ARIZONA DEPARTMENT OF TRANSPORTATION
MOTOR VEHICLE DIVISION

40-6403 R05/25 azdot.gov

Mail Drop 515M
PO Box 2100
Phoenix AZ 85001-2000

Clear

AUTHORIZED DRIVER LICENSE TRAINING PROVIDER ONLINE COURSE APPROVAL APPLICATION

Please email completed form to DLEPDS@azdot.gov.
Additional documents may be attached to the email

Provider Name			
Provider Address	City	State	Zip
Mailing Address (if different from above)	City	State	Zip
Contact Person	Telephone Number ( )	Cell Phone Number ( )	
Email address	School Website Address	Fax Number ( )	

Before an online course is made available to the public it must be approved by the Professional Driver Services Review Panel.

This course(s) offered online must amount to 30 hours of training with at least one hour in the classroom in order to provide a Training Completion Certificate (TCC). A combination of classroom and online training that totals 30 hours will also qualify; for example, 10 hours of training in the classroom and 20 hours provided online. A school may also offer courses that do not qualify for a TCC, but the courses must still be approved by the Review Panel. The final evaluation of at least 30 questions must be administered at the school for all courses that qualify for a TCC.

A school must submit the course to the Review Panel on a flash drive or provide a link to the course with administrative function (i.e. user name, password).

Once the course has been approved by the PDS Review Panel, the Department will notify the provider in writing and will execute an addendum to the Third Party Agreement. The addendum will authorize the provider to make the course available online.

The following Department requirements must be met in order to receive course approval:

- The online course design is based on the Department's minimum training standards.
- The online course is presented in a learning management system (LMS).
- The course is available on a handheld device.
- All courses that qualify for a TCC must have an orientation session with at least one parent present. The final evaluation must be conducted at the school and not online.
- In order to limit fraud, identity questions or environmental security questions must be built into the course.
- All pages or slides associated with the course must have a timer.
- 3 separate and distinct final evaluations

Answer keys to tests, quizzes, or answers to security questions must be submitted with this application.

Indicate the following hours that apply:

- Classroom hours: _____ Online hours: _____

  Please provide for approval process only:

  User name: _____

  Password: _____

Please indicate the edition and copyright year of the book or program you are using

_____

_____

_____

Indicate below where these topics can be found **(Lesson/Page Number)**. All fields must be completed or this application will be denied. All other state laws and information can be found in the Arizona Driver Handbook** which can be found online at azdot.gov/mvd/services/driver-services/tests-manuals-and-driving-schools/manuals or a hard copy at the nearest driver license office.

** AZ Driver License Manual and Customer Service Guide

V. Classroom/Online Knowledge Standards

The following are educational standards and should not be confused with educational curriculum. Standards are the content of the material being understood by the student. The curriculum is the teaching method being presented to create that understanding.

Standards 1 - 2: Preparing to Operate a Vehicle

The student will:

- Express knowledge of state rules and regulations required to satisfactorily complete the driver and traffic safety education program requirements
- Recognize the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle

Standard 1 Become aware of program goals through a student/parent orientation. The instructor will:				
	Student Materials	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.1.1 Conduct introductions				
S.1.2 State purpose of Orientation Session and explain the program				
S.1.3 Identify the Graduated Driver Licensing Requirements and Responsibilities including classes G, D, M and C licenses				
S.1.4 Explain Course requirements, policy, rules and documentation for successful completion				
S.1.4.1 Explain program, student, parent and teacher partnership and responsibilities				
S.1.5 Identify student classroom rules and student in-car rules				
S.1.6 Explain in-car driving plan and routes				
S.1.7 Discuss driving with temporary and permanent disabilities				
S.1.8 Explain program, student, parent and teacher partnership and responsibilities				
S.1.9 Introduce reduced-risk driving goals				
S.1.10 Cite traffic safety requirements as stated in the Arizona Driver License Manual and Customer Service Guide				
Standard 2 Recognize and comply with the rules of the road based on Arizona requirements. A student will:				
S.2.1 Recognize signs, signals and markings				
S.2.2 Identify legal stops and restricted speeds				
S.2.3 Understand Pedestrian rights and duties				
S.2.4 Know safety responsibility law				
S.2.5 Distinguish speed regulations				
S.2.6 Identify alcohol and other drugs				

Standards 3 - 8: Understanding Vehicle Control Needs

The student will:

- Understand basic concepts of vision control
- Understand techniques for slowing and stopping
- Become familiar with basic steering techniques
- Analyze standard and personal vehicle markers for reference points.
- Develop targeting skills
- Understand path of travel concepts
- Investigate vehicle balance concepts when braking, accelerating and steering
- Identify a driver control sequence of vision control, motion control and steering control
- Use courtesy and respect in regard to other roadway users

Standard 3 List and explain basic concepts related to vision control needed to operate a vehicle. A student will:	**Student Materials**	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.3.1 Identify vision and mental perception requirements				
S.3.1.1 Three basic visual fields				
S.3.1.2 Compare visual skills to mental perception				
S.3.1.3 Techniques to improve visual skills				
S.3.1.4 Techniques to improve mental perception of traffic events				
S.3.1.5 Overcoming visual deficiencies				
S.3.2 Visually identify open space to enter prior to moving foot from brake to accelerator				
S.3.3 Maintain an open line of sight				
S.3.4 Develop searching skills based on dividing visual and mental attention between two or more tasks				
Standard 4 List and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance. A student will:				
S.4.1 Recognize how speed affects vehicle direction				
S.4.2 Discuss placing the vehicle into motion smoothly				
S.4.2.1 Changing vehicle load - side to side (vehicle roll)				
S.4.2.1.1 Steering movements				
S.4.2.1.2 Brake and steering combinations				
S.4.2.1.3 Changing vehicle load - front to rear (vehicle pitch)				
S.4.2.1.4 Changing vehicle load - rear to front (vehicle pitch)				
S.4.2.1.5 Changing vehicle load in corners (vehicle yaw)				
S.4.3 Identify how safety belts maintain seating position				

Standard 5
List and demonstrate the three basic techniques related to steering control needed to operate a vehicle. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.5.1 Understand hand to hand steer (push/pull)				
S.5.1.1 Hand position (9-3)				
S.5.1.2 Steering through curves				
S.5.1.3 Intersection turning				
S.5.1.4 Lane change				
S.5.2 Understand hand over hand steer				
S.5.2.1 Hand position (9-3)				
S.5.2.2 Left or right side of wheel used				
S.5.2.3 Tight turning efforts (ally way, parking lots, etc.)				
S.5.2.4 Perpendicular and parallel parking				
S.5.3 Limited evasive steer				
S.5.3.1 Hand position (9-3)				
S.5.3.2 Maximum steering inputs are 180 degrees				
S.5.3.2.1 Input to move front of vehicle				
S.5.3.2.2 Input to move rear of the vehicle				
S.5.3.2.3 Input to center vehicle in lane				
S.5.4 One-hand steering (Optional)				
S.5.4.1 Hand position (12)				
S.5.4.1.1 Backing vehicle				
S.5.4.1.2 Hand moves in direction of intended vehicle movement				
S.5.4.2 Hand position (6)				
S.5.4.2.1 Backing Vehicle				
S.5.4.3. Hand position (9-3)				
S.5.4.3.1 Using vehicle controls with right or left hand				
S.5.4.3.2 Using gear shifting device with right hand				

Standard 6
Identify the use of communication techniques, courtesy and respect in regard to other roadway users. A student will:

S.6.1 Identify technique				
S.6.1.1 Use of turn signal light before turning right or left				
S.6.1.2 Use of lane change device to signal moving to another lateral position				
S.6.1.3 Use of headlights on at all times to increase visibility to others				
S.6.1.4 Use of horn to make others aware of your presence				
S.6.1.5 Tap of brake lights to warn rear traffic of a slowdown or stop in traffic flow				
S.6.1.6 Use of vehicle speed and position to communicate the driver's intention				
S.6.1.7 Use of hand signals to establish eye contact with other roadway users				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.6.2 Identify timing				
S.6.2.1 Engage signal light for a minimum of five seconds prior to moving to provide time for the communication to be sent, received and acted upon				
S.6.2.2 Communicate early for control of a safe path of travel				
S.6.3 Identify commitment				
S.6.3.1 Identify messages are acknowledged by others				
Standard 7 Identify methods for stopping a vehicle in motion. A student will:				
S.7.1 Search effectively ahead of the vehicle to determine braking needs				
S.7.2 Use controlled braking efficiently with heel of foot on floorboard				
S.7.3 Check rear zone/space prior to braking				
S.7.4 Apply a firm pressure brake force at the beginning of the braking process				
S.7.5 Bring the vehicle to a smooth stop				
S.7.6 Recognize that too much braking action affects vehicle body pitch toward the front				
S.7.7 Ease pressure off brake during last two seconds of braking to ease pitch of vehicle				
S.7.8 Check the rear zone/space before, during and after braking actions				
S.7.9 Effective use of ABS braking				
Standard 8 Develop vehicle reference points to know where the vehicle is positioned to the roadway. A student will:				
S.8.1 Visualization of intended travel path				
S.8.1.1 Identify target (intended path)				
S.8.1.1.1 Identify an object or area that appears in the center and at the end of your intended travel path				
S.8.1.2 Identify target (intended path) area				
S.8.1.2.1 Identify the traffic problems and elements in and near the target area				
S.8.1.2.2 Locate your target area, evaluate the Line of Sight or Path-of-Travel conditions and determine best approach speed and land position				
S.8.1.3 Identify targeting(intended path) path				
S.8.1.3.1 Evaluate the target area, while developing an image of your targeting path				
S.8.1.3.2 Identify elements that can change or modify the intended travel path				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.8.1.3.3 Determine risks associated with maintaining the intended path of travel				
S.8.2 Rules of the road				
S.8.2.1 Yield right of way				
S.8.2.2 Intersection				
S.8.2.2.1 Approach				
S.8.2.2.2 Stop position (when required)				
S.8.2.2.2.1 Stop line or if none				
S.8.2.2.2.2 Crosswalk line or if none				
S.8.2.2.2.3 Crosswalk or if none				
S.8.2.2.2.4 Edge of roadway or curl line				
S.8.2.2.2.5 Proceed with caution or yield to traffic flow				

Standards 9 - 10: Introducing Traffic Entry Skills

The student will:

- Recognize and respond to meaning of signs, signals and markings
- Understand and use procedures for processing information for intersection approach
- Make precision right and left turns
- Make lateral maneuvers on and off the roadway and backing the vehicle
- Be introduced to a space management system (SEE - **S**earch, **E**valuate and **E**xecute system. It requires that the driver continuously search their surroundings, evaluate their changing driving environment and execute necessary changes to their speed, lane position and communication) for developing critical thinking, decision-making and problem solving skills to operate the vehicle
- Performs basic maneuvers in a controlled risk environment

Standard 9
Recognize, understand, determine meaning and relate roadway conditions, signs, signals and pavement markings to reduced-risk driving decisions. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.9.1 Identify roadway characteristics				
S.9.1.1 Recognize intersection types				
S.9.1.1.1 Uncontrolled				
S.9.1.1.2 Guarded by sign or signal				
S.9.1.1.3 Crossroad with through road				
S.9.1.1.4 Crossroad without through road				
S.9.1.1.5 Highway-railroad grade crossing				
S.9.1.1.6 T and Y style				
S.9.1.1.7 Traffic circle/round-about				
S.9.1.2 Recognize traffic calming devices (i.e. speed bumps)				
S.9.1.3 Recognize surface conditions				
S.9.1.4 Recognize surface, grade and traction potential				
S.9.1.5 Recognize highway conditions				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.9.1.5.1 Roadway				
S.9.1.5.2 Shoulder				
S.9.1.5.3 Off-road areas				
S.9.1.6 Recognize lane controls				
S.9.2 Identify signs and signals				
S.9.2.1 Recognize meaning				
S.9.2.1.1 Shapes				
S.9.2.1.2 Color				
S.9.2.1.3 Symbols				
S.9.2.1.4 Legend/Message				
S.9.2.2 Recognize location				
S.9.2.3 Recognize legal controls				
S.9.2.3.1 Stop				
S.9.2.3.2 Yield				
S.9.2.3.3 Traffic flow				
S.9.2.3.4 Regulations				
S.9.3 Identify pavement markings/symbols				
S.9.3.1 Recognize meaning				
S.9.3.1.1 Color				
S.9.3.1.1.1 Yellow				
S.9.3.1.1.2 White				
S.9.3.1.1.3 Red				
S.9.3.1.1.4 Blue				
S.9.3.1.2 Line markings				
S.9.3.1.2.1 Dashed				
S.9.3.1.2.2 Solid				
S.9.3.1.2.3 Striped				
S.9.3.1.2.4 Curb markings				
S.9.3.2 Recognize location				
S.9.3.3 Recognize legal controls				
S.9.3.3.1 Passing				
S.9.3.3.2 Crosswalk				
S.9.3.3.3 Lane storage				
S.9.3.3.4 Turn Position				
Standard 10 Understand procedures and processes for basic vehicle maneuvering tasks as listed. A student will:				
S.10.1 Identify procedural steps				
S.10.1.1 Evaluate intersection approach				
S.10.1.1.1 See and respond to open/closed space/zone				
S.10.1.1.2 Check and respond to rear space/zone conditions				
S.10.1.1.3 Establish and maintain proper lane usage and speed control				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.10.1.1.4 Search left, front, right and left again spaces/zones for line of sight or path of travel changes				
S.10.1.1.5 Find open spaces/zones before entering				
S.10.1.1.6 Use staggered, legal and safety stop when applicable				
S.10.1.1.7 See condition of a traffic signal				
S.10.1.1.8 Adjust speed to arrive at a green light				
S.10.1.1.8.1 See closed front space/zone				
S.10.1.1.8.2 Adjust speed to reduce closure rate and to arrive in an open space/zone				
S.10.1.1.8.3 Adjust speed to have at least one open side space/zone				
S.10.2 Identify procedural steps				
S.10.2.1 Understand vision and mental perception requirements				
S.10.2.2 Understand value of directed experience/practice				
S.10.3 Space Management System (SEE*) introduction				
S.10.3.1 Understand conditions for searching				
S.10.3.1.1 Changes to path of travel				
S.10.3.1.2 Changes to the line of sight				
S.10.3.1.3 Alternative paths of travel				
S.10.3.2 Understand situations for evaluating				
S.10.3.2.1 Alternative paths of travel				
S.10.3.2.2 Appropriate position				
S.10.3.2.3 Appropriate speed				
S.10.3.2.4 Appropriate communication				
S.10.3.3 Understand skills needed to execute decisions				
S.10.3.3.1 Speed changes				
***Search, Evaluate and Execute system**				
S.10.3.3.2 Position changes				
S.10.3.3.3 Communication needs				
S.10.4 Describe rules of road				
S.10.4.1 Identify yielding right of way				
S.10.4.2 Identify signal use				
S.10.4.3 Lane position rules at intersections				
S.10.4.4 Intersection rules				
S.10.4.5 Signs, signals and marking rules				
S.10.4.6 Backing rules				

Standards 11 - 12: Introducing Intersection Skills and Negotiating Curves and Hills

The student will:

- Utilize visual and mental processing skills for critical thinking, decision-making and problem solving skills in controlled risk environments
- Understand principles for targeting, path of travel, searching and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills

Standard 11 Discover how visual skills and mental perception lead to reduced-risk driving decisions. A student will:	**Student Materials**	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.11.1 Recognize need to divide focal and mental attention between intended travel path and other tasks (scanning of traffic)				
S.11.2 Identify primary focus area				
S.11.2.1 Search to focus area, at minimum, 15 to 20 seconds ahead, evaluate its conditions and determine entry speed and position				
S.11.2.2 Search for line of sight or path of travel changes affecting approach to focus area				
S.11.2.3 Approach focus area, while continually re-evaluating risks in the immediate 4 to 6 second travel path				
S.11.2.4 Approach the focus area, search for a new target area and new travel path, at minimum, 15 to 20 seconds ahead				
S.11.3 Know how to judge space in seconds				
S.11.3.1 Visualize the space vehicle will occupy at least 15 to 20 seconds ahead				
S.11.3.2 Search, at minimum, 15 to 20 seconds ahead, continually evaluating the 4 to 6 second immediate path				
S.11.3.3 Speed and/or lane position adjustments may be required when the focus area cannot be seen				
S.11.4 Identify changes to line of sight or path of travel				
S.11.4.1 Evaluate modification in the ability to see or maintain a travel path				
S.11.4.2 Identify when line of sight or path or travel change are recognized, the need to evaluate other zones/spaces for speed and lane adjustments				
S.11.5 Identify open, closed or changing zones/spaces				
S.11.5.1 Identify the intended travel path for open, closed or changing conditions				
S.11.5.2 Evaluate open, closed or changing conditions for speed/position adjustments				
S.11.6 Search intersections				
S.11.6.1 Search for open zones/space to the left, front and right, when approaching an intersection including highway-rail grade crossings				
S.11.6.2 Evaluate closed or changing zones/spaces and make necessary speed				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.11.6.3 Search for open zones/spaces to the left, front, right and left again before entering an intersection				
S.11.7 Search into curves and over hills				
S.11.7.1 Search the line of sight and path of travel through the curve or over the hill top for closed or changing conditions				
S.11.7.2 Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hill top				
Standard 12 Select, maintain and adjust speed to reduce risk of collision and in compliance with rules of the road. A student will:				
S.12.1 Select safe speed				
S.12.1.1 Determine speed adjustment needed for reduced risk				
S.12.1.2 Adjust speed to meet un-posted residential (25) and un-posted rural speed (55) limitations as based on state regulations				
S.12.1.3 Check gauges, mirrors and evaluate line of sight or path of travel conditions				
S.12.2 Recognize changes in line of sight or path of travel				
S.12.2.1 Avoid using acceleration into a closed or changing zone/space				
S.12.2.2 Recognize a closed zone/space (such as a red light or stopped traffic). Adjust speed to arrive at an open zone/space				
S.12.2.3 When ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space				

Standards 13 - 16: Space Management and Vehicle Control Skills in Moderate Risk Environments
The student will:

- Utilize critical thinking, decision-making and problem-solving skills to operate the vehicle
- Perform basic maneuvers in moderate risk environments including basic vehicle control, space management, lane changing, turnabouts and parking
- Determine the reduced risk turn around procedure for the speed, traffic flow and restrictions to line of sight and/or path of travel.

Standard 13 Review and apply the principles of a space management system (SEE) to reduce-risk vehicle operation making appropriate communication, speed and lane position adjustments. A student will:				
	Student Materials	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.13.1 Communicate presence/intentions				
S.13.2 Practice Commentary response				
S.13.21 Identify speed and position adjustment development				
S.13.2.2 Identify reference points for maneuvers				
S.13.2.3 Identify rear space/zone view conditions				
S.13.3 Identify blind zones for different vehicles				

Standard 14
Demonstrate and practice basic maneuvers vehicle for reduced-risk operation. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.14.1 Determine turning around options				
S.14.5.1 Identify space management considerations				
S.14.5.1.1 Communication				
S.14.5.1.2 Procedures				
S.14.5.1.3 Position to curb				
S.14.5.1.4 Speed control				
S.14.5.1.5 Steering Control				
S.14.5.1.6 Vision Control				
S.14.5.2 Identify when it is safer to go around the block				
S.14.5.3 Identify safe behaviors for turning around in a parking lot				
S.14.5.4 Identify procedures for a three-point turnabout with entry into a roadway or driveway on the left or by backing around a corner to the right				
S.14.5.4.1 Signal				
S.14.5.4.2 Forward position reference				
S.14.5.4.3 Evaluate alignment to space				
S.14.5.4.4 Back to a pivot point				
S.14.5.4.5 Steering Control				
S.14.5.4.6 Target center of vehicle or space to the rear				
S.14.5.4.7 Speed control				
S.14.5.4.8 Straighten vehicle to lane position				
S.14.5.4.9 Rear limitation reference				
S.14.5.4.10 Cancel signal?				
S.14.5.5 Identify procedures for an intersection U-turn or Cul-de-sac				
S.14.5.5.1 Using proper forward position				
S.14.5.5.2 Using minimum space to go forward				
S.14.5.5.3 Evaluating alignment to space				
S.14.5.5.5 Turning steering wheel				
S.14.5.5.6 Visually targeting center of vehicle or space to the rear				
S.14.5.5.7 Straightening vehicle to lane position				
S.14.6 Rules of the road review				
S.14.6.1 Turnabouts				
S.14.6.2 Speed				
S.14.6.3 Lane change				
S.14.6.4 Parking/leaving vehicle				

Standard 15
Develop procedures and practice techniques for reduced-risk perpendicular, angle and parallel parking. A student will:

S.15.1 Entry				
S.15.1.1 Space management applications				
S.15.1.2 Dividing attention between tasks				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.15.1.3 Communication				
S.15.1.4 Procedures				
S.15.1.4.1 Positioning/reference points				
S.15.1.4.2 Vision control				
S.15.1.4.3 Speed control				
S.15.1.4.4 Steering control				
S.15.1.4.5 Forward				
S.15.1.4.6 Reverse				
S.15.2 Exit				
S.15.2.1 Space management applications				
S.15.2.2 Communication				
S.15.2.3 Procedures				
S.15.2.3.1 Positioning/reference points				
S.15.2.3.2 Vision control				
S.15.2.3.3 Speed control				
S.15.2.3.4 Steering control				
S.15.2.3.5 Forward				
S.15.2.3.6 Reverse				
Standard 16 Develop procedures and practice techniques for reduced-risk speed management. A student will:				
S.16.1 Visibility				
S.16.2 Dividing attention				
S.16.3 Traffic controls				
S.16.4 Road conditions (pot holes, rocks, sand, debris, etc.)				
S.16.5 Vehicle conditions				
S.16.6 Space to front/rear				
S.16.7 Other roadway users				
S.16.8 Vehicle dynamics				
S.16.9 Speed differentials				

Standards 17 - 18: Developing Traffic Flow and Space Management Skills at Speeds BELOW 55 mph
The student will:

- Utilize space management techniques and
- Visual skills needed for gap assessment at intersections:
  a. Following or being followed by other vehicle entering and exiting curves
  b. Traveling on multi-lane roadways and passing or being passed up to 55 mph
- Recognize the visible space around the vehicle and develops targeting skills
- Understands path of travel concepts and investigates vehicle balance concepts when braking, accelerating and steering
- Identify communication techniques
- Use of courtesy and respect in regard to other roadway users
- Stop and slow the vehicle and develops personal vehicle reference points

Standard 17 Identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limit access at speeds below 55 mph. A student will:				
	Student Materials	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.17.1 Dividing attention between tasks				
S.17.2 Non-motorized highway users				
S.17.3 Following and being followed				
S.17.4 Entering and exiting curves				
S.17.5 Traffic flow to each side of vehicle				
S.17.6 Multiple use and reversible lanes				
S.17.7 Oncoming traffic gap selection				
S.17.8 Crossing traffic gap selection				
S.17.9 Multiple lane passing				
S.17.9.1 Space management applications				
S.17.9.2 Communication				
S.17.9.3 Procedures				
S.17.9.4 Lane position				
S.17.9.5 Speed control				
S.17.9.6 Steering control				
S.17.9.7 Stopping distance				
S.17.9.8 Abort considerations				
S.17.9.9 Passing/being passed				
S.17.10 Vehicle blind zones and truck no zones				
Standard 18 Identify and comply with intersection entry, curve entry, apex, exit situations on limited access roadways and roadways without limited access at speeds below 55 mph. A student will:				
S.18.1 Approach to curves				
S.18.1.1 See curve in target (intended path) area				
S.18.1.2 Check all zones for options				
S.18.1.3 Establish effective				
S.18.1.4 Left curve approach				
S.18.1.5 Right curve				
S.18.2 Dividing attention between tasks				
S.18.3 Unique signs, signals and markings				
S.18.4 Communication				
S.18.5 Types of intersections				
S.18.6 Level of traffic flow congestion				
S.18.7 Identify number of usable lanes				
S.18.8 Procedures				
S.18.9 Lane position				
S.18.10 Speed control				
S.18.11 Steering control				

Standards 19 - 21: Dealing with Complex Environments at Speeds ABOVE 55 mph
The student will:

- Utilize space management techniques and visual skills needed for gap assessment at intersections
    a. Following or being followed by other vehicle
    b. Entering and exiting curves
    c. Traveling on multi-lane roadways and passing or
    d. Being passed on multiple lane roadways at speeds above 55 mph
- Recognize the visible space around the vehicle, develops targeting skills, understanding path of travel concepts and investigates vehicle balance concepts when braking, accelerating and steering
- Identify communication techniques
- Use courtesy and respect in regard to other drivers
- Stop and slow the vehicle and develops the judgment of vehicle to the roadway through standard and personal vehicle references at speeds above 55 mph

Standard 19
Identify and comply with roadway and traffic flow situations including merging, speed control, lane selection, exiting and using on and off ramps on limited access roadways and roadways without limit access at speeds above 55 mph. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.19.1 Non-motorized highway restrictions				
S.19.2 Sharing the roadway				
S.19.2.1 With other motorized highway users				
S.19.2.2 With domestic and wildlife				
S.19.2.3 With other driver behavior				
S.19.3 Divided attention tasks				
S.19.4 Vehicle size and activity				
S.19.5 Following and being followed				
S.19.6 Entering and exiting limited access highways				
S.19.7.1 Unique signs, signals and markings				
S.19.7.2 Communication				
S.19.7.3 Types of interchanges				
S.19.7.4 Level of traffic flow congestion				
S.19.7.5 Identify number of usable lanes				
S.19.7 Multiple use and reversible lanes				
S.19.8 Traffic flow to each side of vehicle				
S.19.9 Vehicle blind zones and truck no zones				
S.19.10 Oncoming traffic gap selection				
S.19.10.1 Crossing traffic gap selection				
S.19.10.2 Two-lane and multi-lane passing				
S.19.1 Communication				
S.19.2 Space Management				
S.19.3 Dividing attention tasks				
S.19.4 Gap Selection				
S.19.5 Vehicle blind zones and truck no zones				
S.19.6 Closure rate				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.19.7 Speed control				
S.19.7.1 Slowest speed on entrance ramp for maximum searching time and options				
S.19.7.2 Effective speed on acceleration lane				
S.19.7.3 Getting off				
S.19.7.3.1 Plan ahead				
S.19.7.3.2 Test brakes				
S.19.7.3.3 Flat curves				
S.19.8 Lane position				
Standard 20 Identify and comply with situations on limited access roadways and roadways without limited access at speeds above 55 mph. A student will:				
S.20.1 Control of space around vehicle				
S.20.2 Dividing attention tasks				
S.20.3 Appropriate mirror use				
S.20.4 Vehicle blind zones and truck no zones				
S.20.5 Maintain separation to sides and rear				
S.20.6 Communicating presence/intentions				
S.20.7 Commentary responses				
S.20.7.1 Speed and position adjustment assessment				
S.20.7.2 Rear space/zone observance assessment				
S.20.8 Rules of the road				
S.20.8.1 Merging rules				
S.20.8.2 Passing rules				
S.20.8.3 Use of traffic flow control devices				
S.20.8.4 Flashers				
S.20.8.5 Lights				
S.20.8.6 Towing				
Standard 21 Identify and comply with gap selection, communication, speed control and lane selection during passing situations on limited access roadways at speeds above 55 mph. A student will:				
S.21.1 Procedures				
S.21.2 Limited access highway advantages and disadvantage				
S.21.3 Passing on right side of vehicle				
S.21.4 Space management				
S.21.5 Divided attention tasks				
S.21.5.1 Identify tailgater problems for speed and lane position adjustments				
S.21.5.2 Evaluate gain versus risk prior to attempting passing maneuver				
S.21.5.3 Check all zones for line of sight and/or path of travel condition				
S.21.6 Vehicle blind zones and truck no zones				
S.21.7 Communication				
S.21.8 Speed control				
S.21.9 Steering control				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.21.10 Stopping ability limited				
S.21.11 Abort considerations				
S.21.12 Being passed consideration				

Standards 22 - 24: Factors Affecting Driver Performance
The student will:

- Recognize the significant efforts of alcohol and other drugs, fatigue and emotions on the driving task
- Identify alcohol and other drugs, distractions, anger management, fatigue and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 years of age
- Recognizes fatigue as a major problem for youthful drivers due to all the school related activities, lack of structured sleep cycles and late night activities
- Develop a plan to deal with other drivers, errors and anger. Anger management is a key element to preventing road rage issues recognizing that emotions and violent reactions
- Recognize that personal distractions, as well as, external and internal vehicle distractions can cause inattention to task and therefore, injury and physical damage crashes

Standard 22
Identify the high risk effects of alcohol and other drugs on personality and driver performance. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.22.1 Recognizing alcohol and other drugs effect on teens				
S.22.2 Teen risk factors for alcohol and other drugs use/abuse				
S.22.3 Limiting risk of driving with others that are intoxicated				
S.22.4 The effect of alcohol and other drugs on driver performance				
S.22.5 Media / peer pressure to use alcohol and other drugs				
S.22.6 Chemical use/abuse rules and regulations				
S.22.6.1 Laws concerning alcohol and other drug use				
S.22.6.2 Zero tolerance rules and regulations				
S.22.6.3 Penalties associated with alcohol and other drug use				
S.22.7 Understand mental and physical well-being				
S.22.7.1 A fever of101 degrees or higher is equal to having 4 alcoholic beverage				
S.22.8 Learn to manage emotions				

Standard 23
Recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others that are using chemicals that can affect driver attention and performance. A student will:

S.23.1 Refusal skills				
S.23.2 Peer intervention skills				
S.23.3 Community resources				
S.23.4 Parental support				

Standard 24
Recognize, compensate or enhance driver fitness to aid reduced-risk driver performance. A student will:

S.24.1 Driver Distractions				
S.24.1.1 Definitions				
S.24.1.2 Effect on new drivers				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.24.1.3 Outside vehicle distractions				
S.24.1.3.1 Limitations to vehicle path of travel				
S.24.1.3.2 Signs, signals and markings				
S.24.1.3.3 Other users				
S.24.1.4 Inside vehicle distractions				
S.24.1.4.1 Passengers				
S.24.1.4.2 Electronics				
S.24.2 Dividing attention				
S.24.2.1 Vision needs				
S.24.2.2 Mental awareness				
S.24.2.3 Physical distractions				
S.24.3 Temporary impairments				
S.24.4 Long term disabilities				
S.24.5 Fatigue and sleep deprivation				
S.24.6 Driver aggression and response				
S.24.7 Driver motivation				

Standards 25 - 26: Dealing with Adverse Conditions

The student will:

- Appraise inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses

Standard 25

Recognize adverse weather conditions as visibility and traction problems and adjust speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.25.1 Identify changing weather conditions				
S.25.1.1 Understand what can go wrong				
S.25.1.2 Prevention techniques				
S.25.1.3 Problem recognition				
S.25.1.3.1 Rain				
S.25.1.3.2 Storms				
S.25.1.3.3 Snow				
S.25.1.3.4 Winds, etc.				
S.25.1.4 Vehicle control				
S.25.2 Changing visibility conditions				
S.25.2.1 What can go wrong				
S.25.2.2 Prevention techniques				
S.25.2.3 Problem recognition				
S.25.2.3.1 Glare				
S.25.2.3.2 Low light				
S.25.2.3.3 Fog				
S.25.2.3.4 Blizzard effects, etc.				
S.25.2.4 Vehicle control				
S.25.3 Changing traction conditions				
S.25.3.1 What can go wrong				
S.25.3.2 Prevention techniques				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.25.3.3 Problem recognition				
S.25.2.3.1 Traction loss to front tires (understeer)				
S.25.2.3.2 Traction loss to rear tires, etc. (oversteer)				
S.25.3.4 Vehicle control				
S.25.4 Traffic flow situations under limited conditions of visibility/traction				
S.25.5 Intersection management under limited conditions of visibility/traction				
S.25.5.1 Traffic flow to each side of vehicle				
S.25.5.2 Oncoming traffic gap selection				
S.25.5.3 Crossing traffic gap selection				
S.25.6 Multiple-lane choices and usage under limiting conditions				
S.25.7 Responding to non-motorized highway users				
Standard 26 Value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance. A student will:				
S.26.1 Occupant protection knowledge				
S.26.1.1 Active restraints				
S.26.1.2 Passive restraints				
S.26.1.3 Active Passive Integration				
S.26.1.4 Frontal crash protection				
S.26.1.4.1 First generation supplemental restraints				
S.26.1.4.2 Second generation supplemental restraints				
S.26.1.4.3 Third generation supplemental restraints				
S.26.1.4.4 Seat belt adjustments				
S.26.1.5 Side impact protection				
S.26.1.6 Rear impact protection				
S.26.2 Occupant use and misuse				
S.26.2.1 Lap belt adjustments				
S.26.2.2 Shoulder restraint adjustments				
S.26.2.3 Legal requirements				
S.26.3 Protecting Children				
S.26.3.1 Age and seat requirements				
S.26.3.2 Weight and seat requirements				
S.26.3.3 Proper seat placement				
S.26.3.4 Legal requirements				

Standards 27 - 29: Other Roadway Users

The student will:

- Understand vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making and problem-solving skills to respond appropriately
- Recognize that Tractor-trailer combinations and trains are as dangerous vehicles in the vehicle, truck and train interaction at intersections and in high speed area

Standard 27
Recognize and respond to other motorized vehicles that may have different weight, speed and visibility problems. A student will:

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.27.1 Tractor and trailer combinations				
S.27.1.1 Single trailer combinations				
S.27.1.2 Double trailer combinations				
S.27.1.3 Triple trailer combinations				
S.27.1.4 Visibility issues				
S.27.1.5 Passing issues				
S.27.1.6 Wind blast issues				
S.27.1.7 Space needs when turning				
S.27.1.8 Passenger vehicle interaction				
S.27.2 Delivery vans and trucks				
S.27.3 Motorcycles and mopeds				
S.27.3.1 Size and speed				
S.27.3.2 Visibility issues				
S.27.3.3 Lane position issues				
S.27.4 Construction vehicles, farm vehicles, snowmobiles, ATV/ATC & golf carts, if applicable				
S.27.5 Speed issues				
S.27.7.1 Different travel speeds				
S.27.7.2 Maintaining momentum on hills				
S.27.7.3 Sudden slow downs				

Standard 28
Recognize and respond to other non-motorized vehicles that may have different weight, speed and visibility problems. A student will:

S.28.1 Pedalcycles & pedicabs				
S.28.2 Personalized transport				
S.28.2.1 Skates/Rollerblades				
S.28.2.2 Skateboards				
S.28.2.3 Horses				
S.28.2.4 Others				
S.28.3 Horse drawn equipment, if applicable				
S.28.4 Pedestrians				

Standard 29
Recognize and respond to tracked vehicles that may have different weight, speed and visibility problems. A student will:

S.29.1 Freight trains				
S.29.2 Passenger trains				
S.29.3 Electric/cable cars				
S.29.4 Trolley cars				

Standards 30 - 31: Responding to Vehicle Malfunctions and Crashes
The Student will:

- Assess vehicle operation and malfunctions to eliminate or prevent related vehicle or weather related problems
- Understands vehicle braking and technology systems
- Utilize proper braking techniques in favorable and unfavorable vehicular, weather and roadway conditions
- Recognizes responsibilities associated with crashes regardless of causal factors

Standard 30 Recognize and respond to vehicle malfunctions in a reduced-risk manner. A student will:				
	Student Materials	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.30.1 Steering and suspension malfunctions				
S.30.2 Tires, traction loss recognition and control				
S.30.2.1 Understeer/oversteer recognition and correction				
Standard 31 Understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions. A student will:				
S.31.1 Law enforcement agencies				
S.31.1.1 State enforcement agencies				
S.31.1.2 County enforcement agencies				
S.31.1.3 Local enforcement agencies				
S.31.2 Emergency response agencies				
S.31.2.1 Getting help				
S.31.2.2 Types of emergency response				
S.31.3 Rules of the road				
S.31.3.1 Responsibilities at crash scene				
S.31.3.2 Reporting crashes				
S.31.3.3 Financial responsibility				

Standard 32 - 34: Making Informed Consumer Choices
The student will:

- Synthesize information and applies strategies to prepare:
    a. A trip plan (optional)
    b. Develop a driving route (optional)
    c. Select motor vehicles and purchase insurance
    d. Protect the environment (optional)
    e. Prepare for future participation in the graduated licensing system

Completing driver education is just the start of a learning process concerning traffic safety and making reduced risk driver decisions.

Standard 32 Perform map reading and trip planning exercises that lead to an in-car activity or a future family trip. A student will:				
	Student Materials	**Source Lesson/ Page No.**	**Classroom**	**Online**
S.32.1 Map reading (optional)				
S.32.1.1 Paper and atlas formats				
S.32.1.2 Digital and GPS formats				

	Student Materials	Source Lesson/ Page No.	Classroom	Online
S.32.1.3 MapQuest or maps.com formats				
S.32.2 Destination Driving Exercise (optional)				
S.32.2.1 Plan an in-car driving route				
S.32.2.1.1 Mark turns				
S.32.2.1.2 Controlled intersections				
S.32.2.1.3 Speed				
S.32.2.2 Planning a family trip driving route				
Standard 33 Recognize problems and make wise consumer choices in purchasing insurance or an automobile. A student will:				
S.33.1 Insurance				
S.33.1.1 Financial responsibility				
Standard 34 Student/Parent Debriefing (optional). A student will:				
S.34.1 Review program driver skill log requirements				
S.34.2 Evaluation of destination driving route				
S.34.3 Review licensing requirements				
S.34.4 Student responsibilities				
S.34.5 Media advertising				
S.34.6 Use of natural resources				
S.34.7 Parent responsibilities				
S.34.8 Making safe vehicle choices				