



Definitions of Class 5 Curriculum Components

All driver training schools licensed to provide classroom instructions are required to use the Alberta Class 5 Curriculum or an alternate that meets or exceeds the minimum standard set by Mandatory Entry Level Training and Licensing Standards (MLS). As a requirement for curriculum approval, each of the topics in the curriculum outline must be covered in the electronic presentation, instructor's guide, and student's guide. This is a guideline for developing the curriculum components. A curriculum developed for Class 5 classroom education must be approved by MLS before the school can be licensed.

Electronic Presentation

The electronic component is an interactive presentation of the required content using Microsoft® PowerPoint or other electronic program. The electronic presentation should contain information for students to follow each topic and the key points related to it. The electronic presentation should not contain all of the information presented in the classroom course. Additional information to the electronic presentation should be delivered through class participation (white board / flip chart), small group research /reporting, and videos embedded in the presentation or delivered through other sources, such as CDs and DVDs.

Instructor's Guide

The instructor's guide will be a companion document to the electronic presentation. It should detail the method of delivery of the electronic presentation in a step-by-step format for classroom presenters. The guide must contain, at minimum, the following information:

1. Defined objectives for each topic identified in the electronic presentation.
2. The time dedicated to each topic.
3. Detailed instructions for facilitating student group work.
4. Detailed instructions for facilitating class discussion.
5. Learning outcomes for each topic and how the outcomes will be presented to students (e.g., flip charts, group work, handouts, etc.).
6. Identification of when breaks should happen in the presentation and the length of each break.
7. Identification of when videos are to be played and paused to emphasize key points, present information and/or initiate class discussion.

Student's Guide

The student's guide should be a summary of the electronic presentation. It is for the student to use and to keep. The guide must contain, at minimum, the following:


1. Consistent formatting that helps students follow the electronic presentation.
2. Dedicated space for students to take notes.
3. Key points under each module.
4. Learning objectives at the beginning and learning checklists at the end of modules.

The following pages include examples from the Alberta Class 5 Curriculum.


Electronic Presentation Example

Example: Social Factors – Speeding


PEER PRESSURE




ROLE MODELS



MOVIES



ADVERTISING



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Alberta

Instructor's Guide Example

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- Outside influences can have positive and negative effects on people.
- There are many social factors out there that can influence people into thinking that speeding is socially acceptable:
 - peer pressure and advertising make speeding look fun
 - advertising and movies make speeding look easy
 - movies and role models make speeding look safe
 - role models and peer pressure make speeding look cool
- Speeding is none of the above—speed limits are there to protect you.

Ask the class to give other examples of driving errors affected by social factors.

Student's Guide Example

Personal Factors

- How I feel and what I do:
 - Courteous driving versus aggressive driving



Example: Social Factors – Speeding

ROLE MODELS



PEER PRESSURE



ADVERTISING







MOVIES



Video: Speeding





Video - Speeding:

- Why is speeding dangerous?
- What kinds of activities make speeding even more dangerous?
- What is the solution to the injuries and deaths caused by speeding?
