resources

Module Number	1	Module Name	Introduction to Novice Driver Responsibilities and the GDL	
Topic Number	Topic Name and Performance Objectives		Resources	
1-1	Course Introduction The student is expected to: <ul style="list-style-type: none"> a. complete the program registration process as needed; b. understand the goal of S1 driver education; and c. understand the course structure, policies and rules. 		ADTSEA 1-3 through 1-5 <i>What Every Driver Must Know</i> (WEDMK),	
1-2	Michigan's Graduated Driver Licensing Law The student is expected to understand Michigan's Graduated Driver Licensing Law and procedures for compliance.		GDL: A Guide for Parents	
1-3	Young Driver Crash Problem The student will know and understand that driving is a complex task that involves risk and decisions about risk taking.		SOS-428 ADTSEA 1-28 through 1-33	

Module Number	2	Module Name	Getting Acquainted with the Vehicle	
Topic Number	Topic Name and Performance Objectives		Resources	
2-1	Introduction to Topic Pre-entry Checks The student will describe the pre-entry checks to be made around the vehicle.		ADTSEA 2-2 through 2-7 ADTSEA 2-8 and 2-13	
2-2	The Area Around the Vehicle The student will identify the obscured areas around the vehicle.		ADTSEA 2-14 through 2-21	
2-3	Safety Restraints The student will demonstrate knowledge of and proper usage of protective devices available to occupants of motor vehicles.		ADTSEA 2-22 through 2-35	
2-4	Safety, Communication, Comfort, Convenience and Control Devices The student will identify and describe the location, function and operation of safety, communication, comfort, convenience, and control devices, as well as control and information devices		ADTSEA 2-36 through 2-61	

Michigan Department of State Driver Education Curriculum Guide

Module Number	2	Module Name	Getting Acquainted with the Vehicle
Topic Number	Topic Name and Performance Objectives		Resources
2-5	<p>found in a passenger vehicle in preparation for starting the vehicle.</p> <p>Pre-drive Procedures, Mirrors, and Blind Spots</p> <p>The student will describe the pre-drive procedures used after entering the vehicle and demonstrate knowledge of enhanced mirror settings and mirror usage.</p>		ADTSEA 2-62 through 2-73
2-6	<p>Vehicle Reference Points</p> <p>The student will demonstrate knowledge of standard and personal vehicle reference points to know where the vehicle is positioned in relation to the roadway.</p>		ADTSEA 2-74 through 2-87
2-7	<p>Vehicle Owner's Manual</p> <p>The student will identify the purpose and use of the vehicle's owner manual.</p> <hr/> <p>Optional Pages and Activities</p> <hr/> <p>Unit Review and Test</p>		ADTSEA 2-88 and 2-89 Pgs. 2-6, 2-7, 2-16, 2-17, 2-20, 2-21, 2-46, 2-47, 2-48 – 2-61, 2-76 – 2-87, 2-92 – 2-97 Pgs. 2-98 through 2-102

Module Number	3	Module Name	Understanding the Vehicle Control: Starting, Steering and Stopping
Topic Number	Topic Name and Performance Objectives		Resources
3-1	<p>Introduction to Topic</p> <p>Starting the Engine and Moving the Vehicle Forward</p> <p>The student will demonstrate knowledge of procedural steps for starting the engine and moving the vehicle forward</p>		ADTSEA 3-2 and 3-7 ADTSEA 3-8 through 3-19
3-2	<p>Steering</p> <p>The student will demonstrate proper hand position on the steering wheel and identify the different techniques of steering a vehicle.</p>		ADTSEA 3-20 through 3-31

Michigan Department of State Driver Education Curriculum Guide

Module Number	3	Module Name	Understanding the Vehicle Control: Starting, Steering and Stopping	
Topic Number	Topic Name and Performance Objectives		Resources	
3-3	Moving to Curb/Side of Road and Entering the Roadway from a Curb The student will demonstrate knowledge of procedural steps for moving to the curb/side of road and entering the roadway from a curb.		ADTSEA 3-32 through 3-39	
3-4	Stopping and Securing the Vehicle The student will demonstrate knowledge of procedural steps for stopping and securing the vehicle.		ADTSEA 3-40 through 3-51	
3-5	Backing The student will demonstrate knowledge of procedural steps for backing a vehicle.		ADTSEA 3-52 through 3-59	
	Optional Pages and Activities		Pgs. 3-6, 3-7, 3-16, 3-17, 3-30, 3-31, 3-38, 3-39, 3-46, 3-47, 3-58, 3-59, 3-62 – 3-65	
	Unit Review and Test		3-66 through 3-70	

Module Number	4	Module Name	Traffic Control Devices and Laws	
Topic Number	Topic Name and Performance Objectives		Resources	
4-1	Introduction to Topic Definition and Purpose of Traffic Control Devices The student will define and identify the purpose of traffic control devices.		ADTSEA 4-3 through 4-7 ADTSEA 4-8 through 4-25	
4-2	Traffic Signs The student will recognize and identify the color, shapes, and meanings of traffic signs.		ADTSEA 4-26 through 4-35	
4-3	Traffic Signals		ADTSEA 4-36 through 4-41	

Michigan Department of State Driver Education Curriculum Guide

Module Number	4	Module Name	Traffic Control Devices and Laws
Topic Number	Topic Name and Performance Objectives		Resources
4-4	<p>The student will recognize and identify the meaning of traffic control signal lights.</p> <p>Pavement Markings</p> <p>The student will recognize and identify the meaning of pavement markings.</p>		ADTSEA 4-42 through 4-55
4-5	<p>Traffic and Vehicle Laws</p> <p>The student will describe Michigan's vehicle laws including the required response to the directions of a police officer, traffic signs, signals and marking.</p> <hr/> <p>Optional Pages and Activities</p> <hr/> <p>Unit Review and Test</p>		ADTSEA 4-56 and 4-57
			Pgs. 4-6, 4-7, 4-34, 4-35, 4-40, 4-41, 4-54, 4-55, 4-60 – 4-63
			Pages 4-58 through 4-68

Module Number	5	Module Name	Vision and Space Management
Topic Number	Topic Name and Performance Objectives		Resources
5-1	<p>Introduction to Topic</p> <p>Vision and Perception Requirements</p> <p>The student will identify and describe how effective visual skills help to manage risk when operating a motor vehicle.</p>		ADTSEA 5-2 through 5-7
5-2	<p>Vehicle Operating Space</p> <p>The student will identify the vehicle operating space and how to maintain an adequate space cushion around your vehicle.</p>		ADTSEA 5-8 through 5-11
5-3	<p>Stopping Distance</p> <p>The student will define stopping and how it applies to the space around your vehicle.</p>		ADTSEA 5-12 through 5-25
5-4	<p>Space Management System (SEE)</p> <p>The student will demonstrate knowledge of the space</p>		ADTSEA 5-26 through 5-31
			ADTSEA 5-32 through 5-91

Michigan Department of State Driver Education Curriculum Guide

Module Number	5	Module Name	Vision and Space Management
Topic Number	Topic Name and Performance Objectives		Resources
	management system SEE.		
5-5	Lane Positions and Making Safe Lane Position Choices The student will demonstrate knowledge of procedures for selecting and positioning a motor vehicle in the proper lane for safe, smooth driving.		ADTSEA 5-92 through 5-97
5-6	Divided Attention / Multi-tasking The student will identify how to divide attention between path of travel and demands inside the vehicle.		ADTSEA 5-98 through 5-99
	Optional Pages and Activities		Pgs. 5-6, 5-7, 5-28 – 5-31, 5-54 – 5-63, 5-82, 5-83, 5-90, 5-91, 5-103 – 5-107
	Unit Review and Test		5-100 through 5-112

Module Number	6	Module Name	Basic Maneuvers in Low-Risk Environment
Topic Number	Topic Name and Performance Objectives		Resources
	Introduction to Topic		ADTSEA 6-2 through 6-7
6-1	Natural Laws and Traction The student will describe natural laws and their effects on traction, vehicle movement and balance,		ADTSEA 6-8 through 6-23
6-2	Intersections The student will demonstrate knowledge of approaching, entering, stopping and turning at intersections and describe staggered stops and double stops.		ADTSEA 6-24 through 6-39
6-3	Changing Lanes The student will demonstrate knowledge of changing lanes		ADTSEA 6-40 through 6-45
6-4	Turning Around		ADTSEA 6-46 through 6-57

Michigan Department of State Driver Education Curriculum Guide

Module Number	6	Module Name	Basic Maneuvers in Low-Risk Environment
Topic Number	Topic Name and Performance Objectives		Resources
6-5	Parking The student will demonstrate knowledge of procedures for turning around. The student will demonstrate knowledge of procedures for hill parking, angle parking, perpendicular parking, and parallel parking.		ADTSEA 6-58 through 6-71
6-6	Passing and Being Passed The student will demonstrate knowledge of passing, being passed and passing on the right and identify the conditions described by law that regulate passing.		ADTSEA 6-72 through 6-81
	Optional Pages and Activities		Pgs. 6-6, 6-7, 6-9 – 6-11, 6-38, 6-39, 6-85 – 6-89
	Unit Review and Test		6-82 through 6-94

Module Number	7	Module Name	Risk Reducing Strategies for Different Driving Environments
Topic Number	Topic Name and Performance Objectives		Resources
7-1	Introduction to Topic Expressway Driving The student will describe the characteristics, types, risk-reducing strategies, problems and special conditions of expressways, as well as entering, driving on, and exiting expressways.		ADTSEA 7-3 through 7-7 ADTSEA 7-8 through 7-31
7-2	Urban Roadways The student will describe the characteristics, risk-reducing strategies, problems and special situations of urban roadways, as well as driving on urban roadways and using shared left turn lanes.		ADTSEA 7-32 through 7-49
7-3	Rural Roadways The student will describe the characteristics, risk-reducing		ADTSEA 7-50 through 7-71

Michigan Department of State Driver Education Curriculum Guide

Module Number	7	Module Name	Risk Reducing Strategies for Different Driving Environments
Topic Number	Topic Name and Performance Objectives		Resources
7-4	<p>strategies, problems and special situations of rural roadways, as well as passing on two-lane roadways and driving through curves and over hills on rural roadways.</p> <p>Laws Specific to Different Driving Environments</p> <p>The student will describe the laws and speed adjustments necessary on expressways, urban roadways, and rural roadways.</p> <hr/> <p>Optional Pages and Activities</p> <p>Unit Review and Test</p>		<p>ADTSEA 7-72 and 7-73</p> <hr/> <p>Pgs. 7-6, 7-7, 7-77 – 7-79</p> <p>7-74 through 7-84</p>

Module Number	8	Module Name	Sharing the Road with Other Users
Topic Number	Topic Name and Performance Objectives		Resources
8-1	<p>Introduction to Topic</p> <p>Importance of Sharing the Road with Other Users</p> <p>The student will describe the importance of sharing the road with other users.</p>		<p>ADTSEA 8-2 through 8-5</p> <p>ADTSEA 8-8 and 8-9</p>
8-2	<p>Sharing the Road with Pedestrians</p> <p>The student will describe the characteristics of pedestrians and how to share the road with them.</p>		ADTSEA 8-10 and 8-11
8-3	<p>Sharing the Road with Bicycles</p> <p>The student will describe the characteristics of bicycles and how to share the road with them.</p>		ADTSEA 8-12 and 8-13
8-4	<p>Sharing the Road with Motorcycles, Mopeds, and Scooters</p> <p>The student will describe the characteristics of motorcycles, mopeds and scooters and how to share the road with them.</p>		ADTSEA 8-14 through 8-17
8-5	<p>Sharing the Road with Large Vehicles</p> <p>The student will describe the characteristics of large vehicles and how to share the road with them.</p>		ADTSEA 8-18 through 8-55

Michigan Department of State Driver Education Curriculum Guide

Module Number	8	Module Name	Sharing the Road with Other Users
Topic Number	Topic Name and Performance Objectives		Resources
8-6	Sharing the Road with Emergency Vehicles The student will describe the characteristics of emergency vehicles and how to share the road with them.		ADTSEA 8-56 through 8-59
8-7	Sharing the Road with Trains and Public Transportation The student will describe the characteristics of trains and public transportation and how to share the road with them.		ADTSEA 8-60 through 8-69
8-8	Sharing the Road with Construction Vehicles and Work Zones The student will describe the characteristics of construction vehicles and work zones and how to share the road with them.		ADTSEA 8-70 through 8-73
	Optional Pages and Activities		Pgs. 8-6, 8-7, 8-77 – 8-79
	Unit Review and Test		8-74 through 8-84

Module Number	9	Module Name	Adverse Driving Conditions and Emergencies
Topic Number	Topic Name and Performance Objectives		Resources
	Introduction to Topic		ADTSEA 10-2 through 10-7
9-1	Changing Weather and Conditions of Visibility The student will demonstrate knowledge of the problems associated with reduced visibility such as driving at night, in fog, rain, snow, and glare conditions and describe conditions and strategies of driving in strong winds.		ADTSEA 10-8 through 10-23
9-2	Advanced Automotive Technology The student will demonstrate knowledge of technological advances in the design of motor vehicles that enhance occupant safety and ability to respond more effectively under conditions of limited time and space.		ADTSEA 10-24 through 10-35
9-3	Changing Traction Conditions The student will demonstrate knowledge of weather, other physical conditions and driver actions that influence the level of		ADTSEA 10-36 through 10-41

Michigan Department of State Driver Education Curriculum Guide

Module Number	9	Module Name	Adverse Driving Conditions and Emergencies
Topic Number	Topic Name and Performance Objectives		Resources
9-4	Emergency Recovery traction or adhesion between tires, road surface and vehicle control. The student will describe the characteristics of front wheel and rear wheel traction control loss and off-road recovery and describe the actions to take in order to control the vehicle.		ADTSEA 10-42 through 10-57
9-5	Controlling the Consequences of a Crash The student will demonstrate knowledge of actions necessary to better control the consequences if a crash appears imminent.		ADTSEA 10-58 through 10-67
9-6	Vehicle Malfunctions The student will describe the correct actions to take in response to driving emergencies caused by vehicle malfunction.		ADTSEA 10-68 through 10-75
9-7	Collision Reporting The student will describe the actions to take when involved in a collision.		ADTSEA 10-76 through 10-83
	Optional Pages and Activities		Pgs. 10-6, 10-7, 10-76 – 10-83, 10-86 – 10-91
	Unit Review and Test		10-84 through 10-96

Module Number	10	Module Name	Factors Affecting the Driver
Topic Number	Topic Name and Performance Objectives		Resources
	Introduction to Topic The purpose of the module is to introduce students to four factors that affect drivers: <ol style="list-style-type: none"> 1. Distractions 2. Alcohol 3. Fatigue 4. Emotions 		

Michigan Department of State Driver Education Curriculum Guide

Module Number	10	Module Name	Factors Affecting the Driver
Topic Number	Topic Name and Performance Objectives		Resources
10-1	<p>The student will be able to identify the effects of each factor, identify drivers who may be affected, and know how to handle a situation when encountering a driver who may be affected by one of these factors. It is important to introduce these factors to prepare students for driving on their Level 1 licenses. These factors will be presented in more detail during Segment 2.</p> <p>Effects of Distractions on Driving</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> define and describe the effects of distracted driving and the nature of distracted driving crashes; describe distractions that could occur inside the vehicle and their effects on the driving task, and describe potential distractions that could occur outside the vehicle and their effects on the driving task. 		Pgs. 9-15, 9-23, 9-27, 9-33, 9-51
10-2	<p>Impaired Driving</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> explain the definition of “intoxicated” according to Michigan law; describe the effects of alcohol on space management including perception, vision, reaction time and risk taking, the common signs of the drinking driver and how to eliminate alcohol from the system, and explain how drugs other than alcohol affect the driving task. 		Pgs. 11-21, 11-37 WEDMK
10-3	<p>Effects of Fatigue and Emotions on Driving</p> <p>The student will:</p> <ol style="list-style-type: none"> describe the causes of fatigue and how it affects a driver’s abilities; describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving, describe aggressive driving and road rage characteristics and the different types and degrees of aggression, and how to respond. 		Pgs. 12-13, 12-23, 12-33, 12-41

Module Number	11	Module Name	Final Examination
Topic Number	Topic Name and Performance Objectives		Resources
11-1	Final Examination		MDOS Testing System

Michigan Department of State

Driver Education Curriculum Guide

Section 5B – Segment 1 Behind-the-Wheel Objectives

Module Number	1	Module Name	Developing Basic Driver Actions
Objective Number	Objectives		Resources
1-1	Developing Basic Driver Actions The student is expected to demonstrate: <ul style="list-style-type: none"> a. pre-entry safety checks; b. pre-start adjustments of communication, safety, visibility and comfort devices prior to driving; c. starting procedures; d. operation of driving controls; e. basic vehicle maneuvers (moving the vehicle forward, approaching intersections, turning at intersections); and f. stopping and securing the vehicle. 		ADTSEA In-Car Lesson 1

Module Number	2	Module Name	Light Traffic Maneuvers
Objective Number	Objectives		Resources
2-1	Driving in Light Traffic The student is expected to demonstrate: <ul style="list-style-type: none"> a. the ability to determine minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four- lane roads; b. how to maintain a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility; c. how to enter, exit, and cross traffic at uncontrolled and controlled intersections; and d. how to secure a motor vehicle when parked. 		ADTSEA In-Car Lesson 2

Module Number	3	Module Name	Low Risk Traffic
Objective Number	Objectives		Resources
3-1	Driving in Moderate Traffic The student is expected to demonstrate the correct visual, steering, speed control, and gap assessment techniques for		ADTSEA In-Car Lesson 3

Michigan Department of State Driver Education Curriculum Guide

Module Number	3	Module Name	Low Risk Traffic
Objective Number	Objectives		Resources
	<p>each of the following:</p> <ul style="list-style-type: none"> a. approaching an intersection; b. determining minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four-lane roads; c. maintaining a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility; d. entering, exiting, and crossing traffic at uncontrolled and controlled intersections; e. securing a motor vehicle when parked; f. completing left and right turns at intersections; g. changing lanes; and h. backing in a straight line, and to the left and right. 		

Module Number	4	Module Name	Moderate Risk Traffic
Objective Number	Objectives		Resources
4-1	<p>Developing Effective Visual Search Skills, Turning Around and Parking</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. use space management principles (Search – Evaluate – Execute) to reduce the chance of conflict in moderate density traffic traveling at speeds up to 50 mph; b. demonstrate lane changes, merging, and exiting in free flow traffic; c. employ commentary driving while adjusting speed, adjusting position, and communicating in response to changes in space around the vehicle; and d. demonstrate two-point turnabout and angle parking in an off-street area or low density residential traffic. 		ADTSEA In-Car Lesson 4

Module Number	5	Module Name	Complex Traffic
Objective Number	Objectives		Resources
5-1	<p>Driving in Different Environments</p> <p>The student is expected to demonstrate risk management through communication, speed, and position adjustments in</p>		ADTSEA In-Car Lesson 5

Michigan Department of State Driver Education Curriculum Guide

Module Number	5	Module Name	Complex Traffic
Objective Number	Objectives		Resources
	<p>complex traffic situations on country highways, limited access highways, and city streets including:</p> <ul style="list-style-type: none"> a. following and meeting other vehicles; b. merging onto, driving through, and exiting freeway interchanges; c. assessing passing time and space gap needs; and d. parallel parking. 		

Module Number	6	Module Name	Behind-the-Wheel Evaluation
Objective Number	Objectives		Resources
6-1	<p>Final Assessment</p> <p>The student is expected to demonstrate:</p> <ul style="list-style-type: none"> a. pre-drive procedures; b. knowledge and operation of information, communication, safety devices, and vehicle control; c. basic vehicle maneuvers, intersection approach, and safe turning procedures; and d. time and space management through the selection of speed and position when traveling in a flow of traffic, driving through a curve, and the application of rules and laws. 		ADTSEA In-Car Lesson 6

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State Driver Education Curriculum Guide

Section 5C – Segment 2 Classroom Content, Objectives, and Resources

Module Number	1	Module Name	Risk Awareness
Topic Number	Topic Name and Performance Objectives		Resources
1-1	Developing Risk Awareness The student is expected to identify the risk and methods to reduce risk for the following risk factors: <ul style="list-style-type: none"> a. age and gender; b. experience; c. month, day, and hour; d. passengers; e. safety belt usage; f. roadways traveled; and g. vehicle selection. 		MDOS Risk Awareness Materials

Module Number	2	Module Name	Effects of Distractions on Driving
Topic Number	Topic Name and Performance Objectives		Resources
2-1	Definitions, Effects and Nature of Distracted Driving The student will define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes.		ADTSEA 9-8 through 9-17
2-2	Potential Distractions Inside the Vehicle The student will be able to describe potential distractions that could occur inside the vehicle and their effects on the driving task.		ADTSEA 9-18 through 9-49
2-3	Potential Distractions Outside the Vehicle The student will be able to describe potential distractions that could occur outside the vehicle and their effects on the driving task.		ADTSEA 9-50 through 9-53
2-4	Preventing Distractions Before Driving The student will develop a plan to prevent distractions before getting behind the wheel.		ADTSEA 9-54 – 9-55
2-5	Addressing Distractions While Driving The student will develop a plan to prevent distractions while driving.		ADTSEA 9-56 through 9-63

Michigan Department of State Driver Education Curriculum Guide

Module Number	2	Module Name	Effects of Distractions on Driving
Topic Number	Topic Name and Performance Objectives		Resources
2-6	Spreading the Word on the Dangers of Distracted Driving The student will 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 parents, and the community.		ADTSEA 9-64 through 9-77
	Optional Pages and Activities		Pgs. 9-42 – 9-45, 9-68, 9-69
	Unit Review and Test		Pgs. 9-80 through 9-88

Module Number	3	Module Name	Impaired Driving
Topic Number	Topic Name and Performance Objectives		Resources
3-1	The Responsibility to Say 'No' The student will make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.		ADTSEA 11-8 through 11-15
3-2	Alcohol-Related Traffic Crash Problem The student will recognize the nature of the alcohol-related traffic crash problem.		ADTSEA 11-16 through 11-17
3-3	Michigan Alcohol Laws and Penalties The student will be able to explain the definition of intoxicated according to Michigan law and explain the penalties associated with driving under the influence.		ADTSEA 11-18 through 11-19 WEDMK
3-4	Effects and Elimination of Alcohol The student will be able to describe the effects of alcohol on space management including perception, vision, reaction time and risk-taking, the common signs of the drinking driver and how to eliminate alcohol from the system.		ADTSEA 11-20 through 11-33
3-5	Effects of Drugs Other than Alcohol on the Driving Task The student will be able to explain how drugs other than alcohol affect the driving task.		ADTSEA 11-34 through 11-37

Michigan Department of State Driver Education Curriculum Guide

Module Number	3	Module Name	Impaired Driving
Topic Number	Topic Name and Performance Objectives		Resources
	Optional Pages and Activities		Pgs. 11-22, 11-23, 11-28, 11-29,
	Unit Review and Test		Pgs. 11-38 through 11-48

Module Number	4	Module Name	Effects of Fatigue and Emotions on Driving
Topic Number	Topic Name and Performance Objectives		Resources
4-1	Causes and Effects of Fatigue The student will describe the causes of fatigue and how it affects a driver's abilities.		ADTSEA 12-8 through 12-21
4-2	Emotions that Can Affect Driving Behavior The student will describe the kinds of emotions that can affect driving behavior and examine the effects of emotions on driving.		ADTSEA 12-22 through 12-25
4-3	Aggressive Driving and Road Rage The student will describe aggressive driving and road rage characteristics and the different types and degrees of aggression.		ADTSEA 12-26 through 12-35
4-4	Strategies for Anger Management and Responding to Aggressive Driving and Road Rage The student will develop strategies for anger management and for responding to aggressive driving and road rage.		ADTSEA 12-36 through 12-41
	Optional Pages and Activities		Pgs. 12-18, 12-19, 12-34, 12-35, 12-44 – 12-47
	Unit Review and Test		Pgs. 12-42 through 12-52

Michigan Department of State Driver Education Curriculum Guide

Module Number	5	Module Name	Anatomical Gift Donation
Topic Number	Topic Name and Performance Objectives		Resources
5-1	The student will understand his or her right to make an anatomical gift and how to join the state organ, tissue, and eye donor registry.		Gift of Life Michigan materials, video

Module Number	6	Module Name	Final Examination
Topic Number	Topic Name and Performance Objectives		Resources
6-1	Final Examination		MDOS Testing System

Michigan Department of State Driver Education Curriculum Guide

Section 6 – Testing and Assessment

Background

Michigan is the only United States jurisdiction that requires two segments of driver education. Segment 1 is required before a young driver can obtain a Level 1 Graduated Driver License (GDL). Segment 2 is required before a young driver can obtain a Level 2 GDL. Public Act 384 of 2006 mandates a final test must be successfully completed by the young driver for both Segment 1 and Segment 2 driver education classes. The act requires that MDOS develop these final tests for both Segment 1 and Segment 2 driver education classes.

MDOS has developed and field-tested approximately 500 questions to be used as a pool of questions for the Segment 1 and Segment 2 final tests. To ensure the integrity of the testing system, the MDOS, in conjunction with Solutions Thru Software, utilizes a Web-based testing system with the capability of generating a unique 80-question test, out of a pool of approximately 400 questions, for each Segment 1 student and a unique 20-question test, out of a pool of approximately 80 questions, for each Segment 2 student.

Segment 1 and Segment 2 Knowledge Testing Requirements

Each Segment 1 and Segment 2 course a provider offers must include a minimum of two knowledge tests generated through Internet-based software. The software is capable of creating unique tests as often as desired. However, providers should use the same tests for no more than twelve months. After twelve months, new tests should be generated and the old tests shredded. Please retain one copy of each test for your records, and properly discard the rest.

Each person having access to the software must have a unique user ID and password provided to them by MDOS. User ID's and passwords must not be shared by others.

Each instructor teaching Segment 1 or Segment 2 driver education and requesting a test will have at least two unique tests generated for their use (notwithstanding the number of students in the class). Each of the tests should be administered to an equal number of students. It will be up to each provider to copy the tests and score sheets for each student.

Each test generated will:

- Contain questions according to an algorithm based on the number of knowledge elements and sub-elements in each pool of questions.
- Contain 20 percent of the total test questions that are unique to the previous test generated.
- In the event that a question appears on a new test that was contained on the previous test generated, such question must be in a different position and the location of the correct answer must be in a different location.
- Be within a specified range of difficulty.

Additional output for each test generated will include:

- A student answer sheet.
- A score sheet for the instructor to grade each test.

Michigan Department of State Driver Education Curriculum Guide

A unique, 10-digit code number will be included on each test, answer sheet and score sheet for auditing purposes. The date and time of printing will appear on page one of each test. Reporting of the unique code numbers will be required upon the submission of course completion reports. Additional reporting information can be found in the *MDOS Driver Education Provider Manual*.

Passing Scores and Retakes of Segment 1 and Segment 2 Knowledge Tests

Each student must achieve a passing score of at least 70 percent on the knowledge test for each segment of driver education. Each student who does not receive a minimum score of 70 percent or higher may retake the test up to two times using a different version than the original test.

Segment 1 Behind-the-Wheel In-traffic Assessment

A behind-the-wheel, in-traffic assessment of each student should be conducted at the end of Segment 1 to determine if the student has met the behind-the-wheel standards of learning found in Section 5B of this guide and is ready to receive a certificate of completion and subsequently a Level 1 License.

This assessment should be conducted on a pre-determined route that includes controlled, low, moderate, and complex risk levels. Each student in the class should be assessed over the same route.

This assessment is subjective and based on an instructor's professional opinion. It is acceptable for a provider to use its own behind-the-wheel evaluation instrument. However, a Segment 1 behind-the-wheel, in-traffic assessment should be administered to each student. An assessment form found in Appendix C should be completed on each student.

A copy of this assessment should be given to the parent or guardian.

Issuance of Segment 1 Certificate of Completion

Only after the student successfully completes the Segment 1 knowledge test and has demonstrated adequate skills for the Segment 1 behind-the-wheel assessment should a provider issue a Segment 1 certificate of completion.

Michigan Department of State Driver Education Curriculum Guide

Section 7 – Alternative Curriculum Approval

Section 35 of PA 384 of 2006

Section 35 of PA 384 of 2006 requires the secretary of state to prescribe a model curriculum for teen driver training under this act. After September 1, 2007, a driver education provider classified for teen driver training shall use the secretary of state's prescribed model curriculum or may use an alternative curriculum only after it has been reviewed and approved by the secretary of state. The secretary of state may approve an alternative curriculum if it substantially meets or exceeds the standards of the secretary of state's prescribed model curriculum.

Approval of Alternative Segment 1 Curriculum

To have an alternative Segment 1 curriculum approved by the MDOS, you must submit the following documents:

1. An Segment 1 classroom curriculum content map that shows a course outline and the time allotted for each module or knowledge category.
2. A document that details what the standards of learning are for both the classroom portion and the in-car portion of the Segment 1 curriculum.
3. A document that details the classroom content and performance objectives of the Segment 1 classroom curriculum.

Approval of Alternative Segment 2 Curriculum

To have an alternative Segment 2 curriculum approved by the MDOS, you must submit the following documents:

1. A Segment 2 classroom curriculum content map that shows a course outline and the time allotted for each module or knowledge category.
2. A document that details the standards of learning for Segment classroom curriculum.
3. A document that details the classroom content and performance objectives of the Segment 2 classroom curriculum.

Please email drivered@michigan.gov for further information.

Submission of Documents

Documents should be submitted to: Michigan Department of State
DPD - Driver Education Section
430 W. Allegan St.
Lansing, MI 48918
(if using a commercial delivery service, use zip code 48933)

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State Driver Education Curriculum Guide

Appendix A – Web Sites for Lesson Plan Development

As you develop your lesson plans for teaching driver education Segment 1 and Segment 2, you may find the following Web sites helpful:

<http://www.rmcdenver.com/useguide/lessons/form.htm>

<http://www.lessonplanspage.com/WriteLessonPlan.htm>

<http://www.tlcsem.com/blessonplan.htm>

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State

Driver Education Curriculum Guide

Appendix B – Segment 1 Behind-the-Wheel Lesson Plan Guidelines

Introduction

Teachers should develop written lesson plans for behind-the-wheel instruction and in-car observation that reflect local driving environments. It is also important to have procedures, techniques, and route selections clearly written. Program administrators should have copies of the routes and lesson plans on file.

Behind-the-wheel lesson plans complement classroom lesson plans. An integrated and related plan of instruction will give students the opportunity to put into practice lessons that were recently taught in the classroom. Long delays between classroom instruction and behind-the-wheel instruction should be avoided.

Driver education programs offering six hours of behind-the-wheel instruction should have 12 one-half hour lessons.

Developing Route Plans

The following information will assist in developing route plans for behind-the-wheel instruction and in-car observation.

- Route plans must be able to support the lesson objectives.
- Select a drive route appropriate to the individual lesson objectives and student-driver's ability.
- The route should reflect local driving environments and rules of the road. The success of the behind-the-wheel lessons will depend upon the completeness and accuracy of the route plans.
- Be prepared with an alternate route in case of detours or other traffic problems.

General Guidelines for Developing Behind-the-Wheel Lesson Plans

Lesson and route plans should be developed in a manner that is easily understood by anyone reviewing the document. These plans provide for consistent instruction and performance assessment. Behind-the-wheel lesson plans should consist of the following information:

- **Title**—The title should link the classroom and the behind-the-wheel activities so any person would be able to look at the lesson and understand the information used to introduce the behind-the-wheel objectives and procedures – this will also help to insure consistent terminology and descriptive phrases.
- **Development Date**—The route plan should have a lesson plan development date to indicate revisions. This would document procedures and technique refinements and help with future changes and modifications.
- **Preparation**—Make a list of any special vehicle requirements, route challenges, cones, tape measure, or other assessment tools needed for this lesson.

Michigan Department of State Driver Education Curriculum Guide

- **Student Activities**—This should identify all the directions, maneuvers, and procedures required of the student to perform the lesson. The directives should be in enough detail to allow any parent, instructor, or administrator to take a novice driver through the lesson.
- **Instructor Comments**—This area is for the instructor to list procedures, diagrams, specialized techniques, and temporary adjustments to the route. This information should be written in a manner that is easily understood by any reader.
- **Conclusions**—This should provide some ideas or lesson review comments, suggestions for improvement, and how this lesson links to the next lesson.
- **Comments and Drawing Area**—Each lesson plan should have a designated area for instructor comments and an area that can be used to draw intersections or demonstrate techniques. The drawings may be directly related to the topic areas or may be left blank for instructor use during the lesson.
- **Instructional Strategies**—This area should list the strategies used to facilitate student learning and involve the observer in the lesson.
- **Discussion Questions**—These questions and answers may be used to initiate problem-solving discussions with the observer and the driver.
- **Evaluation Procedures**—This should explain how the oral and written assessments are accomplished based on local program protocols. Assessment information should be written in such a manner that is easily understood by parents and school administrators.
- **Route Map**—This is especially helpful for new instructional staff, and allows program administrators to locate an instructional vehicle in emergencies.

Behind-the-Wheel Instruction Tips

- At the beginning of each session, make sure the student driver and observer understand the objectives of the lesson, and do a quick review of the preceding session(s).
- Be calm and patient, but alert at all times. Do not become distracted from the instructional task. The teacher must maintain the highest level of care and professionalism at all times to insure the safe operation of the vehicle.
- Headlights should be used at all times.
- Mirrors should be adjusted for the student's use; not the instructor's.
- Sit so the instructor's left hand can be quickly placed on the steering wheel if necessary.
- Never leave students unsupervised in a vehicle with the motor running.
- As with any instructional setting, food and beverages should not be consumed in the vehicle.

Michigan Department of State Driver Education Curriculum Guide

- All cell phones should be **turned off** (and not just set to vibrate) during driving lessons. It is also recommended that the instructor collect cell phones from the driver and passengers at the beginning of the lesson and return them at the end of the lesson. **In addition, the instructor should never use a cell phone during a driving lesson.**
- Read the traffic environment ahead, to the sides, and behind while observing the student driver's behavior and ask the student to verbalize the need to change direction or speed.
- When giving directions, first provide students with the path of travel and then state the action to take ("At the second intersection, turn left.").
- Give directions at least four to six seconds before the maneuver, and always check mirrors before giving directions. (The novice driver will take more time to process information than an experienced driver.)
- Avoid the use of terms with possible double meanings. (Instead of saying "Right" to indicate a correct response to a question, say "That's correct".) It may be helpful to point in the direction you want the student to go.
- Demonstrate what and how to do something to save time. (Demonstrations may be as simple as assisting with steering, using the instructor brake, using a drawing or magnetic board, or as elaborate as changing seat positions and actually demonstrating the appropriate actions.)
- For each new maneuver, coach the novice driver through two or three practice trials, and then allow the student to practice the skill without coaching.
- If a mistake is made, have the student repeat the maneuver and coach him or her, step by step, through the process.
- For complex skills, give short cues as needed.
- If a lengthy discussion or explanation is needed, move to a safe place to stop and park the vehicle. Use a legal parking area or parking lot. Do not park or stand on the roadway shoulder or impede traffic flow.
- Never allow a novice driver to drive "blindly" into a dangerous situation. Take control or give specific directions prior to entering the high risk driving area. Insuring student safety is the instructor's foremost concern.
- Involve the student driver in the evaluation of his or her performance.
- Complete a student driving log immediately after each drive. It is very important to maintain accurate records for each student. The student and/or instructor must never pre-sign/initial a driving log or lesson.

Michigan Department of State Driver Education Curriculum Guide

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Michigan Department of State

Driver Education Curriculum Guide

Appendix C – Segment 1 Assessment of Behind-the-Wheel Skills

Student's Name	Date of Assessment					
The student enrolled in a certified driver education program should be able to demonstrate proficiency in the following tasks while performing the recommended procedures on a designated assessment route.	Rating					
	5	4	3	2	1	0
1. Pre-entry safety checks, pre-start adjustments of communication, safety, visibility, and comfort devices prior to driving, starting procedures, operation of driving controls, basic vehicle maneuvers, stopping, and securing the vehicle.						
2. Pre-drive procedures, knowledge and operation of information, communication, safety devices and vehicle control, basic vehicle maneuvers, intersection approach and safe turning procedures, time and space management through the selection of speed and position when traveling in a flow of traffic, driving through a curve, and the application of rules and laws.						
3. The ability to determine minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four-lane roads. Maintain a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility. Enter, exit, and cross traffic at uncontrolled and controlled intersections. Secure a motor vehicle when parked heading up or down hill, with and without a curb.						
4. Correct visual steering, speed control, and gap assessment techniques for each of the following: approaching an intersection, completing left and right turns at intersections, changing lanes, backing straight, to the left, and to the right.						
5. Space management principles (Search - Evaluate - Execute) to reduce the chance of conflict in moderate density traffic traveling at speeds up to 50 mph.						
6. Risk management through communication, speed, and position adjustments in complex traffic situations on country and limited access highways, and city streets. Planned exercises will include: following and meeting other vehicles, merging onto, driving through, and exiting freeway interchanges, assessing passing time and space gap needs, and parallel parking.						
<div style="display: flex; justify-content: space-between;"> <div> 5 = Excellent skills demonstrated. 4 = Very good skills demonstrated. 3 = Adequate skills demonstrated. </div> <div> 2 = Skill area needs practice. 1 = Unable to perform skill. 0 = Conditions not available to assess. </div> </div>						

Michigan Department of State Driver Education Curriculum Guide

Instructor's Comments

Instructor's Signature

Date