

Crook County School District

where students dream, learn, & succeed



<u>School:</u> Crook County High School		<u>Instructor:</u> Sam Schmitz
<u>Course:</u> Drivers Safety		<u>Email:</u> Sam.Schmitz@crookcountyschools.org
	<i>Trimester #1</i>	<u>Phone:</u> (541) 416-6900 (Ext – 3178)
X	<i>Trimester #2</i>	<u>Methods for Communicating with Families:</u> Email – Sam.Schmitz@crookcountyschools.org Phone Call – Ext 3178 Parent Square
X	<i>Trimester #3</i>	
<u>Course Description:</u> • Students will understand the importance of road safety, the responsibilities of a driver, and the consequences of unsafe driving. Learn about vehicle safety features, basic maintenance, and how to ensure your vehicle is roadworthy. Learn to recognize common road signs and understand traffic laws. Develop strategies for driving safely in various weather conditions.		
<u>Learning Standards/Targets:</u> At the end of the course, the student will be able to understand: Common Road Signs and Signals • Regulatory, warning, and informational signs • Traffic lights and their meaning • Pavement markings (lane dividers, crosswalks, etc.) Road Rules and Traffic Laws • Speed limits and legal requirements • Yielding and right-of-way • Turning rules (left turns, U-turns, roundabouts) • Parking laws and enforcement Impaired and Distracted Driving Laws • DUI/DWI laws (blood alcohol concentration limits) • Texting and driving laws • Consequences of violating these laws • Purpose of the Driver Safety course • Importance of road safety for the individual and the community The Role of a Responsible Driver • Legal responsibilities • Ethical responsibilities • The impact of driver behavior on others		

Consequences of Unsafe Driving

- Accidents and injuries
- Legal consequences (fines, license points, and suspensions)
- Financial impact (insurance, property damage)

Statistics and Data on Road Safety

- Overview of global and local road safety statistics
- Common causes of accidents (e.g., speeding, distractions, impaired driving)
- Module 2: Vehicle Safety and Maintenance
- Objective: Learn about vehicle safety features, basic maintenance, and how to ensure your vehicle is roadworthy.

Vehicle Safety Features

- Airbags, seat belts, anti-lock brakes (ABS), traction control
- Importance of wearing seat belts and adjusting seats
- Child safety and proper car seat installation

Pre-Drive Safety Checks

- Tire pressure and tread check
- Fluid levels (oil, coolant, windshield washer)
- Lights, signals, and brakes check
- Proper visibility (windshield wipers, mirrors, defrosters)

Basic Vehicle Maintenance

- Scheduling regular service (oil changes, brake checks)
- Keeping the vehicle clean for visibility and hygiene

Instructional Materials:

- Films, Videos/Other Electronic Media: Periodic Educational Films
- Other Supplementary Curriculum (Articles, etc.): State of Oregon Driving Articles, PowerPoint Presentations
- Planned Guest Speakers: Speakers in Law Enforcement, Driving Test Proctors

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of

the contract shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 80%
- Daily Homework & Practice Assignments: 20%

*[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.). Teachers may set guidelines around submission timelines, as this category is tied to learning progress, please refer to policy IK-AR.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Please sign and return your Syllabus. Parents/Guardians if you have any questions or concerns please contact your student's teacher.

Student Name: _____ Date: _____

Parent Name: _____ Date: _____

Parent Signature: _____