



Driver Education

Approved by the Idaho State Board of Education, August 21, 2008

**IDAHO
TEEN DRIVER
EDUCATION AND TRAINING PROGRAM**



CONTENT STANDARDS AND BENCHMARKS

The Idaho Driver Education and Training Program is an introduction to the tools and skills needed to become safe drivers. An approved Idaho Driver Education and Training Program must include the Ten Content Standards and Benchmarks. Six content areas for “program enhancements” can be included if time permits.

CONTENT STANDARD 1

Course Overview and Parent Orientation

CONTENT STANDARD 2

Identify Vehicle Gauges, Alert and Warning Symbols
Operating Vehicle Control Devices
Preparing to Drive
Protecting Occupants

CONTENT STANDARD 3

Traffic Control Devices and Traffic Laws
Right of Way Rules

CONTENT STANDARD 4

Vehicle Positioning
Performing Basic Control Tasks

CONTENT STANDARD 5

Using Vision for Vehicle Control
Time and Space Management
Systems and Strategies

CONTENT STANDARD 6

Negotiating Intersections
Performing Lane Changes and Passing
Performing Turnabouts
Performing Parking Maneuvers

CONTENT STANDARD 7

Effect of Gravity and Energy of Motion on Vehicle Balance
Maintaining Traction Control
Negotiating Hills and Curves

CONTENT STANDARD 8

Driving in Rural Environments
Driving in Urban Environments
Driving on Limited Access Highways (Freeways)
Driving at Night and in Other Reduced Visibility Conditions
Driving During Adverse Weather Conditions

CONTENT STANDARD 9

Cooperating with Other Roadway Users
Responding to Emergencies
Responsibilities After a Crash
Driving Within the Highway Transportation System
Driver Licensing

CONTENT STANDARD 10

Effects of Emotions
Effects of Disabilities
Alcohol and Drugs
Alcohol Involved Crashes and Idaho Laws
Drowsy Driving
Aggressive Driving
Driver Distractions

CONTENT STANDARDS FOR PROGRAM ENHANCEMENTS

Insurance Requirements
Purchasing a Vehicle
Maintaining a Vehicle
Planning Your Travel
Conserving Resources
Emerging Vehicle and Highway Safety Technologies

Curriculum Map

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Content Standards indicate the essential knowledge and skills based on Idaho traffic laws and principles of safety that a student should know and be able to do for successful completion of an Idaho approved driver education and training program.

Benchmarks define the content knowledge, skills, abilities, and behaviors upon successful completion of the driver education and training course.

CONTENT STANDARD 1

1.1 Course Overview and Parent Orientation. The student and parent (or legal guardian) will discuss and apply the rules and policies of the program; discuss the responsibilities of the instructor, parent and student during the driver education and training course; discuss the process of the Graduated Driver Licensing Law; and review crash statistics and risks associated with driving.

BENCHMARKS:

The student and parent/guardian will:

- (a) discuss the teen driver education and training program goals;
- (b) discuss the course structure, policies and rules;
- (c) discuss the Graduated Driver Licensing Law and procedures for compliance;
- (d) discuss the responsibilities of the instructor, parent and student during the course;
- (e) examine the behaviors resulting in driver errors, and crash statistics in Idaho and nationally;
- (f) review the risks associated with poor driving habits and how risk can be minimized.

CONTENT STANDARD 2

2.1 Identifying Vehicle Gauges, Alert and Warning Symbols. The student will distinguish between vehicle alert and warning symbols, and gauges displayed on the dashboard.

BENCHMARKS:

The student will locate and/or describe the function of alert and warning symbols, and gauges found in a:

- (a) driver education vehicle;
- (b) another vehicle.

2.2 Operating Vehicle Control Devices. The student identifies and/or describes and demonstrates correct use of the vehicle controls, safety, communication, and convenience devices.

BENCHMARKS:

The student will identify and/or describe, and demonstrate the location, function, and operation of:

- (a) vehicle control devices found in a driver education vehicle;
- (b) safety, communication, and convenience devices found in a driver education vehicle.

2.3 Preparing to Drive. The student demonstrates the pre-entry and entry tasks, vehicle compartment adjustments needed for driver control, and the securing and exiting tasks.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) pre-entry tasks (ie approaching the vehicle with awareness, checking inside and outside the vehicle before opening the doors);
- (b) entry tasks (ie: lock doors, adjust head restraints, adjust seating position, adjust mirrors, adjust safety restraints, adjust steering wheel); made prior to starting and moving a motor vehicle to accommodate air bags and maximize safety;
- (c) check all passengers for safety restraint use;
- (d) traditional mirror adjustments made prior to starting and moving a motor vehicle;
- (e) enhanced side view mirror known as the Blind Zone Glare Elimination (BGE) setting to reduce mirror blind spots and eliminate glare;
- (f) securing (ie Set parking brake, shift to proper gear, turn off accessories and engine, remove keys) and exiting tasks (ie: check traffic before opening doors, lock doors, set alarm systems, etc) after stopping a motor vehicle.

2.4 Protecting Occupants. The student evaluates the dynamics of a crash and the effects on a restrained and unrestrained human body. The student discusses how occupant protection devices are used in motor vehicles. (ie: seatbelts, airbags, head restraints, child restraint, etc).

BENCHMARKS:

The student will:

- (a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body;
- (b) identify and/or describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection;
- (c) discuss how child restraint systems operate (ie: infants, forward-facing, booster seats and lap shoulder devices, etc), proper positioning within a vehicle and how they provide crash survival protection.

CONTENT STANDARD 3

3.1 Traffic Control Devices and Laws. The student identifies and/or describes and responds appropriately to roadway signs, signals, markings, rules of the road, and traffic laws.

BENCHMARKS:

The student will:

- (a) describe the purposes for traffic control devices (ie: traffic signs, traffic signals, and roadway markings);

- (b) list the colors and shapes and describe the functions of traffic signs, traffic signals, and traffic signal/sign combinations;
- (c) list and explain meanings of colors and meaning of roadway markings;
- (d) describe and/or demonstrate appropriate driver responses to roadway signs, traffic signals, and roadway markings;
- (e) apply traffic laws for operating a motor vehicle on public streets and highways.

3.2 Right of Way Rules. The student discusses and/or demonstrates the rules and regulations that determine who should yield the right of way on roadways and discusses the consequences of not obeying the right of way rules and regulations.

BENCHMARKS:

The student will:

- (a) define right of way;
- (b) discuss the consequences for failure to yield the right of way;
- (c) apply the rules of yielding the right of way at intersections;
- (d) apply the rules of yielding the right of way when merging;
- (e) discuss reasons for and/or apply rules of yielding right of way to emergency vehicles, funerals, school buses, and pedestrians;
- (f) discuss and/or apply rules of yielding right of way at intersections with highway-rail grade crossings.

CONTENT STANDARD 4

4.1 Vehicle Positioning. The student discusses and demonstrates the location of blind areas around the vehicle and the use of general vehicle reference points to position the vehicle and adjust for precision lane placement and stopping positions.

BENCHMARKS:

The student will identify, describe and/or demonstrate:

- (a) the blind areas to the front, sides, and rear of a vehicle;
- (b) how targetting establishes steering accuracy and helps develop a systematic searching habit;
- (c) a visual reference point that will place the front bumper at a line or curb when stopping;
- (d) a visual reference point that will place the right side tires 3-6 inches, 3 feet, and 6 feet from a line or curb;
- (e) a visual reference point that will place the left side tires 3-6 inches from a line or curb;
- (f) a visual reference point for placement of a vehicle in the center of a lane;
- (g) visual reference points for placement of the rear bumper at a line or curb;
- (h) lane placement and visual reference points for setup, entry to, and exiting from a turn.

4.2 Performing Basic Control Tasks. The student discusses and/or demonstrates the procedures for starting tasks, putting the vehicle into motion, steering wheel control, acceleration control, braking control, performing right and left turns, and maneuvering in reverse.

BENCHMARKS:

The student will describe and demonstrate:

- (a) proper starting tasks (ie: Parking brake set, proper gear selection, foot on brake, proper use of ignition, headlights on for safety);
- (b) steering wheel control techniques (ie: Push-Pull, Hand-Over-Hand, One-Hand Backing and Limited Evasive) and when each is used;
- (c) procedures for entering and leaving the roadway (ie: identify open space before moving foot from brake to accelerator, communication);
- (d) acceleration control;
- (e) controlled, threshold, and trail braking control;
- (f) procedures for left and right precision turns from a stopped and moving position;
- (g) procedures for backing straight and while turning

CONTENT STANDARD 5

5.1 Using Vision for Vehicle Control. The student will explain the multiple visual components involved in safe driving.

BENCHMARKS:

The student will:

- (a) identify fields of vision and their use while operating a motor vehicle;
- (b) identify strategies for overcoming physical visual problems;
- (c) analyze the effect speed has on vision;
- (d) identify techniques to improve vision while driving;
- (e) describe the vehicle control sequence of vision, motion, and steering control;
- (f) discuss how optical illusions can affect the driving task.

5.2 Time and Space Management Systems and Strategies. The student describes and effectively applies time and space management systems and strategies in the classroom and in the vehicle.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) the components of a space management system;
- (b) procedures for an orderly visual search pattern within the target area that could effect vehicle speed, direction and driver communication;
 - safe response in the 20 to 30 second visual search range;
 - safe response in the 12-15 second visual search range;

- safe response in the 4-6 second immediate response range;
 - rear zone checks;
- (c) responses to changes to line of sight restrictions;
- (d) responses to changes to path of travel restrictions;
- (e) the six zone locations;
- (f) adjusting lane positions and speed to control space around the vehicle;
- (g) how to select a safe gap for vehicle maneuvers, (ie: turning, merging, entering or crossing traffic lanes, parking etc);
- (h) responses to traffic to the front, the sides and rear of the vehicle;
- (i) safe following intervals;
- (j) appropriate communication techniques to inform other roadway users of driver actions prior to a speed or lane position adjustment.

CONTENT STANDARD 6

6.1 Negotiating Intersections. The student identifies and demonstrates the laws and skills required to negotiate intersections properly.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) recognition of and response to different intersection types;
- (b) searching for and responding to traffic signs, signals and markings at intersections;
- (c) identification of and response to controlled and uncontrolled railroad crossings;
- (d) visual searching skills to the left, front, right and rear of the vehicle at intersections;
- (e) visual searching skills to identify and select the best lane position, best speed, and communication at intersections;
- (f) recognition of and response to legal, staggered and safety stop positions;
- (g) procedures to safely navigate a center shared turn lane, turn lanes and roundabouts.

6.2 Performing Lane Changes and Passing. The student describes and/or demonstrates the legal requirements and procedures for changing lanes, passing or being passed.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) compliance with the legal requirements for a lane change and passing;
- (b) safe gap selection for a lane change or passing;
- (c) time and space requirements for pre-pass positioning, passing, and lane return;
- (d) effective blind area checks and mirror use;
- (e) effective speed adjustment;
- (f) appropriate lane positions.

6.3 Performing Turnabouts. The student describes and demonstrates the legal requirements and time and space management strategies for turning the vehicle in the opposite direction.

BENCHMARKS:

The student will describe and demonstrate:

- (a) U turns.
- (b) 2 point turnabouts;
- (c) 3 point turnabouts:

6.4 Performing Parking Maneuvers. The student describes and/or demonstrates the legal requirements and time and space management strategies while parking a vehicle.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) angle parking;
- (b) parallel parking;
- (c) street/curb parking;
- (d) perpendicular forward and backing into parking;
- (e) parking on a uphill and downhill with and without a curb;
- (f) recognition of restricted parking areas.

CONTENT STANDARD 7

7.1 Effect of Gravity and Energy of Motion on Vehicle Balance. The student will discuss and/or demonstrate the effects of gravity and energy of motion on a moving vehicle.

BENCHMARKS:

The student will describe and/or demonstrate in the classroom:

- (a) definitions of gravity and energy of motion;
- (b) the effect gravity and energy of motion have on friction and traction;
- (c) the effect of speed on energy of motion;
- (d) the forces of an impact;
- (e) the impact of tire condition and air pressure on traction;
- (f) the forces while in a curve;
- (g) the factors that affect braking distance;
- (h) the consequences of vehicle modifications on vehicle balance and traction;
- (i) the forces of energy on vehicles of different weights and size
- (j) the effect of vehicle load on vehicle balance;
- (k) the cause and effect of vehicle load changes (balance) from side to side, front to rear, and rear to front;
- (l) how aggressive steering, braking, and acceleration affects vehicle balance and control.

7.2 Maintaining Traction Control. The student describes causes of vehicle traction control problems; vision, motion and steering techniques to prevent loss of vehicle control; discusses and differentiates vehicle braking, traction, steering and stability control systems to maintain vehicle control.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) traction loss and effect to both the front and rear wheels;
- (b) how to manage traction loss on a front wheel drive, rear wheel drive, and all wheel drive vehicle;
- (c) conditions that can create traction loss and vehicle imbalance;
- (d) how traction and vehicle balance are affected by steering, acceleration, deceleration and roadway surfaces;
- (e) the function, advantages and proper braking techniques of two- and four-wheel anti-lock braking (ABS) systems;
- (f) various steering, stability control and traction control systems.

7.3 Negotiating Hills and Curves. The student discusses and demonstrates safe negotiation of hills and curves.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) line of sight and path of travel restrictions on hills and curves;
- (b) proper approach to hills and curves;
- (c) proper speed for ascending and descending a hill;
- (d) proper stopping and starting on a hill;
- (e) proper speed and lane positions for approach, apex and exit on hills and curves;
- (f) conditions that can affect traction and procedures to maintain traction on hills and curves.

CONTENT STANDARD 8

8.1 Driving in Rural Environments. The student will identify characteristics unique to rural driving situations and practice safe rural driving.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) characteristics and hazards of rural driving environments;
- (b) recognition and response to signs, signals and markings in rural environments;
- (c) responses to animals in rural areas and abide by Idaho's Open Range Law;
- (d) responses to road conditions and surfaces with proper lane selection, lane position, and speed in rural environments;
- (e) recognition of and responses to slow moving vehicles;

8.2 Driving in Urban Environments. The student discusses and/or demonstrates the unique characteristics of urban driving situations and applies appropriate driving strategies.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) characteristics and hazards of urban driving environments;
- (b) recognition and response to signs, signals and markings in urban environments;
- (c) recognition of and response to problems due to congestion and plan alternate appropriate routes.
- (d) responses to road conditions and surfaces with proper lane selection, lane position, and speed in urban environments;
- (e) appropriate lane choice, lane changes and passing.

8.3 Driving on Limited Access Highways (Freeways). The student discusses and/or demonstrates the unique characteristics of limited access highway (freeway) driving situations and applies appropriate driving strategies.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) the characteristics, advantages and disadvantages of limited access highways (freeways);
- (b) recognition of and responses to signs, signals, and markings on limited access highways (freeways);
- (c) recognition of and responses to the types of expressway interchanges, (ie: the cloverleaf, diamond, trumpet, and directional interchange);
- (d) appropriate lane choice, lane changes and passing;
- (e) recognition of and responses to problems due to congestion and plan alternate appropriate routes;
- (f) appropriate entering and exiting limited access highways (freeways);
- (g) recognition of how higher speeds affect vehicle control.

8.4 Driving at Night and in Other Reduced Visibility Conditions. The student describes, discusses and/or demonstrates the reduced-risk procedures for driving at night and in other reduced visibility driving conditions.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) sources of glare and procedures to protect from glare;
- (b) driving strategies during low light or darkness conditions;
- (c) the laws and the proper use of headlights;
- (d) limited visibility conditions (ie: fog, smoke, snow, rain and dust, etc.) and procedures to reduce risk.

8.5 Driving During Adverse Weather Conditions. The student describes adverse weather conditions (ie: flooding, heat, cold, storms, blizzards, or strong winds); vehicle and driver limitations, and applies strategies for reduced risk driving.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) adverse weather driving conditions (ie: flooding, heat, cold, storms, blizzards, strong wind, etc);
- (b) risks associated with and strategies to compensate for driving during adverse weather driving conditions.

CONTENT STANDARD 9

9.1 Cooperating with Other Roadway Users. The student discusses and/or demonstrates characteristics of other vehicles' performance; recognizes and avoids potential conflicts with other motorized and non-motorized roadway users and animals, while learning to responsibly share the roadway.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) the performance capabilities of various vehicles;
- (b) driver responsibilities for sharing the road with a variety of motorized and non-motorized roadway users and animals.

9.2 Responding to Emergencies. The student identifies vehicle malfunctions and identifies and/or discusses appropriate responses for emergency situations.

BENCHMARKS:

The student will identify and/or describe appropriate responses to/for:

- (a) sudden tire deflation, problems with the accelerator, engine, cooling system, steering, electrical system, lighting, brake failures, vehicle fire, etc;
- (b) conditions resulting in skids;
- (c) conditions requiring emergency evasive steering;
- (d) returning a vehicle to the roadway from an off-road condition.

9.3 Responsibilities After a Crash. The student describes driver responsibilities after a crash.

BENCHMARKS:

The student will describe:

- (a) Idaho's Good Samaritan Law;
- (b) what to do at the scene of a crash;
- (c) the criteria for when law enforcement must be called after a crash;
- (d) the importance of following emergency personnel's directions;

- (e) Idaho’s vehicle insurance requirements.

9.4 Driving Within the Highway Transportation System. The student discusses the Highway Transportation System (HTS) and maintaining a lawful driving environment. The student understands the impact and consequences of personal driving attitudes, choices and behaviors on themselves and others.

BENCHMARKS:

The student will describe:

- (a) the components of the Highway Transportation System;
- (b) the impact and consequences of personal driving attitudes, choices and behaviors on themselves and others.

9.5 Driver Licensing. The student understands the requirements for how to obtain and keep a driver’s license.

BENCHMARKS:

The student will describe and/or discuss:

- (a) the process of obtaining and maintaining a Idaho driver license;
- (b) the types of driver licenses and instruction permits;
- (c) special information that may be placed on a driver license or instruction permit;
- (d) licensing restrictions, suspensions and revocations placed on driving privileges;
- (e) the license renewal processes;
- (f) the purpose of the *Supervising Driver Practice Guide*, or a comparable document, and how to utilize it during the required practice period;
- (g) ways to obtain guided behind-the-wheel practice;

CONTENT STANDARD 10

10.1 Effects of Emotions The student discusses and/or describes how the senses are used while driving. The student describes their understanding of how emotions affect the driving task and ways to manage emotional situations while driving.

BENCHMARKS:

The student will describe and/or discuss:

- (a) how the senses for touching, hearing, smelling and seeing are used while driving;
- (b) emotions and their affect on driver attitudes, choices and behavior;
- (c) ways to manage emotions while driving;

10.2 Disabilities. The student describes and/or discusses how temporary and permanent disabilities may affect the driving task and ways to compensate while driving.

BENCHMARKS:

The student will describe and/or discuss:

- (a) temporary and permanent disabilities that may affect the driving task;
- (b) actions drivers can take to compensate for disabilities while driving.

10.3 Alcohol and Drugs. The student describes the effects of alcohol and drugs on the body and the driving task.

BENCHMARKS:

The student will describe and/or discuss:

- (a) how legal and illegal alcohol and drugs affect people differently; (ie: body weight, tolerance, time, etc.)
- (b) the amount of alcohol in various drinks;
- (c) the multiplying effects of alcohol and/or drugs;
- (d) the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking;
- (e) the increased probability of being involved in a fatal traffic crash after drinking and/or using drugs.

10.4 Alcohol Involved Crashes and Idaho Laws. The student explores basic elements of Idaho laws pertaining to the use of alcohol and other drugs.

BENCHMARKS:

The student will describe and/or discuss:

- (a) why alcohol is the most commonly used and abused drug involved with driving;
- (b) facts about teenage drinking and driving in Idaho and the United States;
- (c) excuses why people drink and drive or use drugs and drive;
- (d) the effect alcohol related crashes have on families and communities;
- (e) rules, regulations, and penalties applicable for:
 - minors in possession,
 - minors and adults while driving under the influence,
 - open containers
 - improper use of a driver license to obtain alcohol;
 - administrative license suspension
 - implied consent
- (f) a plan to intervene when someone is drinking and intends to drive.

10.5 Drowsy Driving. The student describes and discusses the effects of fatigue on the physical and mental condition of drivers.

BENCHMARKS:

The student will describe and/or discuss:

- (a) the physical and mental affect of fatigue on driver behavior;
- (b) the importance of sleep and its affect on performance;

- (c) the physical and mental symptoms of fatigue on the driving task;
- (d) strategies to prevent and/or reduce driving while fatigued and drowsy.

10.6 Aggressive Driving. The student describes aggressive driving behaviors and how to properly respond.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) aggressive driving behaviors;
- (b) strategies to reduce conflicts while driving;
- (c) how emotions and situations can lead to dangerous driving behaviors;
- (d) how driver errors can lead to aggressive driving behaviors;
- (e) how aggressive driving behaviors can lead to road rage.

10.7 Driver Distractions. The student describes conditions that can distract drivers and lead to increased risk driving.

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) how the following can create distractions:
 - cell phones and technology;
 - passengers;
 - personal habits;
 - conditions inside and outside the vehicle;
- (b) strategies for reducing distractions while driving.

PROGRAM ENHANCEMENTS

Insurance Requirements. The student discusses Idaho motor vehicle insurance requirements and coverage.

BENCHMARKS:

The student will describe and/or discuss:

- (a) insurance obligations for owning and driving an automobile;
- (b) how to comply with Idaho's vehicle insurance laws;
- (c) coverage and conditions for automobile insurance;
- (d) ways to establish and reduce automobile insurance rates;
- (e) reasons individuals have automobile insurance denied or revoked.

Purchasing a Vehicle. The student discusses strategies and tools for purchasing a new or used automobile.

BENCHMARKS:

The student will describe and/or discuss:

- (a) personal needs for purchasing or leasing a new or used automobile;
- (b) the pre-purchase inspection of a used automobile;
- (c) the expenses associated with purchasing and owning a new or used automobile to include:
 - repair and maintenance;
 - insurance;
 - gas mileage and expense;
 - monthly payments and interest for the purchase or leasing of an automobile;
 - other expenses;
- (d) the registration and titling process.

Maintaining a Vehicle. The student describes and/or discusses basic vehicle maintenance to prevent or minimize vehicle malfunctions.

BENCHMARKS:

The student will describe and/or discuss:

- (a) the proper response to an activated warning symbol;
- (b) the importance of under the hood vehicle maintenance;
- (a) basic operation and service requirements of the steering, suspension, fuel, electrical, lighting, and braking systems;
- (b) the mechanical and tire malfunctions and the importance of maintenance and repairs.

Planning Your Travel. The student discusses planning local and extended trips.

BENCHMARKS:

The student will describe and/or discuss:

- (a) selecting routes for local and extended trips using state and local maps;
- (b) predicting personal and vehicular needs for an extended trip;
- (c) the cost of an extended trip;
- (d) locating alternative routes that would be beneficial;
- (e) how to access trip planning information from the Internet;
- (f) how to prepare and load a vehicle for travel.

Conserving Resources. The student discusses strategies to reduce pollution and conserve energy in Idaho.

BENCHMARKS:

The student will describe and/or discuss:

- (a) littering;
- (b) emissions and pollutants emitted by motor vehicles;
- (c) maintenance tasks that keep vehicles from polluting;
- (d) motor vehicle fluids and parts that must be and those that can be recycled;
- (e) driving techniques that conserve fuel;
- (f) personal strategies to reduce litter on Idaho roadways;
- (g) the benefits of conserving energy, reducing pollution, and recycling.

Emerging Vehicle and Highway Safety Technologies. The student discusses highway and vehicle technologies designed for improved comfort, convenience, safety and crash survival.

BENCHMARKS:

The student will describe:

- (a) crash survival features incorporated into highway and vehicle design;
- (b) collision types and technologies that limit the consequences of a crash;
- (c) technological improvements in comfort and convenience features

Idaho Driver Education's mission is to introduce students to the tools and skills needed to become safer drivers.