Kansas Curricular Standards

For

Driver Education

Kansas State Department of Education
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Introduction

Driver education programs are built on a foundation that addresses what students will know and be able to do as a result of their participation in the program. Driver education programs are an integral part of the total educational program of schools, comprehensive in scope, preventive in design, and developmental in nature. The programs are designed to ensure that all students benefit from participation in the programs.

Driver education goals are designed to assure that a new driver will be a capable person who is able to:

- demonstrate a working knowledge of the rules and procedures of operating an automobile;
- use visual search skills to obtain correct information and make reduced-risk decisions about driving maneuvers;
- demonstrate ability to manage space around the vehicle by adjusting position and/or speed to avoid conflicts and reduce risk;
- interact with other users within the Highway Transportation System in a positive manner;
- demonstrate vehicle control through steering, braking, and accelerating in a precise and ly manner;
- protect oneself and others by using safety belts and head restraint;
- display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance; and
- extend supervised practice with licensed parent, guardian, or mentor to develop precision in the use of skills, processes, and responsibilities.

Driver education programs facilitate students' academic development, career development, and personal and social development. The *Kansas Curricular Standards for Driver Education* is intended to serve as a guide and provide direction for schools in developing effective driver education programs. Standards and benchmarks provide a description of what students should know and be able to do as a result of their involvement in a driver education program. Indicators describe the specific knowledge, skills, or abilities students demonstrate. The *Kansas Curricular Standards for Driver Education* is designed to prepare students to be proficient in all areas of driving. Various strategies, activities, methods, interventions, and resources may be used to help students achieve the standards. The overall goal is to promote and facilitate student development and safety.

Professional driver education instructors in Kansas strive to facilitate and support the academic, career, personal, and social development of all students. Further, their goal is to enhance and contribute to students' academic achievement and learning to ensure that all students are successful and prepared for the future. In addition, driver education instructors collaborate with parents and school and community professionals to maximize student educational achievement.

How to Read the Standards

Standards: General statements that address the categories of topics that students are expected to achieve.

Benchmarks: Specifically, what a student should know and be able to do regarding the standards.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… The knowledge and skills a student demonstrates.	**The teacher …** Suggestions for classroom activities that would fulfill the benchmark and indicator requirements.
Notes: Clarifications of information provided in the indicators, benchmarks, and instructional examples.	

Standard 1: Introduction to Novice Drivers **Proficient**

Benchmark 1: The student will be introduced to program goals, components, and evaluations of driver education.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student... 1. will comprehend program requirements. 2. will be knowledgeable of program components.	**The teacher...** 1. presents program components and requirements.
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 1: Introduction to Novice Drivers **Proficient**

Benchmark 2: The student will be introduced to the licensing requirements of Kansas.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be exposed to the different Kansas licenses available.	**The teacher…** 1. will provide information pertaining to passing a Kansas written exam. 2. will provide information pertaining to passing a Kansas driving exam. 3. will provide information pertaining to various licenses, restrictions, and penalties: indent this under the word (a) instruction permit (learners permit), (b) farm permit, (c) restricted license, (d) full unrestricted license. 4. will provide information on graduated driver's license requirements. 5. will provide information pertaining to illegal use of a license.
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 1: Introduction to Novice Drivers **Proficient**

Benchmark 3: The student will be introduced to the insurance requirements in Kansas.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand Kansas insurance laws as it relates to motor vehicle operations. 2. will understand insurance coverages. <u>*Behind The Wheel</u> 1. will check vehicle for owner's manual, current insurance, and registration documentation. Indent 2nd lines	**The teacher…** 1. will provide information on various insurance limits and liabilities: (a) liability. (1) property. (2) bodily injury. (b) collision. (1) deductible. (c) comprehensive. (1) deductible. (d) uninsured. (e) under-insured, and (f) towing. 2. will utilize various resources such as guest speakers, handouts, charts and diagrams. Intent this line under the word .
Notes: Recommended time frame: Classroom – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 2: Operator and Vehicle Control **Proficient**

Benchmark 1: The student demonstrates awareness of Kansas traffic laws.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will demonstrate knowledge of signs, signals, and roadway markings. indent 2. will demonstrate knowledge of the rules of the road. 3. will pass at a minimum 80 percent proficiency, the *Kansas Driving Handbook Test. indent* *Behind The Wheel 1. will identify and respond appropriately to traffic control devices: (a) Identify and respond as appropriate to traffic signs, (b) Identify and respond as appropriate to traffic signal lights, (c) Identify and respond as appropriate to pavement markings. .	**The teacher…** 1. monitors to ensure a minimum of 80 percent proficiency levels are reached by all students. 2. provides instruction and materials so that the student may be proficient on the *Kansas Driving Handbook Test.* *Behind The Wheel 1. will initiate discussion pertaining to sign location and meanings.
Notes: Recommended time frame: Classroom – 2 hours Behind The Wheel – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 2: Operator and Vehicle Control **Proficient**

Benchmark 2: The student will demonstrate proper use of occupant protection systems.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will demonstrate knowledge of and/or proper usage of safety belts, air bag, head restraint, steering wheel adjustment, and door locks.	**The teacher…** 1. will present a visualization of the correct use of the various occupant protection systems which may include child safety restraint information.
Notes: Recommended time frame: Classroom – .5 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 2: Operator and Vehicle Control **Proficient**

Benchmark 3: The student will demonstrate proper procedures in preparing to drive a vehicle.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand pre-entry procedures. This includes knowledge of: (a) observe vehicle for potential hazards and conditions, (b) secure area around vehicle (garage, driveway, etc.), (c) observe vehicle hazards, (d) take long walk around car, (e) check general condition of car. 2. will understand and demonstrate pre-driving procedures. This includes knowledge/use of: (a) safety belts (b) restraints (c) mirrors (d) seat settings (e) door locks (f) object security (g) vehicle control/information devices. <u>*Behind The Wheel</u> 1. will demonstrate pre-entry checks (a) check around outside of vehicle for, •broken glass (windows, lights, mirrors); •body damage; •tires (1) condition, (2) inflation, (3) direction front tires are turned; •fluid leaks; •objects that could damage vehicle when moved; •children and pets; (b) if parked on street, approach driver's door, key in hand from front of vehicle; (c) unlock door and enter quickly;	**The teacher…** 1. will provide instruction on defensive approach techniques. This includes: (a) key in hand. (b) scan for objects and/or people around vehicle. (c) be aware of surroundings. 2. will provide instruction on pre-driving procedures. This includes knowledge/use of: (a) safety belts. (b) restraints. (c) mirrors. (d) seat settings. (e) door locks. (f) object security. (g) vehicle control/information devices.

2. will demonstrate preparing to drive (a) lock doors; (b) place key in ignition; (c) adjust seat for best control (Top of steering wheel should be no higher than the top of the driver's shoulders). There should be at least 10" between the driver's body and the bottom of the steering wheel. (Use a wedge seat cushion, and/or pedal extensions for maximum field of view.); (d) adjust inside and outside mirrors for maximum field of view; (e) fasten and adjust safety belt and make sure all passengers buckle up; and (f) adjust head restraints.	
Notes: Recommended time frame: Classroom – .5 hour Behind The Wheel - .5 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 2: Operator and Vehicle Control **Proficient**

Benchmark 4: The student will perform basic maneuvering tasks.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be able to demonstrate proper starting procedures, such as: (a) parking brake. (b) foot brake. (c) ignition. (d) door lock. (e) gear selection. (f) ignition to start. 2. will be able to demonstrate proper procedures for moving a vehicle to the roadway. These include: (a) brake pressure. (b) gear selection. (c) traffic check. (d) signal (e) brake.release. (f) traffic checks. 3. will be able to perform backing procedures: (a) restraints adjustment. (b) foot on brake. (c) gear selector to reverse. (d) proper signal. (e) seat adjustment/steering position. (f) traffic check. (g) release parking brake. (h) control rear movements. (i) steer in the direction you want to go.	**The teacher…** 1. will provide classroom instruction addressing basic maneuvering tasks.

4. will be able to demonstrate proper procedures for parking and securing a vehicle: (a) park in legal area. (b) set parking brake. (c) place gear in correct parking gear. (d) turn off all accessories. (e) turn ignition to off position. (f) remove key. (g) remove restraints. (h) secure doors and windows. <u>*Behind The Wheel.</u> 1. will demonstrate starting the engine (a) check to be sure parking brake is set. (b) foot on brake; (c) check selector lever for park position. (d) turn ignition on and check gauges; then start engine. (e) turn on low beam headlights. (f) allow engine to idle no more than 15 to 20 seconds (observe gauges while waiting. 2. will demonstrate moving the vehicle forward/reverse (a) with foot on brake, shift to drive "D"/reverse "R". (b) release parking brake. (c) check mirrors and over shoulder for traffic. (d) signal when clear. (e) when safe, release brake pedal and press gently on the accelerator. (f) look well ahead along your intended path of travel. (g) position hands on steering wheel with thumbs positioned out. (h) steer as needed to place vehicle in proper lane. (i) cancel signal.	

3. will demonstrate stopping at curb for parking: (a) identify place to park. (b) check mirrors. (c) signal. (d) release accelerator. (e) tap brake pedal to alert following drivers. (f) press brake pedal to point of resistance. (g) steer gently toward curb. (h) apply firm, steady pressure for smooth stops. Do not pump brakes. 4. will demonstrate securing the vehicle for parking: (a) make sure the vehicle has stopped moving. (b) set parking brake. (c) shift selector lever to park. (d) turn off headlights. (e) turn ignition to lock and remove key. (f) check traffic to rear, exit vehicle, and lock doors. 5. will demonstrate entering traffic from side of roadway: (a) signal and check traffic to front, side, and rear (blind spots). (b) identify a safe gap in traffic. (c) look well ahead along intended path of travel. (d) release brake and accelerate gently. (e) steer into intended path of travel. (f) cancel signal. (g) check for motor vehicles and other highway users to the sides of your path of travel. (h) check mirrors for traffic to the rear. (g) project visual search 20 to 30 seconds ahead.	

6. will demonstrate backing straight: (a) prior to moving vehicle, check for objects to the rear. (b) place foot on brake pedal and shift to reverse. (c) grasp steering wheel at 12 o'clock with left hand. (d) turn body to right with right arm over back of seat and look through back window. (e) search through rear window for reference point, and then glance forward periodically. (f) move backward at idle speed, or use light accelerator pedal pressure, if needed. (g) make minor steering corrections as needed (tracking in correct lane in a straight line). (f) release accelerator and apply pressure on brake pedal to stop. (g) look to rear until vehicle is stopped. 7. will demonstrate backing & turning: (a) prior to moving vehicle, check for objects to the rear. (b) place foot on brake pedal and shift to reverse. (c) grasp steering wheel with both hands. (d) turn body in direction of turn. (e) search through rear side window in direction of turn. (f) move backward at idle speed or light accelerator pedal pressure, if needed. (g) steer smoothly in direction vehicle is to move (track vehicle in correct lane). (h) make quick checks to front, side opposite of turn. (i) release accelerator and apply pressure on brake pedal to stop. (j) look to rear until vehicle is stopped.	
Notes: Recommended time frame: Classroom – .5 hour Behind The Wheel - .5 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 3: Time and Space Management **Proficient**

Benchmark 1: The student will judge the path of travel and various vision concepts.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will have basic knowledge of central vision, fringe (depth perception), and peripheral vision. 2. will have knowledge of visual searching skills such as: (a) SIPDE. (b) Smith System. (c) SAFE. (d) any comparable searching method as technique. *Behind The Wheel 1. will provide commentary dialog pertaining to visual search pattern. 2. will concentrate on path of travel: (a) identify target area 20 to 30 seconds ahead along path of travel. (b) imagine a line down middle of intended pathway. (c) identify an alternate path of travel 12 to 15 seconds ahead into which you can steer, if necessary. (d) search area to sides and oncoming traffic 4 to 15 seconds ahead along path of travel. (e) maintain 3 to 4 seconds following distance. 3. will search for clues to motorized user actions: (a) identify and respond as appropriate to large vehicles. (b) identify and respond as appropriate to delivery vehicles. (c) identify and respond as appropriate to condition of vehicles. (d) identify and respond as appropriate to farm and recreational vehicles. (e) identify and respond as appropriate to driver actions.	**The teacher…** 1. will provide instruction and testing opportunities for various vision skills that include: (a) searching. (b) central vision. (c) depth perception. (d) peripheral vision. *Behind The Wheel. 1. will lead and participate with student in commentary dialog of visual search pattern.

4. will search for clues to non motorized user actions (a) identify and respond as appropriate to presence and actions of pedestrians. (b) identify and respond as appropriate to presence and actions of bicyclists. (c) identify and respond as appropriate to presence and actions of wild and domestic animals.	
Notes: Recommended time frame: Classroom – 1 hour Behind The Wheel – .5 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 3: Time and Space Management **Proficient**

Benchmark 2: The student will understand components to searching, evaluating, and executing within space management system.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be introduced to searching techniques for line of sight or path of travel adjustments. 2. will be introduced to evaluating alternative paths and speed for adjustments. 3. will be introduced to executing the best speed, lane position, and communication to reduce risk. <u>*Behind The Wheel</u> 1. will demonstrate turning at intersections (a) on approach to intersection, check for: (a) following distance. (b) oncoming traffic. (c) cross traffic. (d) other highway users. (e) traffic control devices. (f) condition of roadway. (g) areas of limited visibility. (b) check mirrors. (c) signal intent to turn at the intersection at least 100 ft in advance. (d) position your car for appropriate turn. (e) steer into proper lane. (f) tap brake pedal to alert following driver. (g) adjust speed as necessary, stopping if required. (h) recheck cross and oncoming traffic. (i) check mirrors. (j) identify a safe /space gap in cross traffic. (k) look through turn to farthest possible point. (l) steer into proper lane using hand-to-hand (push/pull/side steering). (m) adjust speed as appropriate.	**The teacher…** 1. will provide instruction in different driving environments pertaining to (a) highway. •structure. •surface. •features. •atmosphere. •intersections. (b) traffic controls. •signs. •signals. •marking. •intersections/interchanges. (c) motor vehicles. •type. •characteristics. (d) non motorized users.

(n) check mirrors for traffic to the rear.	
Notes: Recommended time frame: Classroom – 1 hour Behind the wheel – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 4: Basic Maneuvering Tasks **Proficient**

Benchmark 1: The student will comprehend and demonstrate turning techniques.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be provided correct procedure and risk reduction strategies involving turning. <u>*Behind The Wheel</u> 1. will demonstrate correct procedure In lane changes, turnabouts, left turns, and right turns: do you mean turnabouts or roundabouts? (a) maintain safe following distance of 3-4 seconds. (b) check highway and traffic conditions ahead, to the sides, and behind (blind spots). (c) select a safe gap in traffic. (d) signal. (e) check mirror blind area in direction of lane change. (f) adjust speed and steer into lane. (g) cancel signal. (h) Adjust speed to flow of traffic. i) check mirrors for following traffic. 2. will demonstrate using two-way turn lane entering a driveway: (a) check oncoming traffic (b) check oncoming traffic signaling a left turn (possibly intending to use shared left turn lane). (c) check traffic to the rear. (d) check for traffic, entering shared left turn lane from left or right sides of the roadway. (e) signal intention 100 ft in advance of turn and check mirror blind spots. (f) adjust speed, move into two-way left turn lane no more than 2 to 3 seconds ahead of turn. (g) stop, if necessary; complete turn when there is a safe gap in oncoming traffic.	**The teacher…** 1. will provide procedure and risk reduction strategies pertaining to: (a) intersections. (b) lane change. (c), controlling space cushions (d) mid-block turnabouts. (e) right and left turns. (f) u-turns. (g) 2 point turns. (h) 3 point turns. (i) one way streets. 2. will provide reference points for instruction to ensure accurate safe turns.

3. will demonstrate using two-way turn lane entering traffic: (a) signal a left turn and stop at edge of roadway. (b) check for drivers on opposite side of roadway signaling a left turn. (c) check traffic to the rear. (d) check for safe gap in traffic to the left and right. (e) if a safe gap exists, enter first through lane to left. (f) if there is a gap to the left but not to the right, move out into the two-way left turn lane parallel to traffic and stop. (g) turn on right turn signal. (h) recheck oncoming vehicles and vehicles on right signaling left turns. (i) when traffic lane to right is clear, check blind spot, accelerate, and steer into nearest lane. (j) cancel signal, if necessary. (k) check mirrors for following traffic. 4. will demonstrate turning around by backing into alley or driveway on the right: (a) check traffic to rear and tap brake pedal to alert following drivers. (b) signal intention to turn right and check to make sure the driveway/alley is clear. (c) stop with rear bumper of vehicle in line with the far edge of the driveway/alley. (d) check traffic to sides and rear. (e) when safe, back slowly, turning steering wheel rapidly all the way to the right. (f) as vehicle centers in driveway/alley, straighten wheels. (g) continue backing straight until front of vehicle clears the curb. (h) stop, turn on left signal, and shift to drive. (i) check traffic in both directions. (j) when safe, turn left into proper lane and accelerate as appropriate. (k) check traffic to the rear.	

5. will demonstrate turning around by heading into an alley or driveway on the left: (a) select a driveway/alley on the left that is clear of obstacles and where visibility will not be blocked when backing into street. (b) check to rear and tap brake pedal to alert following drivers. (c) signal intention to turn left. (d) when safe, turn into driveway/alley as close as possible to the right side. (e) stop as rear bumper clears curb or edge of roadway. (f)) signal a right turn and shift to reverse. (g) check in all directions for vehicles and other highway users. (h) when safe, move slowly back, turning steering wheel rapidly all the way to the right. (i) Check left front while backing to make sure there is a clear space as you turn. (j) as vehicle centers in nearest lane, straighten wheels, stop, and shift to drive. (k) cancel right turn signal and accelerate smoothly. (l) check traffic to rear. 6. will demonstrate proper lane usage when turning onto or from a one-way street. (a) identify one-way streets from the following characteristics: • one-way street sign. • all traffic signs facing the same direction. • white lines are used for lane lines. • parked cars face the same direction on both sides of the street.	
Notes: Recommended time frame: Classroom – 1 hour Behind The Wheel – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 4: Basic Maneuvering Tasks **Proficient**

Benchmark 2: The student will comprehend and demonstrate knowledge of correct parking procedures.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand correct parking procedures. <u>*Behind The Wheel.</u> 1. will demonstrate correct procedures for parking maneuvers. 2. will demonstrate leaving traffic and parking uphill and downhill, with and without a curb: (a) search ahead for place to park (b) check following traffic. (c) signal. (d) release accelerator. (d) tap brake pedal to alert following drivers. (e) press brake pedal to point of resistance. (f) steer gently toward curb without hitting curb. (g) apply firm, steady pressure for smooth stops. (h) parking up or downhill without a curb and downhill with a curb. • before securing vehicle, turn wheels sharply toward the edge of the road. • let leading edge of front tire touch road edge or curb. (i) parking uphill with a curb. • before securing vehicle, turn steering wheel sharply away from the curb. •let vehicle roll back slowly until rear edge of tire gently touches curb.	**The teacher…** 1. will provide procedure and risk reduction strategies pertaining to (a) entering & exiting from a parked position. (b) uphill and downhill parking. (c) angle parking spaces. (d) perpendicular parking spaces. (e) parallel parking spaces.

3. will demonstrate exiting a parking space (a) start engine with foot on brake and shift to proper gear. (b) exit slowly and straighten wheels. (c) stop before striking any vehicle parked to front or rear. (d) check to front, rear, and sides for safe path (blind spots). (e) signal intentions and select safe gap. (f) search ahead and select target area. (g) accelerate smoothly, and steer into proper lane. (h) cancel signal, search ahead along path of travel. (i) accelerate to appropriate speed. (k) check traffic to rear. 4. will demonstrate entering an angle parking space (a) identify space to be entered (b) signal intention to turn left or right. (c) position vehicle 5 to 6 feet from rear of parked vehicles. (d) move forward slowly until driver can look straight down the line. marking the near side of parking space to be entered (e) look to the center of the parking space. (f) move forward slowly, turn steering wheel sharply left or right, as appropriate (danger points are front bumper on the far side and rear bumper of the vehicle on the near side of the space to be entered). (g) as vehicle centers in space, straighten wheels. (h) move forward to the front of the parking space, stop, and secure vehicle 5. will demonstrate exiting an angle parking space (a) with engine stared, foot on brake, signal direction of turn. (b) check in all directions for vehicle and pedestrian traffic. (c) when safe, shift to reverse. (d) move straight back until back of front seat/door post is in line with rear of vehicle on side of turn. (e) turn steering wheel in direction of turning movement; check front bumper clearance on side opposite direction of turn. f) When front bumper clears back of vehicle on side of turn, stop, shift to drive.	

6. will demonstrate entering a perpendicular parking space (a) identify space to be entered. (b) signal intention to turn left or right. (c) position vehicle 8 to 9 ft from rear of space driver wishes to enter (d) move slowly until driver can see straight down the line marking the near side of parking space ahead of the one to be entered. (e) look to the center of the parking space. (f) move forward slowly, turning the steering wheel sharply left or right, as appropriate (when parking between vehicles, the danger points are the front bumper on the far side, and the rear bumper of the vehicle on the near side of the space). (g) as vehicle centers in space, straighten wheels. (h) move forward to the front of the parking space, stop, and secure vehicle. 7. will demonstrate exiting a perpendicular parking space (a) identify space to be entered. (b) signal intention to turn left or right. (c) position vehicle 8 to 9 ft from rear of space driver wishes to enter. (d) move slowly back until windshield is in line with rear of vehicles parked on either side. (e) turn steering wheel slowly in direction of turning movement. check front bumper clearance on side opposite direction of turn. (f) as front bumper of vehicle clears vehicle on side opposite of turn, turn steering wheel sharply in direction to avoid striking vehicle parked in opposite row. (g) when vehicle centers in lane, stop, shift to drive. (h) accelerate smoothly, steering as needed to straighten wheels.	

8. will demonstrate entering a parallel parking space (a) identify parking space. (b) check following traffic. (c) tap brake pedal and signal intentions. (d) stop with rear bumper aligned with rear bumper. (e) shift to reverse, check traffic, and look in direction of intended move. (f) back slowly, turning steering wheel rapidly left or right, as appropriate. (g) back until back of front seat/center door post is in line with rear bumper of vehicle parked in space ahead. (h) back slowly while turning steering wheel back to straight. (i) check front to make sure wheels are straight. (j) back slowly until front bumper is in line with rear bumper of vehicle parked in space ahead. (k) move slowly back, turning steering wheel rapidly left or right, as appropriate. (l) stop before touching vehicle parked in space to the rear. (m) shift to drive, move slowly forward turning wheels sharply toward curb/edge of road. (n) stop centered in space, straighten wheel within 12 in. of curb/edge of road; secure vehicle. 9. will demonstrate exiting a parallel parking space (a) foot on brake, start engine, shift to reverse, and release parking brake. (b) check vehicle behind, move slowly back. (c) stop and shift to drive. (d) signal intentions. (e) check mirrors and blind spots for vehicles and other highway users. (f) select safe gap, move slowly forward steering rapidly left or right, as appropriate. (g) check front bumper for clearance of rear bumper of vehicle parked in space ahead. (h) move slowly forward straightening wheels. (i) move slowly forward until back of front rear/center door post is in line with rear bumper of vehicle of vehicle parked in space ahead. (j) steer into lane and accelerate to appropriate speed. (k) cancel turn indicator. (l) check traffic to rear.	

Notes: Recommended time frame: Classroom – 2 hours Behind The Wheel – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 4: Basic Maneuvering Tasks **Proficient**

Benchmark 3: The student will comprehend and demonstrate knowledge of intersection maneuvers.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be introduced to correct procedures and risk reduction strategies involving intersections. *Behind The Wheel. 1. will demonstrate correct procedure for traveling through and turning at intersections. 2. will demonstrate multiple turn lanes (a) at least one block ahead of turn, identify and prepare to enter lane from which turn will be made. (b) check mirrors for following traffic and make head check in direction of lane change. (c) identify safe gap and signal intentions. (d) recheck blind spot; then, when safe, enter appropriate lane. (e) check intersection for traffic controls, oncoming and cross traffic areas of limited visibility and other highway users. (f) check mirrors for following traffic and head check for vehicles in adjacent lanes. (g) signal intention to turn. (h) adjust speed, as appropriate and prepare to stop, if necessary. (i) when traffic signal or arrow is green and it is safe to go, steer into lane corresponding to the one from which you started. (jj) be alert for oncoming vehicles turning in the same direction. (k) be alert for other roadway users crossing the street. (l) be alert for vehicles in adjacent turn lane crossing into your lane.	**The teacher…** 1. will provide procedure and risk reduction strategies involving (a) lane change in advance of turning. (b) tracking/lane positioning. (c) vehicle signals and traffic signals. (d) speed control. (e) evasive maneuvers.

Notes:

Recommended time frame:
Classroom – 2 hours
Behind The Wheel – 1 hour

*Applies to in-car proficiency indicators
ADTSEA (American Driver and Traffic Safety Education Association)

Standard 4: Basic Maneuvering Tasks **Proficient**

Benchmark 4: The student will comprehend and demonstrate knowledge of passing procedures.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be introduced to correct procedure and risk reduction strategies involving passing. <u>*Behind The Wheel.</u> 1. will demonstrate knowledge of passing and being passed on two-lane highway: (a) being passed. •keep to right side of lane. •maintain speed, slow (if appropriate) to let other driver complete pass safely. (b) passing •check oncoming and following vehicles, vehicles slowing ahead, vehicles or other highway users about to enter roadway from driveways, intersections, or the shoulder. •check mirrors and blind spots for passing vehicles. •when safe, signal intention to pass. •initiate pass at least two seconds behind vehicle to be passed. •check blind spots. •steer smoothly into passing lane. •maintain or adjust speed as necessary. •search highway ahead and check mirrors.	**The teacher…** 1. will provide procedure and risk reduction strategies involving passing (a) passing. •estimating gaps. •preparing to pass. •lane changing and overtaking. •returning to driving lane. •avoiding tailgating. (b) being passed. •lane position. •speed control.

•make sure vehicle does not drift toward vehicle being passed. •continue in passing lane until complete front of passed vehicle is visible in rear view mirror and continue to identify. •signal intention to return to lane. •steer smoothly into lane; maintain or adjust speed, as appropriate. •cancel turn indicator.	
Notes: Recommended time frame: Classroom – 2 hours Behind The Wheel – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 4: Basic Maneuvering Tasks **Proficient**

Benchmark 5: The student will comprehend and demonstrate a knowledge of a variety of driving situations.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be given instructions pertaining to a variety of driving situations. *<u>Behind The Wheel</u> 1. will demonstrate knowledge of correct procedure for a variety of driving situations when applicable. 2. will demonstrate expressway driving (a) entering an expressway. •identify entrance at least ½ mile in advance. •check traffic in all directions. •signal position in proper lane and adjust speed, as necessary. •enter ramp and adjust speed. •identify weave or collector distributor lane. •identify adequate space gap for merging. •signal presence and intent to enter. •adjust speed, check blind spots, and merge when safe (remember exiting vehicles are to be given right of way at weave lane interchanges). •adjust to travel speed. •check mirrors for following traffic.	**The teacher…** 1. will introduce risk reduction strategies to a variety of driving situations involving (a) lane blockage. (b) intersection blockage. (c) multiple lane; one- and two-way streets. (d) reversible lane. (e) multiple turning lane. (f) shared left-turn lane. (g) weave lane. (i) round-a-bout. (j) farm implement/slow moving vehicle.

(b) driving on an expressway. •select lane for through traffic and safe speed. •identify and respond to large vehicles as appropriate. •identify and respond to condition of vehicles as appropriate •identify and respond to driver actions as appropriate. •Identify and adjust speed and/or position for entering and exiting traffic. •identify and respond correctly to roadway signage. (c) Exiting an expressway: •identify exit at least one mile in advance. •check traffic in all directions. •signal, position in proper lane, and adjust speed as necessary. •identify weave or collector distributor lane. •signal presence and intent to exit. •identify adequate space gap for merging. •enter exit ramp and adjust speed. •check for traffic ahead and behind, traffic controls, and highway users. •adjust to travel speed of new freeway or surface road, as appropriate. •check mirrors for following traffic. 3. will demonstrate meeting, following, and being followed on two-lane roads. (a) avoid meeting •large vehicles at areas of reduced space. •other vehicles when approaching pedestrians, bicyclists, or vehicles stopped on road shoulder. •other vehicles where road may be slippery. •other vehicles where strong crosswinds may cause steering difficulty. (b) increase following distance when •following any vehicle that blocks the visual field. •approaching a railroad crossing or intersection. •traction is reduced. •tired or upset. •being tailgated. •driving in or near a pack of vehicles.	

(c) speed selection •adjust speed if line of sight is restricted. •adjust speed for changes in roadway surface. •adjust speed for curves. •maintain speed on hills.	
Notes: Recommended time frame: Classroom – 2 hours Behind The Wheel – 1 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 5: Risk Reducing Strategies **Proficient**

Benchmark 1: The student will comprehend and demonstrate correct procedures for processing tasks in moderate to high risk environments.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will be knowledgeable of different roadway designs and characteristics. *Behind The Wheel 1. will concentrate on path of travel: (a) identify area 20 to 30 seconds ahead along path of travel. (b) imagine a line down middle of intended pathway. (c) identify an alternate path of travel 12 to 15 seconds ahead into which you can steer, if necessary. (d) search area to sides and oncoming traffic 4 to 15 seconds ahead along path of travel. (e) maintain at least 3 to 4 seconds following distance.	**The teacher…** 1. will provide information and lead discussion pertaining to different roadway designs and surfaces, signage, markings, and signals. 2. will provide information dealing with strategies to reducing risks on roadways, such as: (a) dirt. (b) sand. (c) gravel. (d) asphalt. (e) concrete. (f) soft shoulders. (g) off road recovery. 3. will provide information and lead discussion pertaining to safety features for each roadway design, such as: (a) wide shoulders. (b) rumble strips. (c) guard rails. (d) no shoulders. 4. will provide information and lead discussion pertaining to types of vehicles that are legal or not legal on different highway designs. 5. will provide instruction with entering and exiting freeway systems to include entering and exiting from emergency lane or shoulder.

2. will demonstrate assessing highway conditions (a) identify and respond to areas of reduced visibility as appropriate. (b) identify and respond to areas of reduced space as appropriate. (c) identify and respond to areas of reduced traction as appropriate. ,	
Notes: Recommended time frame: Classroom – 1 hour Behind The Wheel - .5 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 5: Risk Reducing Strategies **Proficient**

Benchmark 2: The student will comprehend and demonstrate knowledge of the Kansas basic speed law.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will have knowledge of the Kansas basic speed law. 2. will comprehend consequences of the Kansas basic speed law.	**The teacher…** 1. will provide information and lead discussion pertaining to speed limits on different roadway designs. 2. will discuss Kansas basic speed law and consequences.
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 5: Risk Reducing Strategies **Proficient**

Benchmark 3: The student will comprehend and demonstrate correct procedure for dealing with emergency vehicles and special situations.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will receive information dealing with emergency vehicles stopped by the roadway (move over law), such as: (a) law enforcement vehicles. (b) maintenance/service vehicles. (c) school buses. (d) ambulances. (e) fire trucks. 2. will receive information dealing with moving emergency vehicles, displaying lights, and /or sirens. 3. will receive information dealing with special situations, such as: (a) school buses. (b) construction zones. (c) railroad crossings.	**The teacher…** 1. will provide information and lead discussion pertaining to emergency vehicles and special situations, such as: (a) construction zones. (b) loading and unloading of school buses. (c) stopped/parked vehicles. (d) railroad crossings. (e) military convoys. (f) funeral processions.
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 6: Alcohol/Drug Awareness **Proficient**

Benchmark 1: Student will understand Kansas alcohol/drug laws.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand the Kansas implied consent law and possible testing procedures. 2.. will understand the state's intoxication laws and penalties (blood alcohol intoxication): (a) implied consent law. (b) blood alcohol content (BAC). (c) driving under influence (DUI). (d) minor in possession (MIP). (e) open container (OC). (f) prescription drugs. (g) nonprescription drugs (OTC). (h) illegal drugs.	**The teacher…** 1. will reference the Kansas driver's handbook 2. may reference the Kansas vehicle laws handbook. 3. will reference local vehicle ordinances.
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 6: Alcohol/Drug Awareness **Proficient**

Benchmark 2: Student will understand effects of alcohol on the driving task.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will have knowledge of why alcohol is the most commonly misused drug. 2. will understand physiological and psychological effects of drinking and drug use on driving. 3. will understand these factors influencing alcohol and other drug usage (a) peer pressure. (b) influence of parents. (c) sociological factors. (d) emotions. (e) custom. (f) hospitality. (g) environment. <u>*Behind The Wheel</u> 1. will demonstrate a good driving behavior/attitude.	**The teacher…** 1. will discuss why people might be inclined to drink and use drugs; then drive. 2. may provide opportunities for student interaction with guest speakers on drug use. 3. may lead discussion pertaining to drugs i.e., (videos, DVDs, multimedia, VHS and CDs). <u>*Behind The Wheel</u> 1. As situations present themselves, will initiate discussion pertaining to road rage, emotions, peer pressure, fatigue, etc
Notes: Recommended time frame: Classroom – 1 hour Behind The Wheel - .5 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 6: Alcohol/Drug Awareness **Proficient**

Benchmark 3: Students will recognize fatigue and its effects on driving and how to reduce the effects of fatigue.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand the risks of driving drowsy. 2. will understand the effects and ways to prevent carbon monoxide poisoning. 3. will understand fatigue symptoms and how to delay fatigue onset.	**The teacher…** 1. will lead discussions regarding physical and mental fatigue symptoms 2. will describe characteristics and prevention of carbon monoxide poisoning. 3. may utilize multimedia to aide in discussion, i.e., videos, DVDs, VHS, CDs, simulation (role playing).
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 6: Alcohol/Drug Awareness **Proficient**

Benchmark 4: Student will understand how emotions relate to the driving task.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand the different emotions that can affect driving behavior. 2. will understand emotions on driving. 3. will understand ways to cope with one's emotions. 4. will understand how passengers affect emotions and one's driving ability. 5. will understand aggressive driving characteristics and "road rage" and ways to deal with when confronted by another driver or personally exhibiting "road rage" characteristics..	**The teacher…** 1. will discuss emotions that can affect driving. 2. will describe the effects of emotions on the body. 3. will discuss positive ways to handle peer pressure. 4. may utilize multimedia and/or guest speakers to offer examples of ways to deal with emotions and "road rage."
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 7: Environmental Conditions **Proficient**

Benchmark 1: The student will understand significant effects of changing weather and condition of visibility.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will participate in teacher led discussion of the problems associated with driving under changing weather conditions and conditions of visibility.	**The teacher…** 1. will discuss topics of weather condition and visibility, such as: (a) driving at night. (b) sources of glare. (c) fog. (d) smoke. (e) rain. (f) snow. (g) strong winds. (h) ice. 2. will discuss corrective measures to address and anticipate topics that are listed in instructional Example 1 3. may utilize multimedia to demonstrate effects and ways to cope with difficult weather conditions
Notes: Recommended time frame: Classroom – 1 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 7: Environmental Conditions **Proficient**

Benchmark 2: The student will understand changing traction conditions.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will participate in teacher led discussion of traction: (a) how it affects the movement and control of a vehicle. (b) how to detect and respond to various types of traction loss. (c) how to safely control a vehicle in an emergency situation. (d) how light conditions can affect reference points. *Behind The Wheel 1. will demonstrate knowledge of correct procedures that pertain to changing traction conditions when applicable.	**The teacher…** 1. will discuss various topics of changing traction conditions, such as: (a) road surface conditions. (b) vehicle factors. (c) driver actions. (d) hydroplaning. (e) wheel skids. (f) off-road recovery. 2. may use various types of multimedia to show examples of traction conditions.
Notes: Recommended time frame: Classroom – 1 hour Behind The Wheel – As applicable, combine with other standards. *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 7: Environmental Conditions **Proficient**

Benchmark 3: The student will understand how to minimize risks in an emergency situation.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student…will understand ways to minimize risks while driving; i.e. dangers of cell phone usage and texting *Behind The Wheel 1. will demonstrate safe driving behavior/attitude.	**The teacher…** 1. will discuss various topics of controlling the vehicle and the resulting consequences. Areas to be discussed are (a) driving off road. (b) skidding. (c) collisions. (d) collision alternatives. 2. will lead discussions, show vidéos, and utilize guest speakers to point out the dangers of cell phones and texting. Areas to be discussed are (a) laws prohibiting texting. (b) hand-held vs hands-free cell phone usage (c) GDL law in regards to cell phone usage *Behind The Wheel 1. As situations present themselves, discussions on other vehicle's and possibility of them texting or visual evidence of them on cell phones and the effects of their actions on controlling their vehicle.
Notes: Recommended time frame: Classroom – 4 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 7: Environmental Conditions **Proficient**

Benchmark 4: The student will understand the latest technological designs

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will participate in teacher led discussion of the advances in automotive technology designed to protect vehicle occupants or enhance a driver's ability to maintain vehicle control.	**The teacher…** 1. will discuss various automotive technological designs, such as: (a) braking systems. (b) traction control devices and their inability to overcome natural. laws. (c) suspension control. (d) stabilization control. (e) crumple zones. (f) door latches. (g) heads up display. (h) safety glass. (i) lighting systems. (j) steering systems.
Notes: Recommended time frame: Classroom – .5 hour **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 8: Vehicle Emergencies and Malfunctions **Proficient**

Benchmark 1: The student will locate, interpret, and respond appropriately to instrument panel warning devices.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will locate and interpret the dash board warning lights and gauges. 2. will respond properly to warning symbols to include: (a) temperature light or gauge. (b) oil pressure warning light or gauge. (c) alternator/generator warning light or gauge. (d) brake system warning light. (e) air bag warning light. (f) service engine soon light. (g) door ajar light. (h) low fuel warning light. (i) anti–lock braking system (ABS) light. *Behind The Wheel 1. will demonstrate knowledge and understanding of instrument panel warning lights and gauges and initiate appropriate responses, when necessary.	**The teacher…** 1. will provide examples of location of dashboard warning lights and gauges. 2. will provide interpretation and meaning of warning lights and gauges. 3. will provide information on appropriate responses to warning lights and gauges.
Notes: Recommended time frame: Classroom – .5 hour Behind The Wheel - .5 hour *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 8: Vehicle Emergencies And Malfunctions **Proficient**

Benchmark 2: The student will respond appropriately to vehicle emergency malfunctions and failures.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand the various vehicle malfunctions, failures, and proper responses to include, but not limited to (a) warning symbols. (b) tire failure. (c) engine failure. •flooding. •power failure. (d) acceleration failure. (e) brake failure. (f) power steering failure. (g) fire. (h) electrical failure. *<u>Behind The Wheel</u> 1. will demonstrate knowledge of correct procedures that pertain to vehicle malfunctions and failures when applicable.	**The teacher…** 1. will provide information pertaining to various vehicle malfunctions and failures which may include the use of (a) multimedia. (b) guest speakers. (c) handouts. (d) simulation. (e) group role play.
Notes: Recommended time frame: Classroom – 1 hour Behind The Wheel – As applicable, combine with other standards *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	

Standard 8: Vehicle Emergencies And Malfunctions **Proficient**

Benchmark 3: The student will understand what actions to take when involved in a collision.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student… 1. will understand the sequential procedures to follow when involved in a collision which include: (a) stop immediately. (b) aid the injured (Good Samaritan Law and call 911). (c) secure the area. (d) notify authorities. (e) exchange information. (f) fill out collision report. *Behind The Wheel 1. will demonstrate knowledge of proper collision reporting procedures when applicable.	**The teacher…** 1. will provide information on sequential procedures to follow when involved in a collision. 2. will lead discussions on collisions reporting in accordance with Kansas driving handbook. 3. will lead discussions on additional steps to take after filing a collision report which may include: (a) notify insurance company. (b) visit a doctor. (c) names of witnesses. (d) license plate identification. (e) attention to details – advantages. (f) take pictures or diagram of scene. (g) make appropriate phone calls. (h) appropriate discussions with anyone other than police and insurance companies.
Notes: Recommended time frame: Classroom – .5 hour Behind The Wheel – As applicable, combine with other standards *Applies to in-car proficiency indicators **ADTSEA** (American Driver and Traffic Safety Education Association)	