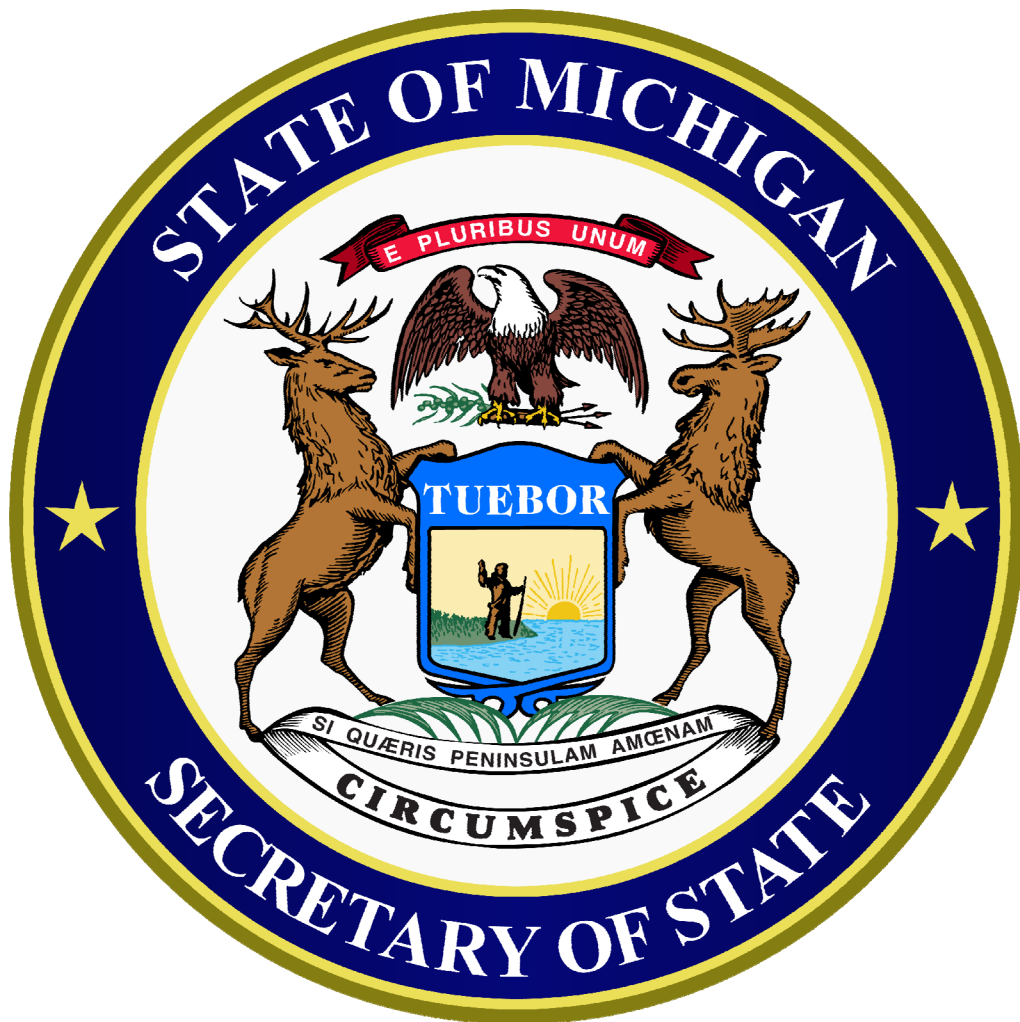


# **DRIVER EDUCATION CURRICULUM GUIDE**



**Michigan Department of State  
Office of Investigative Services  
Driver Education and Testing Section**

**November 2023**

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# Michigan Department of State Driver Education Curriculum Guide

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# Michigan Department of State Driver Education Curriculum Guide

## Section 1 – Introduction

### Background

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

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

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

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

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

### Acronyms and Definitions

As used in this document:

ADTSEA stands for American Driver and Traffic Safety Education Association.

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

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CARS stands for Customer Automobile and Record System. A new modernized system that brings more efficient, convenient services for providers and instructors through an e-Services system.

Commentary Driving means having the student driver identify and verbalizes the events ahead while driving. It fosters an environment where the student can develop both perception skills and psychomotor skills. Also, a very effective observer activity.

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

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

HTD Curriculum means the "AAA How to Drive 15<sup>th</sup> Edition" Curriculum produced by the American Automobile Association.

Michigan Curriculum Guide means the pared down, 45-hour HTD curriculum, Michigan specific documents, used to meet the required 30 hours of curriculum in Michigan.

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

MDOS means the Michigan Department of State.

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

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

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

### **Section 35 of PA 384 of 2006**

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

This Curriculum Guide serves as the written plan for instruction on the MDOS's prescribed model curriculum. The Guide is based on AAA How To Drive 15<sup>th</sup> Edition curriculum.

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### Michigan's Two Segments of Driver Education

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

### New Curriculum

The AAA How to Drive 15<sup>th</sup> Edition curriculum focuses on cognitive distraction, risk awareness; time, space, and distance-perception skill development, vehicle safety technologies, sleep deprivation, drugged driving, adverse conditions/ emergencies, vulnerable road users such as pedestrians and bicyclists, safe traffic stops and Move Over & Slow Down laws. All these topic areas help with the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and vehicle control to risk-reducing driving strategies. Significant attention is given to risk awareness, cognitive distraction, driver alertness, occupant protection, positive interactions with other roadway users, various vehicle safety technologies and the physical and psychological conditions that affect driver performance.

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

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

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

HTD Curriculum meets national content and delivery standards.

### **RECOMMENDED TEACHING MATERIALS:**

#### **HTD Instructor Lesson Plans**

The instructor's manual for teaching the entire program. Lesson plans, activities, assessments, and more.

#### **HTD Instructor Presentation Files**

Cloud-hosted and downloadable PowerPoint files for every lesson including videos and interactive games.



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## **HTD Student Workbook**

The in-class companion for students containing assessments, fill-in-the-blank exercises, learning activities and more.

## **HTD Textbook**

A companion book to reinforce the instructor lessons.

## **Secretary of State and Other Agencies Resources**

Found on the Secretary of State Website:

- What Every Driver Must Know (WEDMK)
- The Parent's Supervised Driving Guide
- Michigan's Graduated Driver Licensing: A Guide For Parents
- SOS-428 Applying for An Enhanced License or ID
- Michigan Department of Transportation Resources
- National Highway Traffic Safety Administration Resources
- Other Resources

# Michigan Department of State Driver Education Curriculum Guide

## Section 2 – About This Guide

### Introduction

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

### Contents of the Guide

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

Section 2 – About This Guide - explains the eight sections and three supplements of the *Driver Education Curriculum Guide*.

Section 3 – Curriculum Content Map - contains a curriculum content map, broken into two parts, Segment 1 (3A) and Segment 2 (3B). Curriculum maps provide a framework for teaching the curriculum and building lesson plans. They ensure that instructors allocate sufficient time to teach each content area.

Section 4 – Segment 1 Curriculum Content, Objectives, Resources, and BTW Objectives - outlines the content of the Segment 1 (4A) classroom portion and the Segment 1 (4B) behind-the-wheel portion of the program in terms of behavioral objectives. The section also identifies resources that should be used in the instruction.

Section 5 – Segment 2 Curriculum Content, Objectives and Resources - outlines the content of the Segment 2 classroom portion. The section also identifies resources that should be used in the instruction.

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

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

Section 8 – Segment 1 BTW lesson plan guidelines to help instructors and provider develop lessons to integrate and relate instruction from classroom to BTW experience.

Appendix A - Behind-the-Wheel Recordkeeping form – information for instructors

Appendix B - Driving Skills Report Card - is used, by the instructor, to share with parents the skills their student has mastered and/or needs to work on upon completion of the Segment 1 course. This supplement is required to be handed to or mailed to the parent of the student. Providers are required to show they have either mailed or handed this document to the parent (not the student).

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## Developing Lesson Plans

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

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

Materials on risk awareness are available on MDOS's Web site at [www.Michigan.gov/sos](http://www.Michigan.gov/sos).

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<b>Section 3A – Segment 1 Curriculum Content Map</b>		
<b>Module</b>	<b>Topic Name</b>	<b>Hours</b>
<b>1</b>	<b>Introduction To Novice Driver Responsibilities and the GDL</b>	<b>0.5</b>
	1A Michigan’s GDL Law	
	1B The Driver’s License (The Highway Transportation System)	
	1C The Facts About Teen Driving	
<b>2</b>	<b>Knowing Your Vehicle</b>	<b>2.0</b>
	2A Pre-Driving Checks	
	2B Ignition and Security	
	2C Adjusting the Vehicle to Your Preferences	
	2D Mirror Setting and Use	
	2E Occupant Protection	
	2F Speed Inputs	
	2G Communication and Visibility Features	
	2H Additional Features	
	2I The Instrument Panel	
<b>3</b>	<b>Vehicle Space Needs, Natural Laws, &amp; Traction</b>	<b>1.0</b>
	3A Vehicle Controls and Visual Input	
	3B Vehicle Operating Space	
	3C Traction and Road Surfaces	
	3D Natural Laws and Traction	
	3E Vehicle Suspension, Weight Transfer, and Traction	
<b>4</b>	<b>Starting, Steering, and Stopping</b>	<b>1.0</b>
	4A Starting the Engine	
	4B Steering the Vehicle	
	4C Positioning Your Feet	
	4D Accelerating the Vehicle	
	4E Braking and Deceleration	
	4F Backing	
	4G Stopping and Securing the Vehicle	
<b>5</b>	<b>Signs, Signals, Road Markings, and Communication</b>	<b>1.0</b>
	5A Traffic Control Devices	
	5B Traffic Signs	
	5C Traffic Signals	
	5D Roadway Markings and Lane Controls	
	5E Communication	
<b>6</b>	<b>Traffic Laws and Rules of the Road</b>	<b>3.0</b>
	6A Introduction to Traffic Laws	
	6B The Driver’s License	
	6C Auto Insurance and Other Financial Responsibilities	
	6D Vehicle Registration	
	6E Rules of the Road	
	6F Laws Governing Traffic Control Devices	
	6G Vehicle Operation Laws	
	6H Laws Applying to Driving Behaviors	
	6I Laws Applying to Driver Conditions	
<b>7</b>	<b>Managing Vision and Perception</b>	<b>3.0</b>
	7A The Importance of Vision	
	7B Types of Vision	
	7C Effective Visual Habits	

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<b>8</b>		Time and Space	<b>2.0</b>
	8A	Making Smart Decisions	
	8B	Selecting the Best Path of Travel	
	8C	Managing Space	
	8D	Managing Time	
	8E	Selecting the Best Speed	
	8F	Passing Other Vehicles	
<b>9</b>		<b>Changing Lanes, Turning and Parking</b>	<b>2.0</b>
	9A	Changing Lanes	
	9B	Turning	
	9C	Turnabouts	
	9D	Parking	
<b>10</b>		<b>Sharing the Road</b>	<b>1.5</b>
	10A	Introduction	
	10B	Pedestrians	
	10C	Bicyclists	
	10D	Motorcycle, Moped, and Scooter Riders	
	10E	Buses	
	10F	Emergency Vehicles	
	10G	Funeral Processions	
	10H	Large Trucks	
	10I	Equestrians and Animal-Drawn Vehicles	
	10J	Farm Machinery	
	10K	Animals	
	10L	Passenger and Freight Trains	
	10M	Other Road Users	
	10N	Law Enforcement	
<b>11</b>		<b>Intersections and Freeways Driving</b>	<b>0.5</b>
	11A	Intersections	
	11B	Michigan Left	
	11C	Roundabouts	
	11D	Expressways and Freeways	
<b>12</b>		<b>Driving Conditions and Environments</b>	<b>1.0</b>
	12A	Wet Conditions	
	12B	Snow and Icy Conditions	
	12C	Low-Light and Nighttime Conditions	
	12D	Fog and Smog Condition	
	12E	Sun Glare Conditions	
	12F	Wind Conditions	
	12G	Urban/City Environments	
	12H	Rural/Country Environments	
	12I	Temporary Work Zones	
<b>13</b>		<b>Emergency Situations</b>	<b>1.0</b>
	13A	Overview of Emergency Situations	
	13B	Reduced Traction	
	13C	Off-Road Situations	
	13D	Evasive Actions	

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	13E	Skids	
	13F	Stuck Vehicle	
	13G	Vehicle Breakdowns	
	13H	Engine Failure	
	13I	Light Failure	
	13J	Tire Problems	
	13K	Vehicle Fires and Downed Power Lines	
	13L	Brake Failure	
	13M	Vehicle Defects and Recalls	
	13N	Minimizing the Consequences of a Crash	
	13O	Duties at a Crash Scene	
	13P	Crashes Involving Unattended Vehicles or Property	
	13Q	Stopping to Assist at Crashes	
<b>14</b>		<b>Fuel-Efficient Driving and Tire Safety</b>	<b>.50</b>
	14A	Tire Safety	
	14B	Maintaining Your Vehicle	
<b>15</b>		<b>Vehicle Safety Technology and Self-Driving Vehicle</b>	<b>1.0</b>
	15A	Appropriate Use of Technology	
	15B	Parking Assistance	
	15C	Collision Alerts	
	15D	Collision Mitigation	
	15E	Automated Driving Tasks	
	15F	Miscellaneous Driving Aids	
	15G	Vision/Perception Enhancement Technologies	
	15H	Traction-Related Technology	
	15I	Road, Communication, and Security Technology	
<b>16</b>		<b>Instructor Discretion *</b>	<b>2.0</b>
<b>17</b>		<b>Final Examination</b>	<b>1.0</b>
		<b>Total Hours</b>	<b>24.0</b>

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<b>Section 3B – Segment 2 Curriculum Content Map</b>		
<b>Module</b>	<b>Topic Name</b>	<b>Hours</b>
<b>1</b>	<b>Risk Awareness</b>	<b>1.0</b>
	1A Developing Risk Awareness (MDOS Fact Sheets)	
	1B The Facts About Teen Driving	
<b>2</b>	<b>Alcohol and Driving</b>	<b>1.0</b>
	2A The Facts about Drinking and Driving	
	2B How Alcohol Affects the Body and Driving Ability	
	2C Amount of Alcohol in Typical Beverages	
	2D Factors that Affect BAC Level	
	2E Alcohol Elimination	
	2F Preventing Drinking and Driving	
	2G Michigan Specific Alcohol Laws	
<b>3</b>	<b>Drug-Impaired Driving and Illness</b>	<b>1.0</b>
	3A Introduction	
	3B Sources of Drugs: Prescriptions, O-T-Counter, and Illegal	
	3C Drug Categories and Effects	
	3D Testing for Drug Use	
	3E Drug Use	
	3F Alternatives to Drugs and Driving	
	3G Temporary Illness	
<b>4</b>	<b>Distracted Driving</b>	<b>1.5</b>
	4A Introduction	
	4B Effects of Distractions	
	4C Types of Distractions	
	4D Preventing and Managing Distractions	
	4E Distracted Driving in Other Road Users	
<b>5</b>	<b>Drowsy Driving, Sleep &amp; Emotions</b>	<b>0.5</b>
	5A Drowsy Driving	
	5B Emotions and Driving	
<b>6</b>	<b>Anatomical Gift Donation</b>	<b>0.25</b>
	6A Right to donate and how to join the state donor registry	
<b>7</b>	<b>Final Examination</b>	<b>0.75</b>
<b>Total Hours</b>		<b>6.0</b>



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Section 4A – Segment 1 Classroom Content, Objectives, and Resources			
Module Number	1	Module Name	INTRO TO NOVICE DRIVER RESPONSIBILITIES AND THE GDL PROCESS
Topic Number	Module Objectives		Resources
<b>1A</b>	<p><b>Michigan’s Graduated Driver Licensing Law</b></p> <p>The student is expected to describe Michigan’s Graduated Driver Licensing Law and procedures for compliance.</p>		<p><i>What Every Driver Must Know (WEDMK)</i></p> <p>GDL: A Guide for Parents</p> <p>State Specific Instructional Materials (It is recommended to use HTD PowerPoint Template)</p> <p><i>Applying for a License or ID Card (SOS-428)</i></p>
<b>1B</b>	<p><b>The Driver’s License (The Highway Transportation System)</b></p> <p>The student will recognize the complexity of the Highway Transportation System and their role in this system.</p>		<p>HTD 1-3 to 1-12</p>
<b>1C</b>	<p><b>The Facts About Teen Driving</b></p> <p>The student will corroborate with other students about the dangers of the driver’s age and the crash rates.</p>		<p>HTD 1-13 to 1-18</p> <p><b>Optional:</b> HTD 1-38 to 1-46 Chapter Summary TargetZone BamCam</p>

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Module Number	2	Module Name	KNOWING YOUR VEHICLE
Topic Number	Module Objectives		Resources
<b>2A</b>	<p><b>Pre-Driving Checks</b></p> <p>Student will identify and list the proper procedure for approaching the vehicle and pre-drive sequence for safe travel.</p>		HTD 2-3 to 2-11
<b>2B</b>	<p><b>Ignition and Security</b></p> <p>The student will explain the functions of the ignition and security features on vehicles.</p>		HTD 2-13 to 2-15
<b>2C</b>	<p><b>Adjusting the Vehicle to Your Preferences</b></p> <p>The student will describe the correct seating position and hand placement, and how they relate to proper steering.</p>		HTD 2-16 to 2-26
<b>2D</b>	<p><b>Mirror Setting and Use</b></p> <p>The student will describe the proper position for the mirrors inside and outside to increase visibility and reduce blind spots.</p>		HTD 2-27 to 2-34
<b>2E</b>	<p><b>Occupant Protection</b></p> <p>The student will identify the importance of occupant protection and their proper use.</p>		HTD 2-35 to 2-50
<b>2F</b>	<p><b>Speed Inputs</b></p> <p>The student will identify the proper foot to control the pedals, use of the parking brake, and appropriate use of cruise control.</p>		HTD 2-51 to 2-53
<b>2G</b>	<p><b>Communication and Visibility Features</b></p> <p>The student will identify the devices to communicate to others.</p>		HTD 2-55 to 2-57
<b>2H</b>	<p><b>Additional Features</b></p> <p>The student will identify the other features that are important to the driving task.</p>		HTD 2-57 & 2-58
<b>2I</b>	<p><b>The Instrument Panel</b></p> <p>The student will explain the function of instruments on the panel.</p>		HTD 2-59 to 2-64  <b>Optional:</b> HTD 2-65 to 2-75 Chapter Assessment SnapDrive TargetZone

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Module Number	3	Module Name	VEHICLE SPACE NEEDS, NATURAL LAWS, & TRACTION
Topic Number	Module Objectives		Resources
<b>3A</b>	<p><b>Vehicle Controls and Visual Input</b></p> <p>The student will describe the proper use of vehicle controls and using your eyes while driving.</p>		<p>HTD 3-4, 3-5 &amp; 3-7</p>
<b>3B</b>	<p><b>Vehicle Operating Space</b></p> <p>The student will recognize and explain how to manage the space around the vehicle, including the use of reference points.</p>		<p>HTD 3-8, 3-9 &amp; 3-11</p>
<b>3C</b>	<p><b>Traction and Road Surfaces</b></p> <p>The student will identify and explain how traction affects the vehicle and procedures on how to counteract the effects of traction loss.</p>		<p>HTD 3-12 to 3-18 &amp; 3-20 &amp; 3-21</p>
<b>3D</b>	<p><b>Natural Laws and Traction</b></p> <p>The student will identify the natural laws and how they affect driving.</p>		<p>HTD 3-23 to 3-29</p>
<b>3E</b>	<p><b>Vehicle Suspension, Weight Transfer, and Traction</b></p> <p>The student will identify how the weight of a vehicle will shift while driving.</p>		<p>HTD 3-30, 3-32 to 3-35</p> <p><b>Optional:</b> HTD 3-36 to 3-45 Chapter Summary BamCam SnapDrive</p>

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Module Number	4	Module Name	STARTING, STEERING, AND STOPPING
Topic Number	Module Objectives		Resources
<b>4A</b>	<p><b>Starting the Engine</b></p> <p>The student will be able to identify the proper steps in starting the engine.</p>		<p>HTD 4-3, 4-5 to 4-6</p>
<b>4B</b>	<p><b>Steering the Vehicle</b></p> <p>The student will identify the correct hand placement on the steering wheel and proper steering techniques.</p>		<p>HTD 4-7 to 4-8, 4-10 to 4-13, 4-15 to 4-19</p>
<b>4C</b>	<p><b>Positioning Your Feet</b></p> <p>The student will describe proper foot position and appropriate footwear to drive a vehicle.</p>		<p>HTD 4-20 &amp; 4-21</p>
<b>4D</b>	<p><b>Accelerating the Vehicle</b></p> <p>The student will identify the steps in moving the vehicle forward and the levels of acceleration.</p>		<p>HTD 4-22 &amp; 4-23</p>
<b>4E</b>	<p><b>Braking and Deceleration</b></p> <p>The student will identify the steps in braking and the levels of deceleration.</p>		<p>HTD 4-24 to 4-31</p>
<b>4F</b>	<p><b>Backing</b></p> <p>The student identifies the correct techniques for backing the vehicle.</p>		<p>HTD 4-36 to 4-39</p>
<b>4G</b>	<p><b>Stopping and Securing the Vehicle</b></p> <p>The student will identify the proper procedures for stopping and securing the vehicle.</p>		<p>HTD 4-41 to 4-45</p> <p><b>Optional:</b> HTD 4-49 to 4-58 Chapter Assessment Retrieval Practice SnapDrive</p>

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Module Number	5	Module Name	SIGNS, SIGNALS, ROAD MARKINGS, AND COMMUNICATION
Topic Number	Module Objectives		Resources
<b>5A</b>	<p><b>Traffic Control Devices</b></p> <p>The student will identify the purpose of traffic control devices.</p>		HTD 5-4
<b>5B</b>	<p><b>Traffic Signs</b></p> <p>The student will identify the color, shapes, and meanings of traffic signs.</p>		HTD 5-5 to 5-10, 5-12 to 5-19, 5-22 & 5-24
<b>5C</b>	<p><b>Traffic Signals</b></p> <p>The student will identify the meaning of traffic control signal lights.</p>		HTD 5-25 to 5-28 & 5-30 to 5-34
<b>5D</b>	<p><b>Roadway Markings and Lane Controls</b></p> <p>The student will identify the meaning of pavement markings.</p>		HTD 5-35 to 5-43
<b>5E</b>	<p><b>Communication</b></p> <p>The student will explain methods of communication of roadway users including intention, warning, presence, and feedback.</p>		HTD 5-44 to 5-47 & 5-49  <b>Optional:</b> HTD 5-50 to 5-55 Chapter Assessment BamCam TargetZone

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Module Number	6	Module Name	TRAFFIC LAWS AND RULES OF THE ROAD
Topic Number	Module Objectives		Resources
<b>6A</b>	<p><b>Introduction to Traffic Laws</b></p> <p>The student will explain the purpose of traffic laws.</p>		HTD 6-4 to 6-6 & WEDMK
<b>6B</b>	<p><b>The Driver’s License</b></p> <p>The student will describe the process of obtaining and maintaining a driver’s license.</p>		HTD 6-7 to 6-9
<b>6C</b>	<p><b>Auto Insurance and Other Financial Responsibilities</b></p> <p>The student will recognize the legality of possessing proof of valid auto insurance.</p>		HTD 6-10 & 6-11
<b>6D</b>	<p><b>Vehicle Registration</b></p> <p>The student will recognize the legality of possessing proof of valid registration.</p>		HTD 6-13
<b>6E</b>	<p><b>Rules of the Road</b></p> <p>The student will be able to identify right-of-way laws in various driving situations.</p>		HTD 6-15 to 6-21 & 6-24 to 6-33
<b>6F</b>	<p><b>Laws Governing Traffic Control Devices</b></p> <p>The student will explain the appropriate response to various traffic control devices.</p>		HTD 6-34 to 6-37
<b>6G</b>	<p><b>Vehicle Operation Laws</b></p> <p>The student will identify special laws that support safe driving.</p>		HTD 6-38 to 6-45
<b>6H</b>	<p><b>Laws Applying to Driving Behaviors</b></p> <p>The student will be able to describe the laws regarding emotions and distracted driving.</p>		HTD 6-47 to 6-49, 6-51 & 6-54
<b>6I</b>	<p><b>Laws Applying to Driver Conditions</b></p> <p>The student will be able to describe the law regarding impaired and fatigued driving.</p>		HTD 6-55 – 6-58 & WEDMK  <b>Optional:</b> HTD 6-63 to 6-72 Chapter Assessment Retrieval Practice SnapDrive

## Michigan Department of State Driver Education Curriculum Guide

Module Number	7	Module Name	MANAGING VISION AND PERCEPTION
Topic Number	Module Objectives		Resources
<b>7A</b>	<p><b>The Importance of Vision</b></p> <p>The student will explain the importance of vision and how it is critical in reducing risk while driving.</p>		<p>HTD 7-3 to 7-5</p>
<b>7B</b>	<p><b>Types of Vision</b></p> <p>The student will identify and describe the three types of vision and how each is essential to the driving task.</p>		<p>HTD 7-5 to 7-8</p>
<b>7C</b>	<p><b>Effective Visual Habits</b></p> <p>The student will explain proper searching techniques to reduce their risks while driving.</p>		<p>HTD 7-13 &amp; 7-14, 7-16 to 7-32 &amp; 7-34</p> <p><b>Optional:</b> HTD 7-36 to 7-42 Chapter Assessment TargetZone BamCam</p>



## Michigan Department of State Driver Education Curriculum Guide

Module Number	8	Module Name	TIME AND SPACE
Topic Number	Module Objectives		Resources
<b>8A</b>	<p><b>Making Smart Decisions</b></p> <p>The student will identify choices to reduce risk while driving.</p>		HTD 8-3 & 8-4
<b>8B</b>	<p><b>Selecting the Best Path of Travel</b></p> <p>The student will identify the safest path of travel based on road conditions, traffic conditions, traffic controls, and other road user’s behavior.</p>		HTD 8-5 to 8-8
<b>8C</b>	<p><b>Managing Space</b></p> <p>The student will describe the importance of developing and maintaining adequate space around their vehicle.</p>		HTD 8-9 to 8-11, 8-13 to 8-17, 8-19 & 8-20
<b>8D</b>	<p><b>Managing Time</b></p> <p>The student will describe the importance of proper timing which promotes safe driving.</p>		HTD 8-21 to 8-28
<b>8E</b>	<p><b>Selecting the Best Speed</b></p> <p>The student will explain the basic speed law and how to select a safe speed for conditions.</p>		HTD 8-29 to 8-32
<b>8F</b>	<p><b>Passing Other Vehicles</b></p> <p>The student will identify the rules and procedures for passing, being passed, and passing on the right.</p>		HTD 8-33 to 8-35, 8-37 & 8-38
			<p><b>Optional:</b> HTD 8-40 to 8-51 Chapter Assessment Retrieval Practice SnapDrive</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	9	Module Name	CHANGING LANES, TURNING AND PARKING
Topic Number	Module Objectives		Resources
<b>9A</b>	<p><b>Changing Lanes</b></p> <p>The student will identify and list the steps for changing lanes.</p>		HTD 9-3 to 9-8
<b>9B</b>	<p><b>Turning</b></p> <p>The student will describe the procedures for left and right turns including proper speed and lane position.</p>		HTD 9-10 to 9-22
<b>9C</b>	<p><b>Turnabouts</b></p> <p>The student will describe the procedures for changing direction via turnabouts,</p> <ul style="list-style-type: none"> <li>• Driveway to the right</li> <li>• Driveway to the left</li> <li>• Three-point turnabout</li> <li>• U-turns.</li> </ul>		HTD 9-23 to 9-30, 9-32 & 9-33
<b>9D</b>	<p><b>Parking</b></p> <p>The student will describe the procedures for:</p> <ul style="list-style-type: none"> <li>• curbside parking</li> <li>• angle parking</li> <li>• perpendicular parking</li> <li>• parallel parking</li> <li>• hill parking</li> </ul>		HTD 9-34 to 9-42, 9-45 to 9-47 9-49 to 9-57  <b>Optional:</b> HTD 9-59 to 9-66 Chapter Assessment TargetZone BamCam

## Michigan Department of State Driver Education Curriculum Guide

Module Number	10	Module Name	SHARING THE ROAD
Topic Number	Module Objectives		Resources
<b>10A</b>	<p><b>Introduction</b></p> <p>Student will describe the importance of sharing the road with other users.</p>		HTD 10-1 to 10-2
<b>10B</b>	<p><b>Pedestrians</b></p> <p>The student will describe behaviors of pedestrians and how to share the road with them.</p>		HTD 10-4 to 10-5
<b>10C</b>	<p><b>Bicyclists</b></p> <p>The student will describe behaviors of bicyclists and how to share the road with them.</p>		HTD 10-5 to 10-10
<b>10D</b>	<p><b>Motorcycle, Moped, and Scooter Riders</b></p> <p>The student will describe behaviors of motorcycles, mopeds, and scooters and how to share the road with them.</p>		HTD 10-11 to 10-14
<b>10E</b>	<p><b>Buses</b></p> <p>The student will explain the characteristics of school buses, transit buses, and light rail and how to share the road with them.</p>		HTD 10-14 to 10-16
<b>10F</b>	<p><b>Emergency Vehicles</b></p> <p>The student will describe characteristics of emergency vehicles and how to share the road with them.</p>		HTD 10-18 to 10-27
<b>10G</b>	<p><b>Funeral Processions</b></p> <p>The student will describe characteristics of funeral processions and how to share the road with them.</p>		HTD 10-28 to 10-31  WEDMK
<b>10H</b>	<p><b>Large Trucks</b></p> <p>The student will describe characteristics of large trucks and how to share the road with them.</p>		HTD 10-31 & 10-32
<b>10I</b>	<p><b>Equestrians and Animal-Drawn Vehicles</b></p> <p>The student will describe characteristics of equestrians and animal-drawn vehicles and how to share the road with them.</p>		HTD 10-33 to 10-35, 10-39 to 10-40

## Michigan Department of State Driver Education Curriculum Guide

Module Number	10	Module Name	SHARING THE ROAD
Topic Number	Module Objectives		Resources
<b>10J</b>	<p><b>Farm Machinery</b></p> <p>The student will describe characteristics of farm machinery and how to share the road with them.</p>		HTD 10-39 & 10-40
<b>10K</b>	<p><b>Animals</b></p> <p>The student will identify the dangers of animals in the road and techniques to use when encountering animals.</p>		HTD 10-41 & 10-42
<b>10L</b>	<p><b>Passenger and Freight Trains</b></p> <p>The student will describe the dangers of trains and how to navigate railroad crossings.</p>		HTD 10-42 & 10-43
<b>10M</b>	<p><b>Other Road Users</b></p> <p>The student will identify other road users (i.e. RVs, utility vehicles, tourist transporters, etc.) and how to share the road with them.</p>		HTD 10-45 to 10-50
<b>10N</b>	<p><b>Law Enforcement</b></p> <p>The student will identify how to be prepared for and what to expect during a traffic stop.</p>		HTD 10-50 & 10-51
			<p><b>Optional:</b> HTD 10-54 to 11-64, 10-68 to 10-77</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	11	Module Name	INTERSECTIONS AND FREEWAYS DRIVING
Topic Number	Module Objectives		Resources
<b>11A</b>	<p><b>Intersections</b></p> <p>The student will identify how to navigate intersections including searching, approaching, stopping, driving through, and exiting.</p>		<p>HTD 11-3 to 11-14 &amp; 11-17</p>
<b>11B</b>	<p><b>Michigan Left</b></p> <p>The student will describe the advantages of and how to navigate an intersection with a Michigan Left.</p>		<p>MDOT "Using a Michigan Left Brochure"</p>
<b>11C</b>	<p><b>Roundabouts</b></p> <p>The student will identify the advantages of and how to navigate roundabouts including searching, approaching, driving within, and exiting.</p>		<p>HTD 11-19 to 11-23 11-27 to 11-33</p>
<b>11D</b>	<p><b>Expressways and Freeways</b></p> <p>The student will explain the characteristics of freeways and expressways, types of interchanges, and how to properly enter, drive on, and exit.</p>		<p>HTD 11-34 &amp; 11-35 11-37 to 11-46</p> <p><b>Optional:</b> HTD 11-48 to 11-55 Chap. Assessment Exercise</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	12	Module Name	DRIVING CONDITIONS AND ENVIRONMENTS
Topic Number	Module Objectives		Resources
<b>12A</b>	<p><b>Wet Conditions</b></p> <p>The student will describe conditions of wet roadways and how it affects vehicle control.</p>		HTD 16-1 & 16-2
<b>12B</b>	<p><b>Snow and Icy Conditions</b></p> <p>The student will describe conditions of snow- or ice-covered roadways and how it affects vehicle control.</p>		HTD 16-3 to 16-5
<b>12C</b>	<p><b>Low-Light and Nighttime Conditions</b></p> <p>The student will describe how to adjust driving under low-light conditions.</p>		HTD 16-11 – 16-13
<b>12D</b>	<p><b>Fog and Smog Condition</b></p> <p>The student will describe how to adjust driving under fog and smog conditions.</p>		HTD 16-11 to 16-13
<b>12E</b>	<p><b>Sun Glare Conditions</b></p> <p>The student will describe how to adjust driving under sun glare conditions.</p>		HTD 16-13 to 16-17
<b>12F</b>	<p><b>Wind Conditions</b></p> <p>The student will describe windy driving conditions and how it affects vehicle control.</p>		HTD 16-17 to 16-23
<b>12G</b>	<p><b>Urban/City Environments</b></p> <p>The student will describe the characteristics, risk reducing strategies, problems, and special situations of urban roadways.</p>		HTD 16-24
<b>12H</b>	<p><b>Rural/Country Environments</b></p> <p>The student will describe the characteristics, risk reducing strategies, problems, and special situations of rural roadways.</p>		HTD 16-25 to 16-27
<b>12I</b>	<p><b>Temporary Work Zones</b></p> <p>The student will describe the characteristics, risk reducing strategies, problems, and special situations of temporary work zones.</p>		HTD 16-29 to 16-31  <b>Optional:</b> HTD 16-38 to 16-43

## Michigan Department of State Driver Education Curriculum Guide

Module Number	13	Module Name	EMERGENCY SITUATIONS
Topic Number	Module Objectives		Resources
<b>13A</b>	<p><b>Overview of Emergency Situations</b></p> <p>The student will describe a range of emergency situations and actions to take when they occur.</p>		<p>HTD 17-3 &amp; 17-4</p>
<b>13B</b>	<p><b>Reduced Traction</b></p> <p>The student will identify road conditions that may lead to reduced traction and strategies to maintain or regain control.</p>		<p>HTD 17-6 &amp; 17-7</p>
<b>13C</b>	<p><b>Off-Road Situations</b></p> <p>The student will identify conditions that may lead to leaving the roadway and the procedure if returning to the roadway.</p>		<p>HTD 17-8 to 17-9</p>
<b>13D</b>	<p><b>Evasive Actions</b></p> <p>The student will identify how to steer, brake, and accelerate to avoid a conflict or hazard.</p>		<p>HTD 17-10 to 17-13</p>
<b>13E</b>	<p><b>Skids</b></p> <p>The student will describe traction loss and recovering from situations in which you lose traction.</p>		<p>HTD 17-14 to 17-16</p>
<b>13F</b>	<p><b>Stuck Vehicle</b></p> <p>The student will identify potential causes of getting stuck and ways to recover.</p>		<p>HTD 17-18 to 17-24</p>
<b>13G</b>	<p><b>Vehicle Breakdowns</b></p> <p>The student will recognize the common causes and what to do if a breakdown occurs.</p>		<p>HTD 17-25 &amp; 17-26</p>
<b>13H</b>	<p><b>Engine Failure</b></p> <p>The student will identify what to do if the engine fails or unintended acceleration occurs while driving.</p>		<p>HTD 17-27 &amp; 17-28</p>
<b>13I</b>	<p><b>Light Failure</b></p> <p>The student will identify what to do if the lights fail while driving.</p>		<p>HTD 17-29 &amp; 17-30</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	13	Module Name	EMERGENCY SITUATIONS
Topic Number	Module Objectives		Resources
<b>13J</b>	<p><b>Tire Problems</b></p> <p>The student will identify what to do if the tires fail while driving.</p>		HTD 17-30 & 17-31
<b>13K</b>	<p><b>Vehicle Fires and Downed Power Lines</b></p> <p>The student will identify what to do when encountering a vehicle fire or a downed power line(s).</p>		HTD 17-33 & 17-34
<b>13L</b>	<p><b>Brake Failure</b></p> <p>The student will identify what to do if the brakes fail while driving.</p>		HTD 17-35 & 17-36
<b>13M</b>	<p><b>Vehicle Defects and Recalls</b></p> <p>The student will explain a vehicle safety recall.</p>		HTD 17-37 to 17-39
<b>13N</b>	<p><b>Minimizing the Consequences of a Crash</b></p> <p>The student will identify how to minimize the consequences of a crash.</p>		HTD 17-40 to 17-42
<b>13O</b>	<p><b>Duties at a Crash Scene</b></p> <p>The student will identify what to do after being involved in or witnessing a crash.</p>		HTD 17-42 to 17-45
<b>13P</b>	<p><b>Crashes Involving Unattended Vehicles or Property</b></p> <p>The student will identify what to do after being involved in or witnessing a crash with unattended vehicles or property.</p>		HTD 17-46
<b>13Q</b>	<p><b>Stopping to Assist at Crashes</b></p> <p>The student will recognize their moral responsibility to assist at a crash scene.</p>		HTD 17-47
			<p><b>Optional:</b> HTD 17-59 to 17-66 Chapter Assessment Target Zone BamCam</p>



## Michigan Department of State Driver Education Curriculum Guide

Module Number	14	Module Name	FUEL-EFFICIENT DRIVING AND TIRE SAFETY
Topic Number	Module Objectives		Resources
<b>14A</b>	<p><b>Tire Safety</b></p> <p>The student will explain how to maintain tires to operate a vehicle efficiently.</p>		<p>HTD 18-6 to 18-8, 18-10 to 18-16</p>
<b>14B</b>	<p><b>Maintaining Your Vehicle</b></p> <p>The student will explain how to maintain their vehicle regularly to assure efficiently care fare driving.</p>		<p>HTD 18-17 to 18-20</p> <p><b>Optional:</b> HTD 18-26 to 18-36 Chapter Assessment Retrieval Practice SnapDrive</p>

## Michigan Department of State Driver Education Curriculum Guide

Number	15	Module Name	VEHICLE SAFETY TECHNOLOGY AND SELF-DRIVING VEH.
Topic Number	Module Objectives		Resources
<b>15A</b>	<p><b>Appropriate Use of Technology</b></p> <p>The student will identify the potential benefits, limitations, and appropriate use of technology in vehicles.</p>		<p>HTD 19-4 to 19-12</p>
<b>15B</b>	<p><b>Parking Assistance</b></p> <p>The student will describe parking assistance technology.</p>		<p>HTD 19-12 to 19-14</p>
<b>15C</b>	<p><b>Collision Alerts</b></p> <p>The student will describe collision alert technology.</p>		<p>HTD 19-15 to 19-20</p>
<b>15D</b>	<p><b>Collision Mitigation</b></p> <p>The student will describe collision mitigation technology.</p>		<p>HTD 19-21 to 19-25</p>
<b>15E</b>	<p><b>Automated Driving Tasks</b></p> <p>The student will describe automated driving task technology.</p>		<p>HTD 19-25 to 19-27</p>
<b>15F</b>	<p><b>Miscellaneous Driving Aids</b></p> <p>The student will describe automated driving task technologies, including adaptive headlights, navigation, reminders, and driver monitoring systems.</p>		<p>HTD 19-28 to 19-32</p>
<b>15G</b>	<p><b>Vision/Perception Enhancement Technologies</b></p> <p>The student will describe vision and perception enhancement technology.</p>		<p>HTD 19-33 to 19-35</p>
<b>15H</b>	<p><b>Traction-Related Technology</b></p> <p>The student will describe traction-related technology.</p>		<p>HTD 19-35 to 19-37</p>
<b>15I</b>	<p><b>Road, Communication, and Security Technology</b></p> <p>The student will describe road, communication, and security technology.</p>		<p>HTD 19-38 to 19-42</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	16	Module Name	FINAL TEST
Topic Number	Module Objectives		Resources
16A	Final Examination		MDOS Testing System

# Michigan Department of State Driver Education Curriculum Guide

<b>Section 4B – Segment 1 Behind-the-Wheel Objectives</b>			
Module Number	1	Module Name	Skills for Residential Driving
Objective Number	Objectives		Resources
<b>1.1</b>	<p><b>Developing Basic Driver Actions</b></p> <p>The student will demonstrate:</p> <ul style="list-style-type: none"> <li>a) Pre-entry &amp; safety checks</li> <li>b) Pre-drive and start procedures</li> <li>c) Establish front bumper reference point</li> <li>d) Moving the vehicle forward</li> <li>e) Operation of steering wheel: push pull &amp; hand over hand</li> <li>f) Operation of vehicle controls: gear shift, accelerator, brake, steering wheel, parking brake</li> <li>g) Vehicle familiarization – identify communication, comfort, safety, convenient, &amp; control devices</li> <li>h) Approach intersections</li> <li>i) Establish rear bumper reference point</li> <li>j) Starting the engine</li> <li>k) Moving the vehicle backward</li> <li>l) Securing vehicle procedures</li> </ul>		<p>Parent’s Supervised Driving Guide</p>

Module Number	2	Module Name	Skills for Rural Driving
Objective Number	Objectives		Resources
<b>2.1</b>	<p><b>Light Traffic Manuevers</b></p> <p>The student will demonstrate:</p> <ul style="list-style-type: none"> <li>a) Establish reference points for lane positions 1 (center), 2 (left), 3 (right)</li> <li>b) Concentrate on path of travel on straight, curving, &amp; hilly rural roads</li> <li>c) Enter a roadway from the curb or side of the road.</li> <li>d) Establish reference points for turning going forward to the right and left.</li> <li>e) Complete left &amp; right turns at intersections</li> <li>f) Apply proper stop position in residential and rural area intersections.</li> <li>g) Complete left and right lane changes – light traffic</li> <li>h) Determine minimum time &amp; space gaps for maneuvers on 2 lane and 4 lane roads at speeds up to 45 mph – light traffic.</li> <li>i) Demonstrate how to enter, exit, &amp; cross traffic at controlled and uncontrolled intersections</li> <li>j) Park at a curb and park on a grade (uphill and downhill)</li> <li>k) Backing in a straight line</li> </ul>		<p>Parent’s Supervised Driving Guide</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	3	Module Name	Skills for Suburban Driving
Objective Number	Objectives		Resources
<b>3.1</b>	<p><b>Dense Traffic Maneuvers</b></p> <p>The student will demonstrate the correct visual, steering, speed control, and gap assessment techniques for each of the following:</p> <ul style="list-style-type: none"> <li>a) Approach &amp; turn at multiple lane intersections</li> <li>b) Determine minimum time &amp; space gaps for maneuvers on 2 lane and 4 lane roads at speeds up to 45 mph – dense traffic.</li> <li>c) Concentrate on path of travel on straight, curving, &amp; hilly suburban/urban streets</li> <li>d) Complete left &amp; right lane changes – dense traffic</li> <li>e) Demonstrate how to enter, exit, &amp; cross traffic at complex, controlled intersections</li> <li>f) Establish reference points for turning going backward</li> <li>g) Use space management principles PDA – Perceive, Decide, Act to reduce conflicts in moderate to dense traffic.</li> <li>h) Perpendicular Park – left and right, enter going forward and enter backing in, exit going forward and exit backing out</li> <li>i) Backing to the left and right</li> <li>j) Use a shared left turn lane to enter a driveway/street/parking lot</li> <li>k) Complete U-turn</li> <li>l) Off Road recovery</li> <li>m) Approach and cross railroad crossings</li> </ul>		<p>Parent’s Supervised Driving Guide</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	4	Module Name	Skills for Special Maneuvers
Objective Number	Objectives		Resources
4.1	<p><b>Complex Traffic Maneuvers</b></p> <p>The student will demonstrate:</p> <ul style="list-style-type: none"> <li>a) Approach and maneuver through roundabouts</li> <li>b) Approach and maneuver through Michigan Left</li> <li>c) Complete 3-Point turnabout on the street with a curb</li> <li>d) Complete driveway turnabouts: left driving in and right backing in</li> <li>e) Angle Park – left and right (establish front corner Reference Point)</li> <li>f) Passing, lane position, following, and being followed on a two-lane road</li> <li>g) Apply correct path of travel and right of way when interacting with a bike lane.</li> <li>h) Turning onto and from a one-way street – left and right</li> <li>i) Respond to traffic control devices</li> <li>j) Approaching and crossing rail grade crossings, RRX</li> <li>k) Respond to motorized and non-motorized users</li> <li>l) Assess and respond to visual, potential, and definite hazards</li> <li>m) Managing distractions inside &amp; outside the vehicle</li> </ul>		Parent's Supervised Driving Guide

Module Number	5	Module Name	Skills for Freeway/Expressway Driving
Objective Number	Objectives		Resources
5.1	<p><b>Moderate/Heavy Traffic Maneuvers</b></p> <p>The student will demonstrate risk management through communication, speed, and position adjustments in complex traffic situations on country highways, limited access highways, and city streets including:</p> <ul style="list-style-type: none"> <li>a) Assessing freeway/expressway conditions</li> <li>b) Complete lane changes at high speeds</li> <li>c) Passing on a two-lane road – assessing time and gap needs</li> <li>d) Being passed on a two-lane road</li> <li>e) Passing on the right and being passed on the right (when turning left)</li> <li>f) Turning onto and from a multi-lane divided highway -use median crossover.</li> <li>g) Merging onto, driving on, and exiting from a freeway/expressway</li> <li>h) Identify &amp; use freeway/expressway signage (route markers &amp; mile markers)</li> <li>i) Parallel parking</li> </ul>		Parent's Supervised Driving Guide

## Michigan Department of State Driver Education Curriculum Guide

Module Number	6	Module Name	Behind-the-Wheel Evaluation
Objective Number	Objectives		Resources
<b>6.1</b>	<p><b>Final Assessment</b></p> <p>The student will demonstrate:</p> <ul style="list-style-type: none"> <li>a) Assess all or any skills, maneuvers that have been taught.</li> <li>b) Complete Student BTW Record Keeping Form.</li> <li>c) Prepare Driving Skills Report Card</li> </ul>		<p>MDOS Website: BTW Record Keeping Form &amp; Driving Skill Report Card</p>

## Michigan Department of State Driver Education Curriculum Guide

Section 5 – Segment 2 Classroom Content, Objectives, and Resources			
Module Number	1	Module Name	RISK AWARENESS
Topic Number	Module Objectives		Resources
<b>1A</b>	<p><b>Developing Risk Awareness</b></p> <p>The student will identify the risks and methods to reduce risk for various risk factors.</p>		<p>MDOS Risk Awareness Materials</p>
<b>1B</b>	<p><b>The Facts About Teen Driving</b></p> <p>The student will understand risk and how it relates to owning their own vehicle, their destination driving, and which day of the week they choose to drive.</p>		<p>HTD 1-13 to 1-18</p> <p>WEDMK</p>



## Michigan Department of State Driver Education Curriculum Guide

Module Number	2	Module Name	ALCOHOL AND DRIVING
Topic Number	Module Objectives		Resources
<b>2A</b>	<p><b>The Facts About Drinking and Driving</b></p> <p>The student will describe the dangers of alcohol.</p>		HTD 12-3 to 12-6
<b>2B</b>	<p><b>How Alcohol Affects the Body and Driving Ability</b></p> <p>The student will identify the effects of alcohol on the body on the body functions, vision, and behavior.</p>		HTD 12-7 to 12-11 12-13 to 12-19
<b>2C</b>	<p><b>Amount of Alcohol in Typical Beverages</b></p> <p>The student will be able to compare different types of alcohol drinks and the standard sizes served.</p>		HTD 12-20 to 12-23
<b>2D</b>	<p><b>Factors that Affect BAC Level</b></p> <p>The student will recognize the different Blood Alcohol Levels affecting six main factors.</p>		HTD 12-25 to 12-27
<b>2E</b>	<p><b>Alcohol Elimination</b></p> <p>The student will identify the three primary methods by which the body eliminates alcohol.</p>		HTD 12-27 to 12-31
<b>2F</b>	<p><b>Preventing Drinking and Driving</b></p> <p>The student will be able to identify their options before being pressured to ride with a driver that has been drinking.</p>		HTD 12-31 & 12-32 12-36 & 12-37
<b>2G</b>	<p><b>Michigan Specific Alcohol Laws</b></p> <p>Student will identify Michigan specific alcohol laws, consequences, and the dangers of drinking and driving.</p>		MDOS Risk Awareness Materials WEDMK
			<p><b>Optional Resources:</b></p> <p>Chapter Assessment Retrieval Practice SnapDrive</p>

## Michigan Department of State Driver Education Curriculum Guide

Module Number	3	Module Name	DRUG-IMPAIRED DRIVING AND ILLNESS
Topic Number	Module Objectives		Resources
<b>3A</b>	<b>Introduction</b> The student will define classification of drugs.		HTD 13-4 to 13-5
<b>3B</b>	<b>Sources of Drugs: Prescriptions, Over-the-Counter, and Illegal</b> The student will identify potential effects and dangers of using illegal and over-the-counter drugs.		HTD 13-5 & 13-6
<b>3C</b>	<b>Drug Categories and Effects</b> The student will identify the effects of a drug/combining drugs (e.g., marijuana, narcotics) on the body; and understand their short-term and long-term effects.		HTD 13-8 to 13-12, 13-14 & 13-15, 13-17 to 13-23, 13-25 to 13-28 and 13-31 & 13-32
<b>3D</b>	<b>Testing for Drug Use</b> The student will identify methods used for drug testing.		HTD 13-33 & 13-34
<b>3E</b>	<b>Drug Use</b> The student will describe the dangers of taking illegal drugs and drug combinations.		HTD 13-34 & 13-35
<b>3F</b>	<b>Alternatives to Drugs and Driving</b> The student will describe safe options to impaired driver.		HTD 13-36 & 13-38
<b>3G</b>	<b>Temporary Illness</b> The student will explain the side-effects of medicine used for common illness.		HTD 13-39
			<b>Optional Resource:</b>  Chapter Assessment TargetZone HTD 13-47 BamCam HTD 13-50

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Module Number	4	Module Name	DISTRACTED DRIVING
Topic Number	Module Objectives		Resources
<b>4A</b>	<p><b>Introduction</b></p> <p>The student will define distracted driving and recognize the different types.</p>		HTD 14-4 to 14-6
<b>4B</b>	<p><b>Effects of Distractions</b></p> <p>The student will describe how the process of Perceive, Decide, and Act can be affected by distractions.</p>		HTD 14-7 & 14-8
<b>4C</b>	<p><b>Types of Distractions</b></p> <p>The student will identify and explain the three types of distractions, and how each can affect the driving task.</p>		HTD 14-9 to 14-22, 14-25 & 14-26 and 14-29 to 14-32
<b>4D</b>	<p><b>Preventing and Managing Distractions</b></p> <p>The student will explain how to maintain attention, minimize, and address distractions while driving.</p>		HTD 14-32 to 14-36
<b>4E</b>	<p><b>Distracted Driving in Other Road Users</b></p> <p>The student will describe how to recognize and manage distractions in other drivers.</p>		HTD 14-38 & 14-39
			<p><b>Optional Resource:</b></p> <p>Chapter Assessment SnapDrive</p>

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Module Number	5	Module Name	DROWSY DRIVING, SLEEP & EMOTIONS
Topic Number	Module Objectives		Resources
<b>5A</b>	<p><b>Drowsy Driving</b></p> <p>The student will identify who is at risk, the causes, warning signs, risks, and prevention of drowsy driving.</p>		<p>HTD 15-3 to 15-16, 15-18 &amp; 15-19 and 15-21 &amp; 15-22</p>
<b>5B</b>	<p><b>Emotions and Driving</b></p> <p>The student will describe aggressive driving and road rage, guidelines for controlling emotions, and responding to aggressive drivers and avoiding conflict.</p>		<p>HTD 15-23 to 15-28</p> <p><b>Optional Resources:</b></p> <p>Chapter Assessment BAMCAM TargetZone</p>

Module Letter	6	Module Name	Anatomical Gift Donation
Topic Number	Module Objectives		Resources
<b>6A</b>	<p><b>Anatomical Gift</b></p> <p>The student will recognize his or her right to make an anatomical gift and how to join the state organ, tissue, and eye donor registry.</p>		<p>Gift of Life Michigan materials, video</p>

Module Letter	7	Module Name	Final Examination
Topic Number	Module Objectives		Resources
<b>7A</b>	<p><b>Final Examination</b></p>		<p>MDOS Testing System</p>

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## Section 6 – Testing and Assessment

### Background

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

MDOS has developed and field-tested approximately 400 questions to be used as a pool of questions for the Segment 1 and Segment 2 final tests. To ensure the integrity of the testing system, the MDOS, in conjunction with Solutions Thru Software, utilizes a Web-based testing system with the capability of generating a unique 80-question test, out of a pool of approximately 320 questions, for each Segment 1 student and a unique 20-question test, out of a pool of approximately 80 questions, for each Segment 2 student.

### Segment 1 and Segment 2 Knowledge Testing Requirements

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

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

Each instructor teaching Segment 1 or Segment 2 driver education and requesting a test will have at least two unique tests generated for their use (notwithstanding the number of students in the class). It will be up to each provider to copy the tests and score sheets for each student. Each of the tests should be administered to an equal number of students. The students sitting next to each other will receive one of the unique tests, but not the same test as the student who is sitting next to them.

The test must be administered in an approved "traditional" classroom where the students are separated at appropriate space under the direct supervision of a certified instructor. The only exception is if an authorized alternative method of testing has been approved by the Department (i.e., a one-time login into a secure device allowing a single student to access the state test under the direct supervision of a certified instructor).

Each test generated will:

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

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Additional output for each test generated will include:

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

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

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

Each student must achieve a passing score of at least 70 percent on the knowledge test for each segment of driver education. Each student who does not receive a minimum score of 70 percent or higher may retake the test up to two times. For the second attempt, the student will use a different version of the original test. If a third attempt is necessary, the student may take the original test; or a third, different version of the original test.

### **Segment 1 Behind-the-Wheel In-traffic Assessment**

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

This assessment should be conducted on a pre-determined route (drive #6). It should include controlled, low, moderate, and complex risk levels. Each student in the class should be assessed over the same route.

This assessment is subjective and based on an instructor's professional opinion. It is acceptable for a provider to use its own behind-the-wheel evaluation instrument (e.g., Supplement B). However, a Driving Skills Report Card is required to be filled out on each segment 1 student and given directly to the parents of the student. The Report Card is designed to help the parent during the 50 hours of logged driving time with the student. The report card can be found in Supplement C of this guide.

### **Issuance of Segment 1 Certificate of Completion**

Only after the student has successfully completed 24 hours of classroom, 6 hours of behind-the-wheel, 4 hours of observation, passed the Segment 1 knowledge test and has demonstrated adequate skills for the Segment 1 behind-the-wheel assessment should a provider issue a Segment 1 certificate of completion.

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## Section 7 – Alternative Curriculum Approval

### Section 35 of PA 384 of 2006

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

### Secretary of State Model Curriculum Guide for Driver Education

The Secretary of State Model Curriculum Guide for Driver Education uses selected sections from the AAA How to Drive 15<sup>th</sup> Edition (HTD) curriculum and Michigan specific documents. The curriculum includes the Driver Education Instructor Guide Binder, the How to Drive Textbook, the How to Drive Workbook, the How to Drive PowerPoint slides, and Michigan publications including but not limited to What Every Driver Must Know, located on the Department's website.

### Alternative Curriculum Application Process for Segment 1 and Segment 2

Driver Education Providers interested in using an alternative curriculum are required to:

1. Contact Driver Education for an Alternative Curriculum Content Map Proposal
2. Fill out Alternative Curriculum Content Map Proposal
3. Provide the following with your Alternative Curriculum Content Map Proposal
  - a. Course Outline
    - i. Segment 1 - Classroom contact days 1 -12 (with BTW and observation skills included to support Drives 1 through 6)
    - ii. Segment 2 - Classroom contact days 1 -3
  - b. Lesson plans for each day of instruction (with BTW and observation skills integrated into each lesson)
    - i. Segment 1 - Classroom contact days 1 -12 (with BTW and observation skills included to support Drives 1 through 6)
    - ii. Segment 2 - Classroom contact days 1 -3
4. Submit all resources (e.g., Textbook, slides, workbook, etc.) to support the complete Alternative Curriculum Proposal.
5. Submit the Alternative Curriculum Proposal and all resources to the Driver Education and Testing Section. The proposal must substantially meet or exceed the standards of Michigan's prescribed curriculum.



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Please contact the Driver Education Section at (517) 241-6850 for further information.

## **Submission of Documents**

Documents should be submitted to: Michigan Department of State  
Driver Education and Testing Section  
430 W. Allegan St.  
Lansing, MI 48918

*(If using a commercial delivery service (FedEx, UPS  
etc.) use zip code 48933)*

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### Section 8 – Segment 1 Behind-the-Wheel Route Plan Guidelines

#### Introduction

Instructors should develop written route plans for behind-the-wheel instruction and in-car lessons that reflect local driving environments. It is also important to have procedures, techniques, and route selections clearly written. The Provider **MUST** have copies of the route plans on file, and all instructors should teach using them.

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

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

#### Developing Route Plans

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

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

#### Commentary Driving

Commentary Driving (CD) is a unique behind-the-wheel teaching technique used to reinforce both perception skills and psychomotor skills. CD can be used by the instructor to teach and coach. It can be used by the student driver and the student observer to read the traffic scene aloud and state their plans. CD is NOT just dialog or oral questions and answers between the instructor and students. It is a technique where the student IDENTIFIES and VERBALIZES the event up ahead that will cause a change in their speed and/or their position or direction. The student would verbalize the event or condition then follow with their response to that event. The verbal comments would relate to; WHAT is it, WHERE is it, and WHAT is it DOING. Example: The light up ahead is red, I will slow and prepare to stop. There is a curve to the right up ahead I will slow down and move to lane position 2.

Commentary Driving helps to create interaction, aids in retention by having the student verbalize their plans, it helps to familiarize the student with what they are expected to do. Also, it helps the instructor become aware of what the student is thinking and how they plan to respond. The student will read the traffic scene aloud in advance of the action. The instructor should demonstrate the technique on a pre-determined section of a BTW route (usually after drive #2) and state the event and response in short statements. CD is also a very effective observer activity.

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### General Guidelines for Developing Behind-the-Wheel Route Plans

Route plans should be developed in a manner that is easily understood by the instructor reviewing the document. All six routes should be written, and followed to integrate/correlate with classroom lessons. These plans provide for consistent instruction and performance assessment. Behind-the-wheel lesson plans should consist of the following information:

- **Title**—The title should link the classroom and the behind-the-wheel activities so any person would be able to look at the lesson and understand the information used to introduce the behind-the-wheel objectives and procedures – this will also help to insure consistent terminology and descriptive phrases.
- **Development Date**—The route plan should have a lesson plan development date to indicate revisions. This would document procedures and technique refinements and help with future changes and modifications.
- **Special Notations**—Make a list of any special vehicle requirements, route challenges, cones, tape measure, or other assessment tools needed for each lesson/route.
- **Student Objectives/Activities**—This should identify all the directions, maneuvers, and procedures required of the student to perform the lesson. The directives should be in enough detail to allow any parent, instructor, or driver education provider to take a novice driver through the lesson.
- **Observer Activities**—Plan should be attached to each route.
- **Instructor Comments**—This area is for the instructor to list procedures, diagrams, specialized techniques, and temporary adjustments to the route. This information should be written in a manner that is easily understood by the instructor.
- **Instructional Strategies**—This area should list the strategies used to facilitate student learning and involve the observer in the lesson.
- **Discussion Questions**—These questions and answers may be used to initiate problem-solving discussions with the observer and the driver.
- **Evaluation Procedures**—This should explain how the oral and written assessments are accomplished based on local program protocols. Assessment information should be written in such a manner that is easily understood by parents.
- **Route Map**—This is especially helpful for new instructional staff and allows a driver education provider the ability to locate an instructional vehicle in emergencies.

### Behind-the-Wheel Instruction Tips

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

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- All cell phones should be **turned off** (and not just set to vibrate) during driving lessons. It is also recommended that the instructor collect cell phones from the driver and passengers at the beginning of the lesson and return them at the end of the lesson. **In addition, the instructor should never use a cell phone during a driving lesson.**
- Read the traffic environment ahead, to the sides, and behind while observing the student driver's behavior and ask the student to verbalize the need to change direction or speed. (Commentary Driving)
- When giving directions, first provide students with the location and then state the action to take ("At the second intersection, turn left.").
- Give directions at least four seconds before the maneuver begins, and always check mirrors before giving directions. (The novice driver will take more time to process information than an experienced driver.)
- Avoid the use of terms with possible double meanings. (Instead of saying "Right" to indicate a correct response to a question, say "That's correct".) It may be helpful to point in the direction you want the student to go.
- Demonstrate what and how to do something to save time. (Demonstrations may be as simple as assisting with steering, using the instructor brake, using a drawing or magnetic board, or as elaborate as changing seat positions and demonstrating the appropriate actions.)
- For each new maneuver, verbally instruct/guide the novice driver through two or three practice trials using classroom terms. Then allow the student to practice the skill without verbal instruction or guidance. [The instructor will intervene to verbally instruct/guide the student if they are not successful on these attempts. The student will continue to practice the skill, with the guidance of the instructor. Then, the student will be allowed to practice the skill again without verbal instruction or guidance. This process will be repeated until the student is successful.]
- If a mistake is made, have the student repeat the maneuver and verbally instruct/guide them, step by step, through the process.
- For complex skills, give short cues as needed.
- If a lengthy discussion or explanation is needed, move to a safe place to stop, and park the vehicle. Use a legal parking area or parking lot. Do not park or stand on the roadway shoulder or impede traffic flow.
- Never allow a novice driver to drive "blindly" into a dangerous situation. Take control or give specific directions prior to entering the high-risk driving area. Student safety is the instructor's foremost concern.
- Involve the student driver in the evaluation of their performance.
- If using the Parent Practice Permit, after Drive #2, provide a driving performance report for the parent so all can work toward improved driving skills.
- Instructors should have routes memorized before doing the lesson with students.
- Complete a student behind-the-wheel record keeping form immediately after each drive. It is very important to maintain accurate records for each student. The student and/or instructor must never pre-sign/initial a behind-the-wheel record keeping form.

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## APPENDIX A

Below is **page 1** of the sample document - **BTW Recordkeeping Form**.

The full version is available on the Driver Education website: [www.Michigan.gov/DriverEd](http://www.Michigan.gov/DriverEd). Select the "**Provider**" tab on the left-hand side of the screen, and then the "**Currently Certified Provider**" hyperlink below the image of the student driving. The form is located under the expandable "**Teen Classification**" toggle, along with other forms available for use.

BEHIND THE WHEEL RECORDKEEPING FORM						Form Revised 12-21					
Student Name:			Address:			Parent Phone #:					
Date	Start Time	End Time	Hour		Provider Name:						
			BTW	Range							
						<b>Program #:</b>					
Drive 1	<b>Developing Basic Driver Actions</b>				<b>Please Mark one of the boxes below:</b>						
					S = Satisfactory at this time						
					NI = Need to Improve						
					U = Unsatisfactory						
					X = Did not perform skill during the drive						
<b>Skills for Residential Driving</b>						S	NI	U	X		
a	Pre-entry & safety checks										
b	Pre-drive and start procedures										
c	Establish front bumper reference point										
d	Moving the vehicle forward										
e	Operation of steering wheel: push pull & hand over hand										
f	Operation of vehicle controls: gear shift, accelerator, brake, steering wheel, parking brake										
g	Vehicle familiarization – identify communication, comfort, safety, convenient, and control devices										
h	Approach intersections										
i	Establish rear bumper reference point										
j	Starting the engine										
k	Moving the vehicle backward										
l	Securing vehicle procedures										
<b>Additional Information:</b>											
Date	Observation Environment	Weather	Student being Observed	Start	End						
<b>Instructor Name (Print)</b>					<b>Instructor Signature</b>					<b>Student Initials</b>	

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## APPENDIX B

Below is **page 1** of the sample document – **Driving Skills Report Card Form**.

The full version is available on the Driver Education website: [www.Michigan.gov/DriverEd](http://www.Michigan.gov/DriverEd). Select the “**Provider**” tab on the left-hand side of the screen, and then the “**Currently Certified Provider**” hyperlink below the image of the student driving. The form is located under the expandable “**Teen Classification**” toggle, along with other forms available for use.

PROVIDER NAME:		<b>DRIVING SKILLS REPORT CARD</b>	
PROVIDER ADDRESS:			
PROVIDER PHONE:			
NAME OF STUDENT	ADDRESS	PHONE NUMBER	
<p>Congratulations! It is my recommendation that your teen, after completing at least 6 hours of behind-the-wheel instruction, has acquired the knowledge, skills, and attitude at or near a proficient level to operate a motor vehicle within the highway transportation system when accompanied by a licensed parent/guardian or adult age 21 or over.</p> <p>The next step will be for you and your teen to visit the Secretary of State branch office and apply for the Level 1 License. It is important that parents provide at least 50 hours of the required supervised driving practice with their teen. “To help give you the tools and guidance necessary to teach your teen, The Parent’s Supervised Driving Guide (SOS-191) is available online at <a href="http://www.Michigan.gov/TeenDriver">www.Michigan.gov/TeenDriver</a>, or by request.”</p> <p>While many safe driving skills have been taught and practiced during the course, there has not been sufficient time for the student to become an accomplished driver. Please continue to practice all driving skills and maneuvers under your guidance to further develop their skills, decision making, and judgments.</p> <p style="text-align: center;"><b>Please use S, NI, U, or X in the skills box next to the objective to give feedback to the parents/legal guardian</b></p> <p>S = Satisfactory at this time – student performed skill without verbal instructions or guidance from the instructor.          NI = Need to Improve – student performed skill with minimal verbal instructions or guidance from the instructor.          U = Unsatisfactory – Needed verbal cues or guidance from instructor to perform the skill correctly.          X = Did not perform skill during any of the 6 BTW driving lessons provided.</p>			
<b>Drive #1 Low Speed – Light Traffic – Parking Lot - Residential</b>			
<b>Skill</b>	<b>Objectives and Skills student has worked on</b>	<b>Skill</b>	<b>Objectives and Skills student has worked on</b>
	a) Pre-entry and safety checks		h) Approach intersections
	b) Pre-drive and start procedures		i) Starting the engine
	c) Establish front bumper reference point		j) Establish rear bumper reference point
	d) Moving the vehicle forward		k) Moving the vehicle backward
	e) Operation of steering wheel: push pull and hand over hand		l) Securing vehicle procedures
	f) Operation of vehicle controls: gear shift, accelerator, brake, steering wheel, parking brake		
	g) Vehicle familiarization – identify communication, comfort, safety, convenience, and control devices		
<b>Drive #2 Moderate Speed – Light Traffic – Rural Roads</b>			
<b>Skill</b>	a) Establish reference points for lane positions 1 (center), 2 (left), 3 (right)		
	b) Concentrate on path of travel on straight, curving, and hilly roads		
	c) Enter a roadway from the curb or side of the road		
	d) Establish reference points for turning, moving forward, and to the right and left sides of the vehicle		
	e) Complete left and right turns at intersections		
	f) Apply proper stop position in residential and rural area intersections		
	g) Complete left and right lane changes – light traffic		
	h) Determine minimum time and space gaps for maneuvers on two-lane and four-lane roads at speeds up to 45 mph – light traffic		
	i) Demonstrate how to enter, exit, and cross traffic at controlled and uncontrolled intersections		
	j) Park at a curb and park on a grade (uphill and downhill)		
	k) Backing in a straight line		



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