

Beginner Driver Education – New Curriculum Standards

New Beginner Driver Education (BDE) curriculum standards are being introduced to ensure that the BDE curriculum delivered in Ontario meets high standards of quality. The new standards are the result of the concerted efforts of the Canadian Standards Association and various stakeholders within the driving school industry, research experts and subject matter experts and will be used as the benchmark for approving all BDE curricula throughout Ontario.

Quality BDE provides a foundation for safe and responsible driving and serves as a valuable opportunity to help develop positive driving attitudes and behaviours in new drivers. BDE Curriculum Standards have been developed for use in Ontario in order to improve the quality of BDE across the province.

The BDE Curriculum Standards are made up of two parts. *Part A: Curriculum Design Standards* provides requirements for the design and delivery of the curriculum such as the approach, structure, educational settings and instructional hours, and the measurement of student competencies. *Part B: Curriculum Content Standards* provides requirements for the content of the curriculum such as the intended learning outcomes, required topics, and competency measures for the curriculum.

The BDE Curriculum Standards include minimum requirements that BDE curriculum developers are required to meet or exceed. Use of the BDE Curriculum Standards in the development of BDE curriculum will help to ensure that all BDE course providers deliver accurate and consistent information, and will encourage fair competition and excellence within the driving school industry.

The goal of the BDE Curriculum Standards is to improve all BDE being delivered in Ontario in order to:

- *Enhance road safety* for all road-users;
- *Improve the driving competency* of beginner drivers;
- Help beginner drivers *develop respectful and responsible attitudes* toward driving that contribute to the safety of all road users;
- *Enhance driver mobility* by helping beginner drivers to drive in a confident and safe manner whenever they need to drive; and,
- *Increase BDE participation* by increasing market confidence in the quality of all BDE being delivered across Ontario.

Questions and Answers

New Beginner Driver Education Curriculum Standards

Q1: How will the curriculum change?

A1: New standards include a more intensive driver education program with a focus on skills and behaviours to reduce collision risk for novice drivers. This includes speed control, hazard detection, distracted driving, risk assessment and decision making.

Q2: Why are curriculum standards changing now?

A2. We recognize that today's novice drivers face challenges unique to today's driving environment. The new standards are part of our plan to improve the quality of Beginner Driver Education.

Effective September 2007, all driving schools offering Beginner Driver Education have been regulated to ensure compliance with provincial standards. High Schools will be required to meet all regulatory requirements as of September 1, 2008.

The improved curriculum standards are the next phase of improvements to the Beginner Driver Education program. These standards have been designed to reflect the realities and complexities of today's driving environment by expanding and updating the ministry's requirements.

Q3: Will all ministry-approved driving schools offer the same course?

A3: A driving school may develop its own course, but it must meet established minimum curriculum standards and be approved by the ministry. Courses may vary for a number of reasons, such as specific geographical needs or to address individual student learning needs.

Q4: When will the new curriculum standards take effect?

A4: The new BDE curriculum standards come into effect on April 17, 2008. However, course providers will have 12 months to comply with the new curriculum standards and must be compliant by April 17, 2009.

Any new programs approved after April 17, 2008 will have to meet these standards. During the 12-month transitional period, course providers may continue to use their existing ministry-approved course curriculum.

Q5: How will the new curriculum standards affect the driving school industry?

A5: Minimum curriculum standards must be met by every course provider in Ontario, which should provide a level playing field for all course providers, although some may choose to go beyond the standards.

Q6: Will the new curriculum standards provide more in-vehicle instruction time?

A6: The new curriculum standards now include 10 hours of 'flexible' instruction time that allow instructors to respond to individual student learning needs and could include additional in-vehicle instruction time.

Q7: Will it cost more to take a ministry-approved Beginner Driver Education course now?

A7: The ministry does not regulate the costs for Beginner Driver Education courses. All ministry-approved driving schools are listed on the Ministry of Transportation's website, a valuable resource that novice drivers and parents can use when choosing both a driving school and Beginner Driver Education course.

Schools that have lost their approved status, or are listed on the Ministry of Government and Consumer Services' Buyer Beware list are also displayed on the site.

Q8: Will all driving instructors be qualified to teach the new Beginner Driver Education curriculum standards?

A8: The new curriculum standards were introduced on April 17, 2008. Any new programs approved after April 17, 2008, will have to meet these standards. During the 12-month transitional period, course providers may continue to use their existing ministry-approved course curriculum.

Driving instructors who wish to upgrade their skills will be provided with opportunities to do so. It is anticipated that most driving instructors already meet the minimum requirements to teach using the new curriculum standards.

Q9: Are high school Beginner Driver Education programs subject to the new curriculum standards?

A9: By September 2008 high school Beginner Driver Education programs will be subject to the first phase of Beginner Driver Education improvements — licensing and MTO audits.

The ministry will provide a one-year transition period to September 2009 for high school Beginner Driver Education programs to comply with the new curriculum standards.

Q10: How will you monitor compliance?

A10. Through its audit program – which includes the use of undercover shoppers – Ontario continuously monitors all driving schools that teach Beginner Driver Education courses to make sure their programs are consistent with the ministry's curriculum standards and that consistent and quality training is being delivered by qualified instructors.

Driving schools that fail to meet Ontario's standards will lose their teaching privileges.

Q11. Who did you consult with to develop the standards?

A11. We partnered with the Canadian Standards Association (CSA) — a widely recognized, independent standards development organization to develop our new standards. The CSA used an effective stakeholder engagement process, incorporating the feedback of key stakeholders with diverse perspectives, including expert researchers in road user safety, curriculum developers, and BDE course providers. Stakeholders were involved early and consistently throughout the process and included organizations such as Young Drivers of Canada, the Road Safety Educators' Association, the Ontario Safety League and many driving schools.

Q12. Why will it take so long (12 months) before schools must comply with the new standards?

A12. The 12-month transition period will allow BDE course providers sufficient time to develop and submit their revised curriculum for ministry-approval while they continue to deliver BDE courses. This transition period is based on the minimum time required to develop this type of curriculum.

Beginner Driver Education Curriculum Standards

PART A and PART B

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PART A: CURRICULUM DESIGN (CD) STANDARDS

Overview

Provides requirements for the design and delivery of the curriculum such as the approach, structure, educational settings and instructional hours, as well as the measurement of student competencies.

CD STANDARD 1 – Approach

Purpose

To ensure that students are engaged in and feel ownership over their own learning of safe and responsible driving

CD1.0 Objectives

The curriculum will:

- CD1.1 Continually reinforce the following overarching themes:
- a) safety and risk
 - b) benefits of social responsibility
 - c) benefits of environmental responsibility
 - d) self-awareness of personal values, attitudes, and motives
- CD1.2 Foster personal insight and appreciation for critical self-awareness and continual improvement when evaluating abilities, limitations, and strengths
- CD1.3 Adhere to a learner-centred approach by:
- a) encouraging the active participation of each student
 - b) supporting and facilitating self-directed learning
 - c) allowing for integration of personal experiences
 - d) ensuring knowledge and skills are acquired at a pace appropriate to individual students
 - e) giving students autonomy by providing them with the opportunity to reach their own conclusions and guiding them towards achieving the intended learning outcomes
 - f) encouraging students to learn from their mistakes in a safe learning environment
 - g) emphasizing the importance of lifelong learning
- CD1.4 Foster the understanding and practice of cooperative driving
- CD1.5 Continually reinforce how formal rules of the road, common safe practices of road-users, and informed decision-making contribute to safe and responsible driving
- CD1.6 Reflect the most recent and contemporary views of traffic safety, education and training, social change, and acknowledge emerging technologies
- CD1.7 Incorporate a variety of driving environments, road conditions, and situations

CD STANDARD 2 – Structure

Purpose

To ensure that the structure of the curriculum effectively supports students' learning of safe and responsible driving

CD2.0 Objectives

The curriculum will:

- CD2.1 Address all Required Topics as they are outlined in the Curriculum Content Standards
- CD2.2 Continually reinforce driving theory, skills practice, and promotion of positive driving attitudes in all educational settings using a variety of instructional strategies and methods, including:
 - a) Direct Instruction
 - b) Indirect Instruction
 - c) Interactive Instruction
 - d) Experiential Learning
 - e) Independent Learning
- CD2.3 Present topics and materials in a logical sequence allowing for the development of knowledge and skills throughout the different stages of learning to ensure any prerequisites are met
- CD2.4 Be designed to allow for easy updating, removal, and insertion of content as needed
- CD2.5 Be adaptable to meet individual student learning needs (e.g., age, ability, culture) and regional needs
- CD2.6 Provide students with an opportunity to anonymously evaluate the course and the instruction so that feedback may be used by the course provider for continual improvement and/or to monitor customer satisfaction

CD STANDARD 3 – Educational Settings and Instructional Hours

Purpose

To define the minimum required instructional hours and the educational settings in which Ministry-approved curriculum must be delivered

CD3.0 Objectives

The curriculum will:

CD3.1 Adhere to the Minimum Required Instructional Hours specified below:

Educational Setting	Minimum Required Instructional Hours
Classroom Driving Instruction	20 hours
In-Vehicle Instruction	10 hours
Flexible Allocation of Instructional Hours a) Classroom Driving Instruction b) Computer-Based Instruction c) In-Vehicle Instruction d) Driving Simulator Instruction	10 hours
Total Minimum Required Instructional Hours	40 hours (excludes breaks and travel time)

CD3.2 Adhere to the following classroom driving instruction requirements:

- a) Instructor and students must be present in the classroom during classroom driving instruction
- b) Maximum 5 hours/day of classroom driving instruction (excluding breaks)
- c) Indirect instruction, interactive instruction, and experiential learning methods shall comprise a minimum of 50% of total classroom driving instruction hours
- d) Direct instruction methods shall comprise a maximum of 40% of total classroom driving instruction hours
- e) Independent learning methods shall comprise a maximum of 20% of total classroom driving instruction hours

CD3.3 Adhere to the following in-vehicle instruction requirements:

- a) Maximum 2 hours/day in-vehicle instruction (excluding breaks and travel time)
- b) Maximum 1 hour/day following 5 hours of classroom driving instruction (excluding breaks and travel time)
- c) Demonstration by instructor shall comprise a maximum of 10% of total in-vehicle instruction hours

CD3.4 Support mentored road practice outside of instructional hours by providing opportunities, materials, or tools that support the involvement of a driving mentor

CD STANDARD 4 – Measuring Student Competency

Purpose

To ensure the curriculum provides for measurement of student progress and achievement of intended learning outcomes

CD4.0 Objectives

The curriculum will:

- | | |
|-------|---|
| CD4.1 | Include intermediate competency measures to monitor the student's progress towards intended learning outcomes |
| CD4.2 | Include final competency measures to determine if the student has achieved intended learning outcomes |

PART B: CURRICULUM CONTENT (CC) STANDARDS

Overview

Provides requirements for the content of the curriculum such as the intended learning outcomes, required topics and competency measures for the curriculum.

CC STANDARD 1 – Rules of the Road

Purpose

To develop knowledge, appreciation, and skills related to the rules of the road and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC1	Rules of the Road				
CC1.ILO1	Compliance with traffic laws and regulations as a foundation for safe and responsible driving	CC1.ILO1.RT1	Traffic laws and regulations	CC1.ILO1.CM1	Explain the rationale for traffic laws and regulations and how they contribute to road safety
		CC1.ILO1.RT2	Reasons for traffic laws and regulations a) current road safety issues b) speed c) impaired driving d) distracted driving e) emergency vehicles f) licensing requirements g) vehicle insurance	CC1.ILO1.CM2	Describe a current road safety issue and how traffic laws and regulations address the issue
		CC1.ILO1.RT3	Awareness that traffic laws and regulations may differ in other jurisdictions and for other vehicles	CC1.ILO1.CM3	Consistently demonstrate proper and safe response to all rules of the road
CC1.ILO2	Compliance with traffic control devices as a foundation for safe and responsible driving	CC1.ILO2.RT1	Traffic control devices a) signs b) signals c) markings	CC1.ILO2.CM1	Explain the rationale for traffic control devices in general and how they contribute to road safety
				CC1.ILO2.CM2	Recognize and describe the prominent characteristics of common traffic control devices and explain the specific meaning and purpose for each

Intended Learning Outcomes	Required Topics	Competency Measures
CC1 Rules of the Road		CC1.ILO2.CM3 Consistently demonstrate proper and safe response to all traffic control devices

CC STANDARD 2 – The Vehicle and its Components

Purpose

To develop knowledge, appreciation, and skills related to the vehicle and its basic components and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures
CC2	The Vehicle and its Components			
CC2.ILO1	Safe and proper use of basic vehicle components	CC2.ILO1.RT1	Basic vehicle components a) control devices b) instruments and warning indicators c) devices that aid visibility d) safety devices e) comfort devices f) anti-theft devices g) communication devices	CC2.ILO1.CM1 Locate and identify basic vehicle components CC2.ILO1.CM2 Explain the importance of each basic vehicle component and its effect on safe driving CC2.ILO1.CM3 Consistently demonstrate proper and safe use of all basic vehicle components
CC2.ILO2	Safe and proper pre-trip checks	CC2.ILO2.RT1	Pre-trip checks a) External checks b) Internal checks	CC2.ILO2.CM1 Conduct pre-trip checks properly and safely

CC STANDARD 3 – Vehicle Handling

Purpose

To develop knowledge, appreciation, and skills related to vehicle handling and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC3	Vehicle Handling				
CC3.ILO1	Safe and responsible vehicle control	CC3.ILO1.RT1	Controlling the vehicle safely and responsibly a) visual tracking b) steering control c) seating position d) starting and accelerating e) speed control f) deceleration and braking g) parking brake h) parking i) changing direction j) right-of-way manoeuvres k) turns l) highway and freeway driving m) urban and rural driving	CC3.ILO1.CM1	Explain the importance of vehicle control and its effect on safe driving
				CC3.ILO1.CM2	Consistently demonstrate safe, responsible, and proper driving techniques and vehicle control in a variety of situations that require different applications of skills
				CC3.ILO1.CM3	Explain reasons for using/avoiding specific driving techniques
CC3.ILO2	Safe and responsible handling of the vehicle under various conditions	CC3.ILO2.RT1	Traction a) time management b) space management c) stopping distances d) braking distances e) following too closely	CC3.ILO2.CM1	Explain the role of traction in vehicle handling
				CC3.ILO2.CM2	Consistently locate appropriate point of brake application under various conditions and situations
		CC3.ILO2.RT2	Friction a) speed for conditions b) affect of road surfaces on stopping c) seasonal changes and road surfaces	CC3.ILO2.CM3	Explain the role of friction under various conditions
				CC3.ILO2.CM4	Consistently demonstrate caution in driving behaviour to

Intended Learning Outcomes		Required Topics		Competency Measures
CC3	Vehicle Handling			
			d) tire types and conditions	compensate for different conditions
		CC3.ILO2.RT3	Benefits of proper tire inflation	
CC3.ILO3	Safe and responsible driving to avoid collisions	CC3.ILO3.RT1	Collision avoidance and basic evasive manoeuvres	CC3.ILO3.CM1 Describe appropriate and inappropriate situations for applying evasive manoeuvres
				CC3.ILO3.CM2 List basic evasive manoeuvres and describe how to apply them in order to avoid collisions
CC3.ILO4	Detection and recovery from skidding and sliding	CC3.ILO4.RT1	Principles of skid control and slide control	CC3.ILO4.CM1 Explain the principles of skid control and slide control
				CC3.ILO4.CM2 Describe situations under which brake lock-up might occur and how to recover from skidding and sliding
				CC3.ILO4.CM3 Describe the likely emotions of losing control beyond the point of no return

CC STANDARD 4 – Driver Behaviour

Purpose

To develop knowledge, appreciation, and skills related to driver behaviour and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC4	Driver Behaviour				
CC4.ILO1	Accurate assessment of driving environments and road conditions and appropriate adjustment of driving behaviour	CC4.ILO1.RT1	Adjusting driving behaviour for different driving conditions	CC4.ILO1.CM1	Consistently and appropriately adjust driving behaviour based on driving environment and road conditions
CC4.ILO2	Controlled emotional reactions related to driving	CC4.ILO2.RT1	Control over emotions a) potential effects on driver decision-making b) recognizing internal cues and control responses	CC4.ILO2.CM1	List types and sources of emotion
				CC4.ILO2.CM2	Explain how emotions relate to driver decision-making
				CC4.ILO2.CM3	Describe driving strategies for dealing with emotion and relate preferred strategies and styles to personal values
				CC4.ILO2.CM4	Consistently demonstrate appropriate control over emotion
CC4.ILO3	Positive driving attitudes and behaviour	CC4.ILO3.RT1	Personal factors and influence a) personal driving values and beliefs b) motives that influence driving c) how motives change under different circumstances d) how values, beliefs, and motives influence attitudes toward driving	CC4.ILO3.CM1	Explain how positive and negative personal factors influence driving attitudes and behaviour
				CC4.ILO3.CM2	List personal motivators and describe how each could positively and/or negatively influence personal driving attitudes and behaviour under different circumstances

Intended Learning Outcomes		Required Topics	Competency Measures
CC4	Driver Behaviour	CC4.ILO3.RT2 Social factors and influence a) influence of advertising b) societal attitudes towards cars and driving c) influence of other people's driving habits d) peer pressure and driving	CC4.ILO3.CM3 Explain how positive and negative social factors influence driving attitudes and behaviour CC4.ILO3.CM4 Describe effective strategies for resisting negative pressures
		CC4.ILO3.RT3 Resisting negative pressures a) personal value of resisting negative pressures b) resist negative informal pressures c) Resist negative media and commercial pressures d) entertainment media use of driving imagery	CC4.ILO3.CM5 Explain how positive driving attitudes result in safe and responsible driving behaviour
		CC4.ILO3.RT4 Positive driving attitudes a) driving is a privilege not a right b) overcoming negative motives c) driving courteously d) cooperative driving	
		CC4.ILO3.RT5 Impact of driver behaviour on other road-users	
		CC4.ILO4 Responsible and informed decision-making	CC4.ILO4.RT1 Decision-making a) how formal rules of the road, common safe practices of road-users, and informed decision-making contribute to safe and responsible driving b) approaches to decision-making

Intended Learning Outcomes	Required Topics	Competency Measures
CC4 Driver Behaviour	c) importance of good decision-making d) consequences of poor decision-making	

CC STANDARD 5 – Respect and Responsibility

Purpose

To develop knowledge, appreciation, and skills related to respectful and responsible driving attitudes and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC5	Respect and Responsibility				
CC5.ILO1	Safe and responsible response to emergency situations	CC5.ILO1.RT1	Responding to emergency situations a) minor or major motor vehicle collision b) arriving at the scene of a collision c) being stopped by a police officer d) passing an emergency vehicle e) being passed by an emergency vehicle f) vehicle malfunctions	CC5.ILO1.CM1	Describe how to safely and responsibly handle motor vehicle collisions and emergencies
				CC5.ILO1.CM2	List common vehicle malfunctions and describe the proper way to handle them
CC5.ILO2	Leadership in promoting safe driving	CC5.ILO2.RT1	Being a safe, respectful, and responsible driver a) being a leader in safety restraint use and promote it in others b) being fit to drive and promote it in others c) being caring and empathetic towards other road-users	CC5.ILO2.CM1	Explain how leadership, safe behaviours, and respect for other road-users contribute to safe and responsible driving
		CC5.ILO2.RT2	Conflict avoidance regardless of fault a) respecting other road-users' safety margins	CC5.ILO2.CM2	Consistently demonstrate leadership, safe behaviours, and respect for other road-users

Intended Learning Outcomes		Required Topics	Competency Measures
CC5	Respect and Responsibility		
		b) avoiding road rage in yourself and others	
CC5.ILO3	Respect for the environment as it relates to operating a vehicle	CC5.ILO3.RT1 Environmentally conscious and efficient driving behaviour a) fuel efficiency b) mandatory emissions testing c) proper disposal of cars, fluids, batteries, and tires d) littering e) planning safer and more efficient activities and routes f) economic benefits of driving efficiently	CC5.ILO3.CM1 Explain how environmentally conscious driving contributes to safety and economic benefits
CC5.ILO4	Lifelong learning approach to driving	CC5.ILO4.RT1 The driver as a lifelong learner CC5.ILO4.RT2 Factors that contribute to changes in driving skill a) changing motor vehicle technology b) changing driving standards, laws, and regulations c) the aging driving population	CC5.ILO4.CM1 Explain how different factors contribute to changes in driver skill and why driving is a lifelong learning process CC5.ILO4.CM2 Identify opportunities for lifelong learning related to driving

CC STANDARD 6 – Sharing the Road

Purpose

To develop knowledge, appreciation, and skills related to effectively interacting with other road-users and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC6	Sharing the Road				
CC6.ILO1	Cooperative driving	CC6.ILO1.RT1	Cooperative driving a) sharing the road in a safe and considerate manner b) respecting other road-users c) understanding other road-users' needs d) passing safely e) space management f) benefits of cooperative and courteous driving	CC6.ILO1.CM1	Explain the difference between cooperative driving and defensive driving and the benefits of cooperative driving
				CC6.ILO1.CM2	Consistently demonstrate ability to predict and anticipate the behaviours of other road-users
CC6.ILO2	Appropriate communication with other road-users	CC6.ILO2.RT1	Communicating effectively with other road-users	CC6.ILO2.CM1	Explain why appropriate communication is essential for an orderly and safe road system
		CC6.ILO2.RT2	Habits and attitudes related to effective communication a) consistently communicate driving intentions b) adjusting communication based on observation of the driving environment and other road-users	CC6.ILO2.CM2	Consistently demonstrate appropriate communication with other road-users in a variety of driving situations

CC STANDARD 7 – Attention

Purpose

To develop knowledge, appreciation, and skills related to attention and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC7	Attention				
CC7.ILO1	Safe and responsible actions related to impaired driving	CC7.ILO1.RT1	Types of impairment a) drug b) alcohol c) fatigue d) drowsy driving e) illness f) medication g) mental stress h) combination of multiple impairments	CC7.ILO1.CM1	Describe symptoms and effects of impairment, mythical remedies for driver alertness, consequences of impaired driving, and appropriate strategies for addressing impairment
		CC7.ILO1.RT2	Effects of impairment a) impaired judgment b) lack of attention/alertness		
		CC7.ILO1.RT3	Myths and facts related to impairment		
		CC7.ILO1.RT4	Consequences of impaired driving a) personal and social consequences b) legal and economic consequences		
CC7.ILO2	Managed driver distractions	CC7.ILO2.RT1	Distracted driving a) distractions inside the vehicle b) distractions outside the vehicle	CC7.ILO2.CM1	List potential distractions inside and outside the vehicle
				CC7.ILO2.CM2	Explain how distractions affect driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC7	Attention		
			CC7.ILO2.CM3 Consistently demonstrate effective management of driver distractions
CC7.ILO3	Managed division of attention	CC7.ILO3.RT1 Managing attention a) switching attention b) divided attention c) focused attention d) sustained attention	CC7.ILO3.CM1 Describe strategies for managing attention CC7.ILO3.CM2 Consistently demonstrate effective management of attention

CC STANDARD 8 – Perception and Risk Management

Purpose

To develop knowledge, appreciation, and skills related to perception and risk management and how they contribute to safe and responsible driving

Intended Learning Outcomes	Required Topics	Competency Measures
CC8 Perception and Risk Management		
CC8.ILO1 Safe and proper observation skills	CC8.ILO1.RT1 What and where to observe and when a) 360 degree vision b) distance scanning c) peripheral vision d) blind spots e) visual obstructions f) limits of observation CC8.ILO1.RT2 How to observe a) active attention b) shoulder checks c) peripheral vision d) mirrors CC8.ILO1.RT3 Visual search and scanning to detect potential hazards a) distinguish hazards from typical occurrences b) scanning patterns under all conditions c) detecting potential path deviations	CC8.ILO1.CM1 Consistently demonstrate safe, responsible, and proper observation skills CC8.ILO1.CM2 Consistently focus on appropriate visual targets while scanning the environment CC8.ILO1.CM3 Consistently demonstrate potential hazard detection by means of visual scanning
CC8.ILO2 Accurate perception of personal limits, abilities, and risk tolerance	CC8.ILO2.RT1 Different types of drivers CC8.ILO2.RT2 Dangerous driving a) aggressive driving b) street racing	CC8.ILO2.CM1 Identify and explain personal limits and abilities CC8.ILO2.CM2 Explain perceived level of risk for various situations

Intended Learning Outcomes		Required Topics	Competency Measures
CC8	Perception and Risk Management	<ul style="list-style-type: none"> c) personal and social consequences d) legal and economic consequences 	CC8.ILO2.CM3 Consistently demonstrate appropriate risk-management strategies, habits, and attitudes
		CC8.ILO2.RT3 Personal risk-tolerance <ul style="list-style-type: none"> a) caution versus risk b) judging risk in various situations c) role of overconfidence and under-confidence in inaccurate risk-perception d) risk-aversion in personal value system e) develop rational personal risk preferences 	
CC8.ILO3	Accurate risk-perception	CC8.ILO3.RT1 Accurate risk-perception <ul style="list-style-type: none"> a) quick and effective reaction times b) proactive versus reactive driving action c) expectations of other road-users d) consequences of not doing what other road-users expect e) Safe time margins 	CC8.ILO3.CM1 Explain how accurate risk-perception contributes to safe driving behaviour CC8.ILO3.CM2 Consistently demonstrate accurate risk-perception CC8.ILO3.CM3 List personal factors that affect risk perception CC8.ILO3.CM4 Explain how personal factors affect risk perception and risk management
		CC8.ILO3.RT2 Factors that affect driver risk-perception <ul style="list-style-type: none"> a) driver age b) driver experience c) driving environment d) mental factors e) physical factors f) role of self-control g) need for peer approval 	

Intended Learning Outcomes		Required Topics	Competency Measures
CC8	Perception and Risk Management		
		h) perception of other drivers i) impairment	
CC8.ILO4	Recognition and avoidance of collision situations	CC8.ILO4.RT1 Common collision factors for beginner drivers a) inappropriate speed b) risk tolerance c) risk perception d) inappropriate risk-taking e) driver skill f) driver experience g) peer pressure h) overconfidence i) hazardous driving conditions j) poor attention management k) not looking for hazards l) inability to recognize hazards m) distracted driving n) dangerous driving o) impaired driving	CC8.ILO4.CM1 List common collision factors for beginner drivers CC8.ILO4.CM2 Describe the most common collision situations CC8.ILO4.CM3 Consistently demonstrate good decision-making and driving skills to reduce the risk
		CC8.ILO4.RT2 Common collision situations	
CC8.ILO5	Identification of potential hazards and effective response to hazards	CC8.ILO5.RT1 Potential hazards of driving and effective responses a) vehicle malfunctions b) weather/environmental conditions c) road conditions d) vehicle conditions e) distractions inside the vehicle f) distractions outside the vehicle g) other road-users h) unpredictable driving	CC8.ILO5.CM1 List possible hazards of driving CC8.ILO5.CM2 Describe effective responses to potential hazards of driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC8	Perception and Risk Management		
		behaviour i) driving error resulting in danger to self and to other road-users	
CC8.ILO6	Effective decision-making to ensure safe driving	CC8.ILO6.RT1 Hazard perception, decision-making, and judgment CC8.ILO6.RT2 Using decision-making skills to drive safely a) evaluate whether or not to drive b) anticipate what might happen c) predict possible solutions d) prioritize situations and solutions e) make appropriate choices under pressure f) identify consequences g) make multiple decisions quickly h) develop a hierarchy of responses to various situations and alternative responses CC8.ILO6.RT3 Effects of impairment on decision-making skills CC8.ILO6.RT4 Role of personal motives on decision-making skills CC8.ILO6.RT5 Post-incident decision-making to ensure personal safety	CC8.ILO6.CM1 Describe different decision-making skills CC8.ILO6.CM2 Consistently demonstrate appropriate decision-making to ensure safe driving
CC8.ILO7	Minimized risk through appropriate driving actions	CC8.ILO7.RT1 Driving actions to minimize risk	CC8.ILO7.CM1 Explain appropriate driving actions to minimize risk

Appendix A – Required Topics: Examples

It is expected that the curriculum developer will expand on the required topic headings appropriately when developing the curriculum. The table below includes examples of how the required topics could be expanded. The examples below are for illustrative purposes only and are not intended to be exhaustive.

Required Topics	Examples
CC1 Rules of the Road	
CC1.ILO1.RT1	<ul style="list-style-type: none"> • Ontario driver's licence classifications • Getting a driver's licence • Maintaining a valid driver's licence with correct and up to date information • Graduated licensing program • Demerit Point System for new and fully licensed drivers • Licence suspension and consequences • Administrative Driving Prohibition and Vehicle Impoundment • Registered owner restrictions and responsibilities • Safety restraint use • Insurance • Mandatory vehicle-emissions testing program • Municipal by-laws
CC1.ILO2.RT1a)	<ul style="list-style-type: none"> • Stop sign • Yield sign • Speed limit sign • School zone sign • Construction zone sign • Railway crossing sign • High Occupancy Vehicle (HOV) sign • Temporary condition sign (i.e., weather, construction) • Regulatory sign • Warning sign • Information and direction sign • Children with special needs sign • Children playing sign • Emergency response sign • Bilingual sign • Animal warning sign • Community safety signs
CC1.ILO2.RT1b)	<ul style="list-style-type: none"> • Pedestrian signals • Motor vehicle signals • Accessibility features • Traffic officer directions • Lane-use lights
CC1.ILO2.RT1c)	<ul style="list-style-type: none"> • Chevrons • Arrows • Bicycle • Crosswalks • Stop lines • Railroad crossing

Required Topics	Examples
	<ul style="list-style-type: none"> • Accessibility
CC2	The Vehicle and its Components
CC2.ILO1.RT1a)	<ul style="list-style-type: none"> • Ignition switch • Manual vs. automatic transmissions <ul style="list-style-type: none"> ▪ Selector lever for automatic transmission ▪ Gearshift for manual transmission ▪ Clutch pedal for manual transmission • Steering wheel • Accelerator (gas pedal) • Various cruise control devices <ul style="list-style-type: none"> ▪ Avoiding the use of cruise control devices on wet, slippery road surfaces • Brake pedal <ul style="list-style-type: none"> ▪ Types of brakes (e.g., ABS) • Parking brake • New technologies (as required)
CC2.ILO1.RT1b)	<ul style="list-style-type: none"> • Speedometer and odometer • Fuel gauge • Alternator gauge or warning light • Temperature gauge or warning light • Oil-pressure gauge or warning light • Brake warning light (ABS) • Check engine light • Other dashboard lights
CC2.ILO1.RT1c)	<ul style="list-style-type: none"> • Lights (day and night) • Windshield wipers and washer fluid • Sun visor • Defroster/Defogger • Rear-view and side-view mirrors
CC2.ILO1.RT1d)	<ul style="list-style-type: none"> • Air bags and restrictions • Seat belts • Head restraints • Infant/child restraint systems • Door locks • Structural features
CC2.ILO1.RT1e)	<ul style="list-style-type: none"> • Seat-position controls • Steering wheel • Air conditioner and heater air vents
CC2.ILO1.RT1f)	<ul style="list-style-type: none"> • Ignition buzzer • Locks • Alarms and other anti-theft devices
CC2.ILO1.RT1g)	<ul style="list-style-type: none"> • Taillights • Directional (turn) signals • Emergency flashers (hazard lights) • Parking lights • Horn
CC2.ILO2.RT1a)	<ul style="list-style-type: none"> • View the surrounding area • Remove loose objects • Tires

Required Topics	Examples
	<ul style="list-style-type: none"> ▪ Pressure ▪ Wear pattern ▪ Tread depth • Vehicle body • Exterior lights • Lights • Exhaust system • Fluid levels • Under the hood
CC2.ILO2.RT1b)	<ul style="list-style-type: none"> • Dash board <ul style="list-style-type: none"> ▪ Fluid level alerts ▪ Fuel level • Brakes • Seat belts • Spare tire and tire changing equipment <ul style="list-style-type: none"> ▪ How to change a tire • First aid kit • Emergency kit
CC3 Vehicle Handling	
CC3.ILO1.RT1b)	<ul style="list-style-type: none"> • Smooth steering control • Proper hand positioning • Display steady lane tracking • Maintaining optimal lane position
CC3.ILO1.RT1e)	<ul style="list-style-type: none"> • Proper foot position • Holding steady pressure at moderate levels • Variation in cruise speed • Benefits of steady speed control (e.g., fuel efficiency)
CC3.ILO1.RT1f)	<ul style="list-style-type: none"> • Early deceleration <ul style="list-style-type: none"> ▪ Benefits/hazards • Smooth deceleration • Correct braking techniques • Smooth time-limited braking • Steady light braking and holding stop on different grades • Moderate impact braking • Emergency braking control • Relationship between proper seating position and braking • Driving characteristics of conventional and anti-lock brake systems
CC3.ILO1.RT1h)	<ul style="list-style-type: none"> • Stall parking (forward and reverse) • Hill parking (up and down) • Angle parking • Parallel parking • Shoulder parking
CC3.ILO1.RT1i)	<ul style="list-style-type: none"> • Yielding • Crossing intersections • Merging • Changing lanes and passing • Maintaining correct lane tracking • Backing-up
CC3.ILO1.RT1j)	<ul style="list-style-type: none"> • Stop signs

Required Topics	Examples
	<ul style="list-style-type: none"> • Two- and four-way stops • Traffic circles • Yield signs • Controlled and uncontrolled intersections • T-intersections • Malfunctioning traffic control devices • Emergency vehicles
CC3.ILO1.RT1k)	<ul style="list-style-type: none"> • Left and right turns • Three-point turns • Maintaining correct lane tracking
CC3.ILO1.RT1l)	<ul style="list-style-type: none"> • Entering and exiting • Curves • Shoulders • Grade of road • Passing • Changing lanes
CC3.ILO2.RT1a)	<ul style="list-style-type: none"> • Speed and its relationship to time and stopping distances • Space management (front, rear, side)
CC3.ILO2.RT2b)	<ul style="list-style-type: none"> • Dry • Oily • Damp or wet • Icy or snowy
CC3.ILO2.RT3	<ul style="list-style-type: none"> • Recognize critical situations requiring emergency evasion manoeuvres • Wheels-off-road recovery • Head-on collision avoidance • Rear-end collision avoidance • Optimal emergency braking control • Proper seating position • Threshold braking modulation • Maximum braking
CC3.ILO4.RT1	<ul style="list-style-type: none"> • Detection and recovery • Selecting the correct control actions in terms of both braking and steering <ul style="list-style-type: none"> ▪ Steering response ▪ Steering follows eyes, rapid and smooth release of wheels ▪ Alternate steering wheel hand positions ▪ Brake release and shift to neutral • Controlling skids/slides with <ul style="list-style-type: none"> ▪ Front wheel drive/conventional power brakes ▪ Rear wheel drive/conventional power brakes ▪ Front wheel drive/ABS ▪ Rear wheel drive/ABS ▪ Four-wheel drive vehicles vs. two-wheel drive vehicles • Lock and hold brakes when rotated beyond the point of no return
CC4	Driver Behaviour
CC4.ILO1.RT1	<ul style="list-style-type: none"> • Steering control • Speed control • Speed versus stopping distances • Risk perception versus accurate knowledge of vehicle performance • Road surface conditions

Required Topics	Examples
CC4.ILO3.RT1	<ul style="list-style-type: none"> • Driving as thrill-seeking
CC4.ILO4.RT1d)	<ul style="list-style-type: none"> • Injury • Criminal Code offences (impaired driving, dangerous operation of a motor vehicle, and criminal negligence) vs. civil infractions (under the Highway Traffic Act)
CC5 Respect and Responsibility	
CC5.ILO1.RT1b)	<ul style="list-style-type: none"> • Ensure personal safety first • Pull to the side of the road (if possible) • Stop immediately • Warn others if possible • Call for medical help if necessary • Call the police • Exchange information • Get names and addresses of witnesses • Stay at the scene • Make accident reports (if required) • Go to collision reporting centre (where available) • See a doctor (if you have been injured)
CC5.ILO1.RT1c)	<ul style="list-style-type: none"> • Pull safely to the side of the road • Have licence and registration available
CC5.ILO3.RT1a)	<ul style="list-style-type: none"> • How to purchase a fuel efficient vehicle • Following manufacturer's recommended maintenance schedule <ul style="list-style-type: none"> ▪ Poorly maintained vehicles can consume more fuel • Keeping tires inflated at the manufacturer's recommended pressure <ul style="list-style-type: none"> ▪ How and when to measure tire pressure ▪ Under-inflated tires can increase fuel consumption • Avoiding unnecessary idling • Effects of speed on fuel consumption • Alternative fuels and technologies
CC5.ILO4.RT2c)	<ul style="list-style-type: none"> • Skills will deteriorate unless effort is made to keep them sharp • Monitor changes in personal driving skills and adapt driving behaviour to compensate for changes in skills • How feedback can help drivers improve their skills
CC6 Sharing the Road	
CC6.ILO1.RT1b)	<ul style="list-style-type: none"> • Cyclists and pedestrians • Traffic control persons • Large vehicles • Slow-moving vehicles • Motorcycles • Animals • Public transit vehicles • Emergency vehicles • Carpooling
CC6.ILO2.RT1	<ul style="list-style-type: none"> • Vehicle signals • Hand signals • Horn • Hazard lights • Eye-to-eye contact

Required Topics	Examples
	<ul style="list-style-type: none"> • Non-verbal communication • Headlights • Vehicle position
CC7 Attention	
CC7.ILO2.RT1a)	<ul style="list-style-type: none"> • Eating and drinking • Applying make-up • Other passengers • Pets • Children • Insects • Loud noises • Mobile communication devices (e.g., phone calls, text messaging)
CC7.ILO2.RT1b)	<ul style="list-style-type: none"> • Advertising • Animals • Collisions • Construction sites • People
CC7.ILO3.RT1a)	<ul style="list-style-type: none"> • Ability to choose to process relevant information while simultaneously tuning out irrelevant information
CC7.ILO3.RT1b)	<ul style="list-style-type: none"> • Vigilance, concentration • Ability to persist or maintain a consistent response set over time • involves two aspects of performance: length of time or duration of performance and the consistency of performance during the time period
CC7.ILO3.RT1c)	<ul style="list-style-type: none"> • Shifting attention, mental flexibility • Ability to easily shift one's focus from one activity or stimuli to another
CC7.ILO3.RT1d)	<ul style="list-style-type: none"> • Mental tracking • Ability to internally hold onto several pieces of information at once
CC8 Perception and Risk Management	
CC8.ILO2.RT2c)	<ul style="list-style-type: none"> • Endangering the driver, passengers, and other road-users
CC8.ILO3.RT2d)	<ul style="list-style-type: none"> • Self-esteem • Aggression • Frustration • Impatience • Feelings of power • Overconfidence • Awareness of consequences
CC8.ILO7.RT1	<ul style="list-style-type: none"> • Safe margins (front, rear, side) • Safe driving speeds • Braking and stopping safely • Emergency braking control • Accelerating safely • Using the brake and horn • Yielding if uncertain • Point of no return

GLOSSARY

Classroom Driving Instruction

instruction delivered to a student by an instructor in a classroom setting

Competency Measures

measures to determine if the student has achieved the intended learning outcome

Computer-Based Instruction

instruction delivered to a student using interactive, computer-assisted instruction such as web-based seminars, web-based modules, and/or CD/DVD

Cooperative Driving

proactive approach to driving (rather than reactive or defensive) where the driver shares the road in a safe and considerate manner by respecting other road-users and understanding their needs

Direct Instruction

highly instructor-directed strategy, effective for providing information, developing step-by-step skills, and introducing other instructional strategies or methods, possible instructional methods used include: lecture, demonstration, drill and practice, and questioning students

Driving Simulator Instruction

instruction delivered to a student using interactive, computer-assisted instruction to simulate behind-the-wheel driving

Experiential Learning

learning strategy that is inductive, learner-centered, and activity oriented, critical factors include personalized reflection about an experience and the formulation of plans to apply learning to other contexts, emphasis is on the process of learning, can be viewed as a cycle consisting of five phases: experiencing an activity that occurs, sharing reactions and observations, analyzing information to determine patterns or inconsistencies, derive principles, and plan to apply learning in new situations, possible instructional methods used include: role playing, field trips, and simulation

Independent Learning

learning strategy that fosters self-improvement through planned independent study by students under the guidance or supervision of an instructor, can include learning in partnership with another individual or as part of a small group, possible instructional methods used include: reading, viewing, and assigned questions

Indirect Instruction

highly learner-centred strategy, takes advantage of students' interests and curiosity, students are involved in observing, investigating, drawing conclusions from information, the role of the instructor is to facilitate, mentor, and be a resource, possible instructional methods used include: problem solving and case studies

Instructional Method

specific activity in which the instructor and student will be involved during the lesson (e.g., lecture, role playing, brainstorming)

Instructional Strategy

approach used by an instructor to assist the student in achieving intended learning outcomes (i.e., direct instruction, indirect instruction, interactive instruction, experiential learning, independent learning)

Intended Learning Outcome

what the student is expected to know, be able to do, or be able to demonstrate upon completion of a unit or course

Interactive Instruction

strategy that relies heavily on discussion and sharing among participants, students learn from peers and instructors to develop knowledge, skills, and appreciation, requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both instructor and students, possible instructional methods used include: group discussion and brainstorming

In-Vehicle Instruction

instruction delivered to a student by an instructor in a training vehicle with the student driving behind-the-wheel

Learner-Centred Approach

approach that allows for students to participate actively in their own learning by taking into account students' unique learning abilities, personal experiences, backgrounds, and interests; and shares the responsibility for the learning between the instructor and the student, requiring the instructor to become a facilitator, mentor, and resource for learning as well as a teacher

Required Topics

list of topics to be used to teach the student and enable the student to achieve the intended learning outcomes

Course Planning Tool

Day	Classroom Driving Instruction Hours	In-Vehicle Instruction Hours	Computer-based Instruction Hours	Driving Simulator Instruction Hours	Total Hours
1			2		2
2			2		2
3	5	1			6
4			2		2
5	5	1			6
6			2		2
7	5	1			6
8			2		2
9	5	1			6
10		2			2
11					0
12		2			2
13					0
14		2			2
15					0
Total Hours	20	10	10	0	40