

Classroom Goals:

- Fulfill Minnesota requirements for obtaining a learner's permit
- Save lives through development of safe driving practices and defensive driving techniques
- Teach Minnesota Traffic Safety Laws & Regulation
- Students will become safe and efficient users of the highway transportation system
- Students will practice and improve on academic skills (graduation tests, school achievement, reading, algebra, and physics, and English).

Classroom Policies:

- All school policies are adhered to in this classroom and help sessions are available for all students.
- All students and staff will model the core values: respect, responsibility, appreciation of diversity, integrity and compassion.

Attendance Policy:

- Students need to be in class on time. School tardy policies will be followed
- A student must complete the District required computer assisted portion of this class

Student Expectations:

- Come to class prepared. Students must do their own work. Cheating or Copying is not permitted.
- Black Pen and pencil, highlighter suggested
- Manual and study guide each day
- Mature social and psychological behavior is expected
- Driver Education Folder with loose leaf paper
- Your BRAIN, WORK ETHIC, and a POSITIVE ATTITUDE

Qualifying for the Permit Test:

- 1) Students must be at least 15 years old on the day of the test.
- 2) All course work and computer simulation must be completed prior to the permit test.
- 3) The student must be enrolled in Behind the Wheel Instruction (\$185: Payment now is on-line)
- 4) The student must have proper ID (Primary and Secondary Identification) on the day of the Permit Test.
- 5) Students parent/guardian must turn in permission/parent contract before taking the permit test.

Grading Policy:

		B+	87-89%	C+	77-79%	D+	67-69%
A	94-100%	B	84-86%	C	74-76%	D	64-66%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%

Formative Work:

- 5=Exceptional [100%]
- 4=Distinguished/Advanced [95%]
- 3=Competent/Proficient [85%]
- 2=Emerging/Developing [75%],
- 1=Beginning/Novice [65%]
- 0=Not yet/Insufficient Evidence [50%].

Driver Education is transitioning to standards-based grading. This means we are beginning to create a clear pathway to high-quality grading and reporting practices focused on learning. This will create a culture that empowers all learners. This will make grading a rich communication tool for students, families, and educators.

Total points earned determine grades. Points are earned through:

Formative Assessments [study guide, etc...]	5%
Common Summative Assessment (CSA)	10%
Summative Assessments [chapter tests, etc...]	85%

The role of formative work

Formative work is **practice**. Practice (formative) work is critical, as it allows us to provide feedback to the student prior to performance tasks (summative assessments). Due to the importance of this type of work in the learning process, we are looking for (and assessing) the **quality** of your work rather than mere completion. Performance tasks (summatives) measure your level of mastery as a learner.

Policy for late and missing work

The purpose of formative work is to practice essential skills that we are learning in class. Because of this, there should be little or no late work. Essentially, practice (formative) work prepares us for our performances (summative). To move your learning forward, keep up with the work in class and meet deadlines.

You will earn an F for missing work; teachers will assess late work based on your mastery of the skill.

Procedure for relearning and reassessment

If you do not reach proficiency on any performance (summative) task, you have the opportunity for re-learning. To take advantage of this opportunity, complete a Re-Learning Reflection and conference with your teacher. Then, schedule a time to try again. Because we will continue to introduce new practice tasks in class, complete your re-learning as soon as you can!

Re-learning activities may include completing all assigned practice (formative) work, completing alternative practice (formative) work, and/or additional time with your teacher.

Please note: You may not re-take the district CSA.

Student Responsibilities:

- The first attempt is important. The effort you make on your first attempt may impact your opportunity for learning/re-assessing.
- Complete the required and necessary relearning steps in order to reassess. This may mean additional time with the teacher before or after school, additional practice work, or other interventions.
- Communicate as soon as possible after the assessment that you would like to reassess parts or all of the summative assessment.
- The student is the advocate for the re-learning.

Cell Phones and Electronic Devices

To help students manage their personal technology responsibly (**and to prevent it from interfering with the very important work we do in this class**) Students will be able to charge their devices during class, but they may not access them for any reason until the end of the hour. If students access their phones or electronic devices in their possession during class, REGARDLESS OF THE INTENT OR LENGTH OF TIME, they are in violation of the classroom expectation. They also may be assigned additional consequences and/or referred to the office.

Substitute Teachers

All substitute teachers will be treated with respect. Please remember that any work they ask you to complete is from ME, not them.

Learning Targets

Insurance

1. I will be able to describe insurance coverage's available that provides protection to both personal and property damage.
2. I will be able to solve scenarios to recognize factors that impact insurance costs.

UNIT ONE – Organ donation & Your License to Drive

1. I will be able to describe the process in becoming a potential tissue and organ donor.
2. I will be able to describe the procedures drivers need to take in the licensing process.

UNIT TWO - Your Vehicle & The Physics of Seatbelts

1. I will be able to list and describe the 12 safety features a car must have.
2. I will understand the basic physics involved in vehicle control and collisions.
3. I will be able to solve algebraic formulas to determine loss of tire pressure.

UNIT THREE –Sign, Lines, & Pavement Markings

1. I will be able to identify the different types of signs and know their meanings.
2. I will be able to identify the different types of signals and know their meanings.
3. I will be able to identify the different types of pavement markings and know their meanings.

UNIT FOUR – Laws & Operation

1. I will know the Minnesota Traffic Laws and their application to everyone who operates a vehicle on public roadways.

UNIT FIVE – Sharing the Road

1. I will understand the laws and safety that pertain to situations involving other vehicles and pedestrians.
2. I will understand how to calculate fuel consumption and associated cost.

UNIT SIX – Driving Conditions / Space Management /Carbon Monoxide

1. I will be able to read, understand and solve a stopping chart.
2. I will know how to handle difficult and adverse conditions.
3. I will understand the dangers of Carbon Monoxide and correlation with driving

UNIT SEVEN – Driving is a Privilege

1. I will understand the license withdrawal and reinstatement process.

Unit Eight - Driving Under the Influence

1. I will be able to explain how alcohol and drugs affect driving performance and describe Minnesota DWI laws and penalties.
2. I will be able to interpret data and solve scenarios using a mathematical chart.

Important Dates:

***\$ BTW Payment Date:**

\$185.00

On-line payment now available

Use FeePay:

Monday, December 10th -

MONDAY MARCH 4TH [midnight]

***Permit Test:**

Tuesday March 5th. [in class]

***Parent Informational Night:**

Will be determined at a later date

6-7:30PM

Auditorium

***Parent Signature:** _____

***Date:** _____

***Student Name: (print legibly)** _____

***Student Signature:** _____

***Period: (circle one)**

1 2 3 4 5 _____