

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**SAFETY EDUCATION**

**GRADE 10**

Date of Board Approval: March 19, 2009

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Safety Education Subject Area: Health/PE/Safety Education Grade Level: 10

Course Length: (Semester/Year): Year Duration: Year Frequency: 1 period per week

Prerequisites: Not Applicable Credit: .2 Level: Not Applicable

**Course Description/Objectives:** The district shall provide for the attainment of the academic standards per Chapter 4.12 to include: Pennsylvania laws and regulations; knowledge of vehicle operations; perceptual skills development; decision-making reduction; driving conditions and influences upon driver performance.

**Major Text(s)/Resources:**

PA Drivers Manual

**Curriculum Writing Committee:**

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<b>Unit: Pennsylvania Laws and Regulations</b>	<b>Subject Area: Safety Education</b>	<b>Grade: 10</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>● Identify the meaning of different traffic signs.</li> <li>● Discuss what you would do at a red light, yellow light, and green light.</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● Teacher made quizzes and test</li> <li>● Oral presentations</li> <li>● Projects</li> <li>● Classroom assignments</li> <li>● Homework</li> <li>● Visual scenarios</li> </ul>
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>● Describe how signal arrows control traffic.</li> <li>● Identify lane markings and how they would be used to control traffic.</li> </ul>	
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>● Compare how white and yellow lines are used on roads to control traffic.</li> </ul>	
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>● Compare a controlled intersection to an uncontrolled intersection.</li> <li>● Develop a plan of how to approach and maneuver different types of intersections.</li> </ul>	
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>● Distinguish between which vehicle would have the right of way in different scenarios.</li> </ul>	

Unit: Pennsylvania Laws and Regulations	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>• Discuss the proper procedure for approaching and crossing railroad tracks.</li> <li>• Explain the responsibilities motorists have to pedestrians.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.1 A Identify and explain traffic laws related to safe driving.	<ul style="list-style-type: none"> <li>• Explain the responsibilities pedestrians have to motorists.</li> </ul>	
14.1 B Identify and explain laws that relate to responsible use of a vehicle.	<ul style="list-style-type: none"> <li>• Compare and contrast different types of insurance coverage.</li> <li>• Differentiate between the purpose of a seatbelt and an airbag.</li> </ul>	
14.1 B Identify and explain laws that relate to responsible use of a vehicle.	<ul style="list-style-type: none"> <li>• Analyze the effect of a seatbelt and an airbag in different types of collisions.</li> <li>• Explain the importance of child safety seats and proper positioning of those seats.</li> </ul>	
14.1 C Describe the Pennsylvania licensing procedures.	<ul style="list-style-type: none"> <li>• Generate a list of items or actions to be taken in order to obtain a permit, junior license, senior license.</li> </ul>	

Unit: Knowledge of Vehicle Operations	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.2 A, B, E Identify and describe pre-trip and post trip inspection inside and outside the vehicle.	<ul style="list-style-type: none"> <li>• Describe the important components of a pre-trip and post-trip vehicle inspection.</li> <li>• Compare and contrast the different hand positions that can be used while driving.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.2 C. Identify and assess the purpose of modern vehicle technology.	<ul style="list-style-type: none"> <li>• Analyze the impact that modern vehicle technology has on a driver's decision-making (ABA, ESC, etc.)</li> </ul>	
14.2 D Describe and explain the proper application of basic driving skills.	<ul style="list-style-type: none"> <li>• Explain the proper method for accelerating and braking.</li> <li>• Describe the factors that determine stopping distance.</li> </ul>	
14.2 D Describe and explain the proper application of basic driving skills.	<ul style="list-style-type: none"> <li>• Diagram how to maneuver different intersection scenarios.</li> <li>• Identify the proper procedures for exiting the vehicle.</li> </ul>	
14.2 D Describe and explain the proper application of basic driving skills.	<ul style="list-style-type: none"> <li>• Explain the stops of how to make a lane change in the following situations: multiple lane roads, merging, exit ramps, and passing vehicles.</li> </ul>	

Unit: Perceptual Skills Development	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.3 A Describe perception as a mental process that is selective and can be improved.	<ul style="list-style-type: none"> <li>• Define and explain the importance of scanning.</li> <li>• Describe the importance of depth perception in relation to driving.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.3 B Describe visual search categories for identifying risk situations.	<ul style="list-style-type: none"> <li>• Explain the importance of identifying restrictions to path of travel, traffic control, highway conditions and other highway users.</li> </ul>	
14.3 C Identify traffic situations and develop avoidance strategies.	<ul style="list-style-type: none"> <li>• Explain the importance of, center of gravity, speed, and load have when negotiating a curve.</li> <li>• Develop a plan of how to approach and maneuver different types of intersections.</li> </ul>	
14.3 D Analyze the need for divided visual and mental attention from path of travel to driving tasks, then back to path of travel for brief periods of time.	<ul style="list-style-type: none"> <li>• Identify techniques used to scan for possible risky situations.</li> </ul>	

Unit: Decision Making/Risk Reduction	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.4 A Identify and know a model of decision making.	<ul style="list-style-type: none"> <li>• Apply the steps of a decision making model to various driving scenarios.</li> <li>• Support why using a decision making model reduces risky driving situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.4. B Identify and describe concerns when sharing the roadway.	<ul style="list-style-type: none"> <li>• Explain what precautions you should take when driving near commercial/large vehicles, non-motorized vehicles, pedestrians, and other vehicles.</li> </ul>	
14.4. C Identify how emotions affect driver decisions.	<ul style="list-style-type: none"> <li>• Develop a plan to manage emotions when driving.</li> </ul>	
14.4 D, E Describe the characteristics of the aggressive driver and how to respond to them.	<ul style="list-style-type: none"> <li>• Formulate a plan to identify and respond to aggressive drivers.</li> </ul>	
14.4 F Identify driver distractions and the appropriate responses to them.	<ul style="list-style-type: none"> <li>• Devise a strategy of how to reduce the risk of distractions while driving.</li> </ul>	

Unit: Decision Making/Risk Reduction	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.4 G Analyze the consequences of high-risk driver actions and human error.	<ul style="list-style-type: none"> <li>• Analyze physical, financial, and legal impact of high risk actions and human error when driving.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>



Unit: Driving Conditions	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.5 A Describe hazardous conditions and their effects on vision, motion and steering control tasks while driving.	<ul style="list-style-type: none"> <li>• Illustrate the effects of snow, rain, sleet and ice on motion and steering control tasks of driving.</li> <li>• Teach how hydroplaning and traction loss effect motion and steering control of driving.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.5 B Identify challenges of night driving and appropriate responses to them.	<ul style="list-style-type: none"> <li>• Predict the possible consequences of reduced night-time visibility and overdriving headlights.</li> </ul>	
14.5 B Identify challenges of night driving and appropriate responses to them.	<ul style="list-style-type: none"> <li>• Suggest appropriate techniques to reduce the risk of consequences from reduced night-time visibility and overdriving headlights.</li> </ul>	
14.5 C, D Identify the dangers of vehicle malfunction and sudden emergencies.	<ul style="list-style-type: none"> <li>• Outline the proper steps to take when dealing with a stuck accelerator, a stalled engine, loss of headlights, brake failure, steering failure, or warning indicators.</li> </ul>	
14.5 C, D Identify the dangers of vehicle malfunction and sudden emergencies.	<ul style="list-style-type: none"> <li>• Devise and explain a plan of action to take when dealing with high water, vehicle crossing centerline, vehicle not yielding at intersection, vehicle running off roadway, and traction loss of front or wheel tires.</li> </ul>	

<b>Unit: Influences on Driving Performance</b>	<b>Subject Area: Safety Education</b>	<b>Grade: 10</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	
14.6 A Know legal aspects of alcohol and other drug use.	<ul style="list-style-type: none"> <li>• Role play situations to avoid use of alcohol and other drugs while driving.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.6 A Know legal aspects of alcohol and other drug use.	<ul style="list-style-type: none"> <li>• Analyze the penalties associated with intoxicated driving, under-age drinking, and under-age drinking and driving</li> </ul>	
14.6 B Evaluate the factors that influence individuals to use alcohol and other drugs.	<ul style="list-style-type: none"> <li>• Give example of how advertising, peer pressure, social norms, culture, and holidays influence the use of alcohol and other drugs.</li> </ul>	
14.6 C Define and analyze the problem of driving under the influence (DUI)	<ul style="list-style-type: none"> <li>• Generate a series of consequences relate to DUI and recommend solutions to reduce the probability of driving under the influence.</li> </ul>	
14.6 D, E Identify and analyze the physiological and psychological effects of alcohol and drugs on the driver.	<ul style="list-style-type: none"> <li>• Outline the pathway alcohol takes through the body and explain the physiological and psychological effects it has on the body.</li> </ul>	

Unit: Influences on Driving Performance	Subject Area: Safety Education	Grade: 10
PA Academic Standards	Performance Indicators	
14.6 F Identify and analyze how alcohol and other drugs affect driving performance.	<ul style="list-style-type: none"> <li>• Demonstrate how alcohol and other drugs affect judgment, reasoning, motor skills, and response time.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Teacher made quizzes and test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Classroom assignments</li> <li>• Homework</li> <li>• Visual scenarios</li> </ul>
14.6 G Identify types of fatigue and how to combat their effects.	<ul style="list-style-type: none"> <li>• Give an example of how to delay fatigue while driving.</li> </ul>	
14.6 G Identify types of fatigue and how to combat their effects.	<ul style="list-style-type: none"> <li>• Develop a plan of how to deal with mental and physical symptoms of fatigue.</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)