

# TEXAS EDUCATION AGENCY

## PROGRAM OF ORGANIZED INSTRUCTION FOR DRIVER EDUCATION AND TRAFFIC SAFETY

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<http://www4.esc13.net/drivers//>**

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## **PROGRAM OF ORGANIZED INSTRUCTION FOR DRIVER EDUCATION AND TRAFFIC SAFETY**

This document provides the approved Program of Instruction for teenage driver education and traffic safety programs in Texas as prescribed by the Texas Education Code and Texas Administrative Code (TAC). Schools may photocopy this document, download copies at: <http://www4.esc13.net/drivers/forms/forms-directory>.

Course content, minimum instruction requirements, and administrative guidelines for each phase of teenage driver education and traffic safety classroom instruction, in-car training (behind-the-wheel and observation), and, if utilized, simulation, and multicar range, shall follow one of the prescribed instructional course options and shall include the instructional objectives, knowledge and skills, and student expectations established by the Commissioner of Education. Further, programs and teachers must meet the requirements of the Texas Administrative Code and the statutes authorizing those codes.

**Contacts:** If you have any questions or need further assistance regarding teenage driver education curriculum, please contact the following Texas Education Agency or Texas Department of Public Safety staff:

Public/charter schools, college and universities, and education service centers, licensed (commercial) schools contact Driver Training, at (512) 505-0500.

Parent taught programs contact the Texas Department of Public Safety's parent taught program staff at (512) 424-5623.

## COURSE OPTIONS

The following course options are authorized by the Texas Education Agency:

**(1) Core program.** This program shall consist of at least 32 hours of classroom instruction, seven hours of behind-the-wheel instruction, and seven hours of in-car observation. Under this plan, a student may receive only local credit for the course.

**(2) In-car only program.** This program shall consist of at least seven hours of behind-the-wheel instruction and seven hours of in-car observation. Under this plan, a student may receive only local credit for the course.

**(3) Classroom only program.** This program shall consist of at least 32 hours of classroom instruction. Under this plan, a student may receive only local credit for the course.

**(4) School day credit program.** This program shall consist of at least one class period per scheduled day of school, for a semester (traditional, condensed, accelerated, Module, etc.), covering the driver education classroom and in-car program of organized instruction or only the classroom program of organized instruction. This class traditionally consists of at least 56 hours of driver education classroom instruction and, if in-car instruction is provided, must include seven hours of behind-the-wheel instruction and seven hours of in-car observation. Under this plan, a student may receive one-half unit of state credit toward graduation.

**(5) Non-school day credit program.** This program shall consist of at least 56 hours of driver education classroom instruction and, if in-car instruction is provided, must include seven hours of behind-the-wheel instruction and seven hours of in-car observation. Under this plan, a student may receive one-half unit of state credit toward graduation.

**(6) Multi-phase school day or non-school day credit program.** This program shall consist of at least 40 hours of driver education classroom instruction, four hours of behind-the-wheel instruction, eight hours of in-car observation, and 12 hours of simulator instruction. Under this plan, a student may receive one-half unit of state credit toward graduation.

**Substitutions:** *For Options 1, 2, 4, and 5, a minimum of four periods of at least 55 minutes per hour of instruction in a simulator may be substituted for one hour of behind-the-wheel and one hour observation instruction. A minimum of two periods of at least 55 minutes per hour of multicar driving range instruction may be substituted for one hour of behind-the-wheel and one hour observation instruction relating to elementary or city driving lessons. However, a minimum of four hours must be devoted to behind-the-wheel instruction, and a minimum of four hours must be devoted to observation instruction. Option 3 does not include behind-the-wheel training, and Option 6 must be taught exactly as described with no substitutions.*

# DRIVER EDUCATION AND TRAFFIC SAFETY

## Definition/Instructional Objectives

In Texas, the **Driver Education and Traffic Safety Program** provides novice drivers the foundation of knowledge, understanding, skills, and experiences necessary for the novice driver and parent, guardian, or adult mentor to launch and continue the lifelong learning process of legal and responsible reduced-risk driving practices in the Highway Transportation System. Teachers instruct students in this program through a combination of classroom and in-car (actual or simulated) culturally responsive instructional techniques that include modeling, knowledge assessment, skill assessment, guided observation, and parental/mentor involvement.

Mastery of the Driver Education and Traffic Safety Program requires the student legally and responsibly to perform reduced-risk driving practices in the Highway Transportation System (HTS) by:

- ★ accepting driving as a privilege with responsibilities, obligations, and potential consequences; and applying knowledge and understanding of Texas traffic laws including traffic control devices and right-of-way laws;
- ★ employing pre-drive tasks, utilizing and requiring passengers to utilize occupant protection and restraint systems, utilizing vehicle symbols and devices, employing starting tasks, performing vehicle operation and control tasks, employing post-drive tasks, utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level, formulating a Driving Plan, and utilizing a classroom progress assessment;
- ★ sustaining visual attention, mental attention, and communication, utilizing reference points, managing vehicle balance, and executing vehicle maneuvers;
- ★ employing legal and responsible driving practices and limiting and managing fatigue and aggressive driving;
- ★ predicting, analyzing and minimizing risk factors and employing a space management system;
- ★ identifying and analyzing driving environments and minimizing environmental risk;
- ★ limiting and managing distractions and multi-task performances;
- ★ adopting zero-tolerance practices related to the use of alcohol and other drugs by applying knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences to licensing, driving, and lifestyles;
- ★ managing adverse conditions resulting from weather, reduced-visibility, traction loss, and emergencies;
- ★ assessing and managing vehicle malfunctions, performing preventative maintenance, and planning trips;
- ★ attending to the vehicle requirements by making wise consumer decisions regarding vehicle use and ownership, vehicle insurance, environmental protection and litter prevention, anatomical gifts, recreational water safety; and
- ★ utilizing the knowledge, skills, and experiences of the Driver Education and Traffic Safety Program, obtaining and using a driver license, and continuing the lifelong learning process of reduced-risk driving practices.

# Traffic Laws

**Module One: Traffic Laws.** The student legally and responsibly performs Traffic Laws reduced-risk driving practices in the Highway Transportation System (HTS) by accepting driving as a privilege with responsibilities, obligations, and potential consequences; and applying knowledge and understanding of Texas traffic laws including traffic control devices and right-of-way laws.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>1. Module One: Traffic Laws.</b>		<b>360 *</b> minutes		<b>360 *</b> minutes		<b>360 *</b> minutes

<b>1.1.1</b>	<b>Introduction</b>	<b>1</b>	35 minutes	<b>1</b>	35 minutes	
<b>1.1.2</b>	<b>Your License to Drive</b>	<b>1</b>	20 minutes	<b>1</b>	20 minutes	
	Optional Break Period or Additional Instruction Time		10 minutes		10 minutes	
<b>1.1.3</b>	<b>Right-of-way</b>	<b>2</b>	55 minutes	<b>2</b>	55 minutes	
<b>1.1.4</b>	<b>Traffic Control Devices</b>	<b>3</b>	55 minutes	<b>3</b>	55 minutes	
	Optional Break Period or Additional Instruction Time		10 minutes		10 minutes	
<b>1.1.5</b>	<b>Controlling Traffic Flow</b>	<b>4</b>	55 minutes	<b>4</b>	55 minutes	
<b>1.1.6</b>	<b>Alcohol and Other Drugs</b>	<b>5</b>	55 minutes	<b>5</b>	55 minutes	
	Optional Break Period or Additional Instruction Time		10 minutes		10 minutes	
<b>1.1.7</b>	<b>Cooperating with Other Roadway Users</b>	<b>6</b>	30 minutes	<b>6</b>	30 minutes	
<b>1.1.8</b>	<b>Driving Plan</b>	<b>6</b>	5 minutes	<b>6</b>	5 minutes	
<b>1.1.9</b>	<b>Classroom Progress Assessment</b>	<b>6</b>	20 minutes	<b>6</b>	20 minutes	

<b>1.1.1</b>	<b>Introduction</b>				<b>1</b>	35 minutes
<b>1.1.2</b>	<b>Your License to Drive</b>				<b>1</b>	20 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>1.1.3</b>	<b>Right-of-way</b>				<b>2</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>1.1.4</b>	<b>Traffic Control Devices</b>				<b>3</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>1.1.5</b>	<b>Controlling Traffic Flow</b>				<b>4</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>1.1.6</b>	<b>Alcohol and Other Drugs</b>				<b>5</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>1.1.7</b>	<b>Cooperating with Other Roadway Users</b>				<b>6</b>	30 minutes
<b>1.1.8</b>	<b>Driving Plan</b>				<b>6</b>	5 minutes
<b>1.1.9</b>	<b>Classroom Progress Assessment</b>				<b>6</b>	20 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required	7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>1. Module One: Traffic Laws.</b>						
1.2.1	Introduction		0 / 0 minutes		0 / 0 / 0 minutes	
1.2.2	Your License to Drive					
1.2.3	Right-of-Way					
1.2.4	Traffic Control Devices		0 / 0 minutes		0 / 0 / 0 minutes	
1.2.5	Controlling Traffic Flow					
1.2.6	Alcohol and Other Drugs					
1.2.7	Cooperating with Other Roadway Users					

<b>LICENSING Instruction Permit</b>	
<p>Module One is the prerequisite to licensing and does not include Behind-the-Wheel and In-Car Practice lessons. Upon successful completion and mastery of Module One, the instructor must decide to utilize the “Concurrent” or “Block” program. The Texas Graduated Driver License law requires a student to hold the Instruction Permit for six (6) months and be 16 years of age before they can apply for a Drivers License. The instructor should consider this requirement and the age of the student, when selecting to use either the “Concurrent” or “Block” program.</p> <p>Upon successful completion and mastery of Module One, the student (age 15 or older) is eligible to apply for and obtain an instruction permit from the Texas Department of Public Safety. Refer to Module One, 1.1.2 (A) for licensing details. The licensing process is extracurricular and cannot be credited as classroom or in-car training.</p> <p>Students without a valid driver license or instruction permit in his/her possession shall not receive behind-the-wheel training as specified by the Texas Administrative Code.</p>	
<b>CONCURRENT PROGRAM</b>	<b>BLOCK PROGRAM</b>
<p>In a “Concurrent” driver education program, the Classroom instruction begins and continues on a schedule until the student successfully completes and masters each of the twelve modules. Students age 15 or older are eligible to apply for and obtain an Instruction Permit from the Texas Department of Public Safety after they successfully complete, and master the Classroom Instructional Phase of Module One.</p> <p>The In-Car instruction begins as soon as the student obtains an Instruction Permit and continues on a schedule until the student successfully completes and masters each of the twelve modules. The “Concurrent” program requires the instructor to schedule the Classroom lessons and the In-Car lessons back to back or very close together. The In-Car lessons are paced to match what was recently taught in the classroom.</p>	<p>In a “Block” driver education program, the entire Classroom instruction is taught before the In-Car Instruction begins. The Classroom instruction begins and continues on a schedule until the student successfully completes and masters each of the 12 classroom modules. The student in a block program is eligible to apply for and obtain an Instruction Permit from the Department of Public Safety at age 15 or older and upon successful completion and mastery of Modules One through Twelve. The In-Car instruction begins as soon as the student obtains an Instruction Permit and continues on a schedule until the student successfully completes and masters each of the Twelve In-Car modules.</p>
<p>The recommended lesson lengths are minimum state requirements. It is often necessary to extend the training time by repeating lessons to ensure the student masters the student expectations for each module.</p>	

1. **Module One: Traffic Laws.** The student legally and responsibly performs Traffic Laws reduced-risk driving practices in the Highway Transportation System (HTS) by accepting driving as a privilege with responsibilities, obligations, and potential consequences; and applying knowledge and understanding of Texas traffic laws including traffic control devices and right-of-way laws.

### 1.1 Classroom Instructional Phase.

**1.1.1 Introduction.** The student recognizes the value of legal and responsible reduced-risk driving practices in the Highway Transportation System and accepts driving as a privilege with responsibilities, obligations, and potential consequences. The student is expected to:

- (A) recognize how Texas Driver Education and Traffic Safety Program provides a novice driver the foundation of knowledge, understanding, skills, and experiences necessary for the novice driver and the parent, guardian, or adult mentor to continue the life-long learning process of reduced-risk driving in the Highway Transportation System;
- (B) distinguish between a novice and experienced driver;
- (C) know that basic knowledge of traffic laws provides a driver the foundation to formulate informed, legal, and responsible decisions to reduce risk;
- (D) recognize that participating in the Highway Transportation System is a privilege with risk, responsibilities, obligations, and potential consequences requiring the knowledge, understanding, and application of legal and responsible reduced-risk driving practices;
- (E) know the importance of formulating and sustaining a Driving Plan that provides novice drivers the foundation of knowledge, understanding, skills, and experiences necessary for the novice driver and parent, guardian, or adult mentor to launch and continue the life-long learning process of legal and responsible reduced-risk driving practices in the HTS; and
- (F) reduce risk by recognizing the value of legal and responsible reduced-risk driving practices in the Highway Transportation System and accepting driving as a privilege with responsibilities, obligations, and potential consequences.

**1.1.2 Your License to Drive.** The student reduces risk and accepts driving as a privilege by legally and responsibly possessing a driver license, registering and having a current inspection on a motor vehicle, and obeying the Safety Responsibility Act. The student is expected to:

- (A) describe the process, responsibility, and obligation of obtaining, possessing, and renewing a Texas driver license including the instruction permit;
- (B) recognize driver license types, restrictions, endorsements, and special information;
- (C) list and describe suspensions and revocations placed on driving privileges;
- (D) list and describe guidelines and procedures to inspect and register a motor vehicle in Texas;
- (E) recognize the benefits and obligations of the Safety Responsibility Act; and
- (F) reduce risk and accept driving as a privilege by legally and responsibly possessing a driver license, registering and having a current inspection on a motor vehicle, and obeying the Safety Responsibility Act.

**1.1.3 Right-of-Way.** The student reduces risk by legally and responsibly accepting or yielding the right-of-way. The student is expected to:

- (A) define right-of-way and list the responsibilities, obligations, and potential consequences for failure to accept or yield the right-of-way;
- (B) define traditional and non-traditional intersections;
- (C) describe when and the procedures to accept or yield the right-of-way in the Highway Transportation System at controlled intersections, uncontrolled intersections, intersecting roads with lesser or greater number of lanes, intersecting roads with different pavement surfaces, T-intersections, controlled-access roads, railroad grade crossings, turns (left and right), and entering a public road from a private road;
- (D) know when and the procedure to yield the right-of-way to emergency vehicles including the “Move Over Act”, school buses, and pedestrians;
- (E) know how the basic knowledge of right-of-way laws provides a driver the foundation to formulate and implement informed, legal, and responsible decisions to reduce risk; and
- (F) reduce risk by legally and responsibly accepting or yielding the right-of-way.

**1.1.4 Traffic Control Devices.** The student reduces risk by legally and responsibly applying knowledge and understanding of traffic control devices. The student is expected to:

- (A) list and explain the meanings of the colors and shapes of signs, signals, and pavement markings;
- (B) recognize and describe the purpose and appropriate response for traffic control devices including signs, signals, and pavement markings based on law, consequences, and driving conditions;
- (C) recognize how basic knowledge of traffic control devices provides a driver the foundation to formulate and implement informed, legal, and responsible decisions to reduce risk; and
- (D) reduce risk by legally and responsibly responding to traffic control devices.

**1.1.5 Controlling Traffic Flow.** The student reduces risk by legally and responsibly applying knowledge and understanding of laws and procedures for controlling traffic flow. The student is expected to:

- (A) define traffic flow;
- (B) relate how traffic flow is managed by traffic control devices, law enforcement, and other persons;
- (C) explain the appropriate communication to indicate a change in speed or position;
- (D) state the laws for passing and being passed, basic and special turning situations, and for stopping, standing, parking, leaving a space, backing, and coasting;
- (E) define and explain how to avoid blind spot driving;
- (F) know the importance and how to establish a safe following interval;
- (G) relate speed to stopping a vehicle based on roadway conditions;
- (H) know the importance of adjusting speed, route planning, or not driving during poor driving conditions including traffic, weather, visibility, roadway, vehicle, and driver;

- (I) state the legal minimum and maximum speed limits for Texas roadways and beaches;
- (J) state the law and purpose of vehicle lights;
- (K) state the laws and potential dangers for freeway entry, travel, and exit;
- (L) know the importance of avoiding driving when fatigued including highway (roadway) hypnosis;
- (M) describe procedures for managing a vehicle breakdown;
- (N) describe procedures for controlling a vehicle in a skid, brake failure, running off pavement, blowout, or driving down a steep hill;
- (O) explain potential dangers and countermeasures associated with winter driving; and
- (P) reduce risk by legally and responsibly applying knowledge and understanding of laws and procedures for controlling traffic flow.

**1.1.6 Alcohol and Other Drugs.** The student legally and responsibly performs reduced-risk driving practices in the Highway Transportation System by adopting zero-tolerance driving and lifestyle practices related to the use of alcohol and other drugs; and applying knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences. **NOTE:** These Knowledge and Skills are an introduction and brief overview to alcohol and other drug laws. Module Eight provides additional Knowledge and Skills. The student is expected to:

- (A) know the legal definition of intoxication in Texas;
- (B) summarize how alcohol and other drugs affect driving ability;
- (C) know laws, regulations, and penalties applicable to adults, over 21, for improper use of a driver license, Driving Under the Influence, Public Intoxication, Driving While Intoxicated, Intoxication Assault, and Intoxication Manslaughter violations;
- (D) know laws, regulations, and penalties applicable to minors and under 21 for improper use of a driver license, Driving Under the Influence by a Minor, Public Intoxication, Minor in Possession, Driving While Intoxicated, Intoxication Assault, and Intoxication Manslaughter violations;
- (E) know laws, regulations, and penalties applicable to minors and adults for Open Container Law, Open Container Enhancement Law, and Consumption Law violations;
- (F) know laws, regulations, and penalties applicable to minors and adults for Administrative License Revocation and Implied Consent violations; and
- (G) reduce risk by legally and responsibly performing reduced-risk driving practices in the Highway Transportation System and adopt zero-tolerance practices related to the use of alcohol and other drugs by applying knowledge and understanding of alcohol and other drug laws, regulations, penalties; and consequences to driving and lifestyles.

- 1.1.7 Cooperating with Other Roadway Users.** The student reduces risk by legally and responsibly cooperating with law enforcement and other roadway users including vulnerable roadway users in the Highway Transportation System (HTS) in emergency and potential emergency situations. The student is expected to:
- (A) summarize and categorize the roadway users in the HTS including vulnerable roadway users;
  - (B) state the Good Samaritan Law and responsibilities at the scene of a traffic crash including aiding the injured;
  - (C) state the laws for pedestrians, bicycles, motorcycles, trucks, light rail, neighborhood electronic vehicles, person on horseback, horse-driven conveyance, farm equipment and motor assisted scooters;
  - (D) list the laws and responsibilities of sharing the road with other roadway users such as bicyclists, trucks, motorcyclists, slow-moving vehicles, work zone/construction workers, and pedestrians (including a runner, physically disabled person, child skater, highway construction and maintenance worker, utility worker, or other worker with legitimate business in or near the roadway or right of way, or stranded motorist or passenger);
  - (E) describe the responsibilities of a defensive driver;
  - (F) state the laws and responsibilities regarding occupant restraints and open truck beds;
  - (G) describe the responsibilities if stopped by law enforcement;
  - (H) state the law regarding the false identification offense;
  - (I) define aggressive driving and list ways to avoid personal or other roadway users aggressive driving;
  - (J) know how speed reduces your field of vision;
  - (K) describe the Department of Public Safety's keys to safe driving;
  - (L) explain the responsibilities for transporting cargo, using safety chains, and towing;
  - (M) list the causes and consequences of carbon monoxide poisoning and state avoidance procedures;
  - (N) describe the steering wheel lock operation; and
  - (O) reduce risk by legally and responsibly cooperating with law enforcement and other roadway users including vulnerable roadway users in the HTS including emergency and potential emergency situations.
- 1.1.8 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:
- (A) incorporate the Knowledge and Skills of Module One, Traffic Laws, into the Driving Plan; and
  - (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.
- 1.1.9 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:
- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
  - (B) discuss the results of the scored Progress Assessment tool with the instructor; and
  - (C) utilize the scored assessment tool to improve classroom knowledge and

understanding.

**1.2. In-Car Behind-the-Wheel Instructional Phase.** NONE – Module One is the prerequisite to licensing. In a Concurrent Program upon completion and mastery of Module One, students can apply to the Texas Department of Public Safety for an Instructional Permit. In a Block Program upon completion and mastery of Module One through Twelve classroom instruction phase, students can apply to the Texas Department of Public Safety for an Instructional Permit.

**1.3. In-Car Observation Instructional Phase.** NONE – Module One is the prerequisite to licensing. In a Concurrent Program upon completion and mastery of Module One, students can apply to the Texas Department of Public Safety for an Instructional Permit. In a Block Program upon completion and mastery of Module One through Twelve classroom instruction phase, students can apply to the Texas Department of Public Safety for an Instructional Permit.

**1.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**1.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Driver Preparation

**Module Two: Driver Preparation.** The student legally and responsibly performs Driver Preparation reduced-risk driving practices in the Highway Transportation System (HTS) by employing pre-drive tasks, utilizing and requiring passengers to utilize occupant protection and restraint systems, utilizing vehicle symbols and devices, employing starting tasks, performing vehicle operation and control tasks, employing post-drive tasks, utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level, formulating a Driving Plan, and utilizing a classroom progress assessment.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
2. Module Two: Driver Preparation.		120 * minutes		180 * minutes		240 * minutes

2.1.1	Pre-Drive Tasks	7	10 minutes		
2.1.2	Occupant Protection	7	15 minutes		
2.1.3	Symbols and Devices	7	20 minutes		
2.1.4	Starting Tasks	7	10 minutes		
	Optional Break Period or Additional Instruction Time		10 minutes		
2.1.5	Vehicle Operation and Control Tasks	8	25 minutes		
2.1.6	Post-Drive Tasks	8	5 minutes		
2.1.7	In-Car Progress Assessment	8	5 minutes		
2.1.8	Driving Plan	8	5 minutes		
2.1.9	Classroom Progress Assessment	8	15 minutes		

2.1.1	Pre-Drive Tasks			7	15 minutes	
2.1.2	Occupant Protection			7	15 minutes	
2.1.3	Symbols and Devices			7	25 minutes	
	Optional Break Period or Additional Instruction Time				10 minutes	
2.1.4	Starting Tasks			8	20 minutes	
2.1.5	Vehicle Operation and Control Tasks			8	35 minutes	
2.1.6	Post-Drive Tasks			9	20 minutes	
2.1.7	In-Car Progress Assessment			9	10 minutes	
2.1.8	Driving Plan			9	5 minutes	
2.1.9	Classroom Progress Assessment			9	20 minutes	
	Optional Break Period or Additional Instruction Time		5 minutes			

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills		Core Program 32-Hour Program		Multi-Phase 40-Hour Program		Credit Program 56-Hour Program	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>2. Module Two: Driver Preparation.</b>			120 * minutes		180 * minutes		240 * minutes
2.1.1	Pre-Drive Tasks					7	30 minutes
2.1.2	Occupant Protection					7	25 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
2.1.3	Symbols and Devices					8	35 minutes
2.1.4	Starting Tasks					8	20 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
2.1.5	Vehicle Operation and Control Tasks					9	35 minutes
2.1.6	Post-Drive Tasks					9	20 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
2.1.7	In-Car Progress Assessment					10	15 minutes
2.1.8	Driving Plan					10	10 minutes
2.1.9	Classroom Progress Assessment					10	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>2. Module Two: Driver Preparation.</b>			30 / 30 minutes		15 / 15 / 45 minutes		15 / 30 / 45 minutes
2.2.1	Pre-Drive Tasks						
2.2.2	Occupant Protection						
2.2.3	Symbols and Devices	1	15/15 minutes				
2.2.4	Starting Tasks			1	15 / 15 / 45 Minutes	1	15 / 30 / 45 minutes
2.2.5	Vehicle Operation and Control Tasks						
2.2.6	Post-Drive Tasks	2	15/15 minutes				
2.2.7	In-Car Progress Assessment						

- 2. Module Two: Driver Preparation.** The student legally and responsibly performs Driver Preparation reduced-risk driving practices in the Highway Transportation System (HTS) by employing pre-drive tasks, utilizing and requiring passengers to utilize occupant protection and restraint systems, utilizing vehicle symbols and devices, employing starting tasks, performing vehicle operation and control tasks, employing post-drive tasks, utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level, formulating a Driving Plan, and utilizing a classroom progress assessment.

### **2.1. Classroom Instructional Phase.**

- 2.1.1 Pre-Drive Tasks.** The student reduces risk by legally and responsibly employing pre-drive tasks. The student is expected to:
- (A) list and demonstrate pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle; and
  - (B) reduce risk by legally and responsibly employing pre-drive tasks.
- 2.1.2 Occupant Protection.** The student reduces risk by legally and responsibly utilizing and requiring passengers to utilize occupant protection and restraint systems. The student is expected to:
- (A) list the special characteristics of active and passive occupant protection and restraint systems;
  - (B) explain the proper use, operation, and crash survival protection features of each active and passive adult, youth, child, and infant occupant protection and restraint systems;
  - (C) explain the benefits for the driver and passengers of the vehicle to utilize occupant protection and restraint systems;
  - (D) examine the occupant protection usage rates among novice drivers age 15 – 17 as compared to drivers in other age groups;
  - (E) relate how advances in technology require altered techniques for utilizing the vehicle devices and occupant restraint systems;
  - (F) summarize how occupant protection and restraint systems vary from vehicle to vehicle and formulate plans to compensate for variances including utilizing the vehicle owner's manual as a resource;
  - (G) formulate countermeasures to compensate for limitations of active and passive occupant protection and restraint systems; and
  - (H) reduce risk by legally and responsibly utilizing and requiring passengers to utilize occupant protection and restraint systems.
- 2.1.3 Symbols and Devices.** The student reduces risk by legally and responsibly utilizing vehicle symbols and devices. The student is expected to:
- (A) locate and explain the purpose of the vehicle symbols (alert and warning) and vehicle devices (control, information, safety, communication, convenience, and comfort systems);
  - (B) describe the appropriate response to the information provided by the vehicle symbols;
  - (C) summarize how to operate each vehicle device including turning the ignition to the

“on” position to view vehicle symbols;

- (D) describe the relationship and value of vehicle symbols and devices to vehicle maintenance;
- (E) illustrate mirror setting options and describe how appropriate settings reduce glare and mirror blind spots;
- (F) explain how the locations and types of vehicle symbols and devices vary from vehicle to vehicle and formulate plans to compensate for variances including utilizing the vehicle owner’s manual as a resource; and
- (G) reduce risk by legally and responsibly utilizing vehicle symbols and devices.

**2.1.4 Starting Tasks.** The student reduces risk by legally and responsibly performing starting tasks. The student is expected to:

- (A) list and demonstrate starting tasks including engine starting, engine operation, and starting-maintenance procedures;
- (B) define and illustrate vehicle operating space to the front, rear, corners, and sides of the vehicle that are both visible and hidden; and
- (C) reduce risk by legally and responsibly employing starting tasks.

**2.1.5 Vehicle Operation and Control Tasks.** The student reduces risk by legally and responsibly performing vehicle operation and control tasks. The student is expected to:

- (A) list the vehicle operation and control tasks utilized to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park;
- (B) define multi-task performances;
- (C) relate the necessity to utilize multi-task performances to perform vehicle operation and control tasks;
- (D) formulate countermeasures to compensate for multi-task performances limitation including divided attention;
- (E) summarize the importance of countermeasures for multi-task performances limitation including divided attention has on interaction with vulnerable roadway users; and
- (F) reduce risk by legally and responsibly performing vehicle operation and control tasks.

**2.1.6 Post-Drive Tasks.** The student reduces risk by legally and responsibly performing post-drive tasks. The student is expected to:

- (A) list and demonstrate the post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting the vehicle including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing the vehicle procedures; and
- (B) summarize how pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle and post-drive tasks vary from vehicle to vehicle and formulate plans to compensate for variances including utilizing the vehicle owner’s manual as a resource;
- (C) reduce risk by legally and responsibly employing post-drive tasks.

- 2.1.7 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is expected to:
- (A) review baseline and progress assessment tool per 2.2.7 criteria and summarize how the criteria is utilized to evaluate and improve behind-the-wheel skill level;
  - (B) review assessment tool measurement standards and relate scores to behind-the-wheel skill level;
  - (C) formulate plans to complete and utilize assessment tools to evaluate and improve behind-the-wheel skill level during driver education training and through out life; and
  - (D) reduce risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve the behind-the-wheel skill level.

- 2.1.8 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:
- (A) incorporate the Knowledge and Skills of Module Two, Driver Preparation, into the Driving Plan; and
  - (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

- 2.1.9 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:
- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
  - (B) discuss the results of the scored Progress Assessment tool with the instructor; and
  - (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **2.2. In-Car Behind-the-Wheel Instructional Phase.**

- 2.2.1 Pre-Drive Tasks.** The student reduces risk by legally and responsibly performing pre-drive tasks. The student is expected to:
- (A) possess a valid Texas driver license or instruction permit while driving; and
  - (B) perform pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle.
- 2.2.2 Occupant Protection.** The student reduces risk by legally and responsibly utilizing and requiring passengers to utilize occupant protection and restraint systems. The student is expected to:
- (A) adjust the position of the seat and steering wheel and position of the hands on the steering wheel to compensate for vehicle devices and occupant restraint systems technology utilizing the vehicles owner's manual as a guide;
  - (B) utilize occupant protection and restraint systems; and
  - (C) require passengers to utilize occupant protection and restraint systems.

- 2.2.3 Symbols and Devices.** The student reduces risk by legally and responsibly utilizing vehicle symbols and devices. The student is expected to:
- (A) turn ignition to “on” position to view vehicle symbols;
  - (B) locate, identify, and respond appropriately to the vehicle symbols (alert and warning);
  - (C) locate and utilize the vehicle devices (control, information, safety, communication, convenience, and comfort) before and during performing vehicle operation and control tasks; and
  - (D) illustrate mirror setting options and compensate for mirror blind spots.
- 2.2.4 Starting Tasks.** The student reduces risk by legally and responsibly performing starting tasks. The student is expected to:
- (A) perform starting tasks including engine starting, engine operation, and starting-maintenance procedures;
  - (B) perform engine operation and maintenance procedures while operating the vehicle; and
  - (C) describe the vehicle operating space to the front, rear, corners, and sides of the vehicle that is both visible and hidden.
- 2.2.5 Vehicle Operation and Control Tasks.** The student reduces risk by legally and responsibly perform vehicle and controls tasks. The student is expected to:
- (A) perform vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right),
  - (B) perform lateral and turnabout maneuvers, stop, and park at various speeds;
  - (C) utilize multi-task performances while performing vehicle operation and control tasks at various speeds;
  - (D) visualize operating space and check blindspots and mirrors while performing vehicle operation and control tasks;
  - (E) perform an U-turn turnabout maneuver to pull to and from a perpendicular line or curb; and
  - (F) perform a lateral maneuver to pull to and from a perpendicular line or curb.
- 2.2.6 Post-Drive Tasks.** The student reduces risk by legally and responsibly employing post-drive tasks. The student is expected to perform post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting the vehicle including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing vehicle procedures.
- 2.2.7 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is assessed with a Baseline Assessment Tool while demonstrating the ability to:
- (A) perform pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle;
  - (B) utilize occupant protection and correct posture, seating, steering wheel, and hand positions;

- (C) locate, identify, and respond appropriately to vehicle symbols (alert and warning);
- (D) utilize vehicle devices (control, information, safety, communication, convenience, and comfort);
- (E) perform starting tasks including engine starting, engine operation, and starting-maintenance procedures;
- (F) describe vehicle operating space;
- (G) perform vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park at various speeds;
- (H) perform blindspot and mirror checks;
- (I) perform multi-task performances utilizing countermeasure to compensate for divided attention;
- (J) sustain visual attention and communicate while executing vehicle maneuvers;
- (K) utilize a space management system; and
- (L) perform post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing procedures.

### **2.3. In-Car Observation Instructional Phase.**

**2.3.1 Pre-Drive Tasks.** The student reduces risk by legally and responsibly performing pre-drive tasks. The student is expected to:

- (A) observe the student drivers and other drivers utilizing pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle and review the observations with the instructor;
- (B) review the vehicle owner's manual for information on pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle.

**2.3.2 Occupant Protection.** The student reduces risk by legally and responsibly utilizing and requiring passengers to utilize occupant protection and restraint systems. The student is expected to:

- (A) utilize occupant protection and restraint systems;
- (B) review the vehicle owner's manual for information on utilizing occupant protection and restraint systems;
- (C) identify the active and passive occupant protection and restraint systems equipped in the driver education vehicle; and
- (D) observe vehicle occupants and other vehicle occupants utilizing occupant protection and restraint systems and review the observations with the instructor.

**2.3.3 Symbols and Devices.** The student reduces risk by legally and responsibly utilizing vehicle symbols and devices. The student is expected to:

- (A) observe student drivers and other drivers utilizing vehicle symbols and devices and review the observations with the instructor; and
- (B) review the vehicle owner's manual for information on utilizing vehicle symbols and devices.

**2.3.4 Starting Tasks.** The student reduces risk by legally and responsibly performing starting tasks. The student is expected to:

(A) observe the student drivers and other drivers performing starting tasks including engine starting, engine operation, and starting-maintenance procedures and review the observations with the instructor;

(B) review the vehicle owner's manual for information on starting tasks.

**2.3.5 Vehicle Operation and Control Tasks.** The student reduces risk by legally and responsibly performing vehicle operation and control tasks. The student is expected to:

(A) observe the student drivers and other drivers performing vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park at various speeds and review the observations with the instructor; and

(B) observe student drivers and other drivers performing blindspot and mirror checks;

(C) observe student drivers and other drivers performing multi-task performances utilizing countermeasure to compensate for divided attention;

(D) review the vehicle owner's manual for information on operating and controlling the vehicle.

**2.3.6 Post-Drive Tasks.** The student reduces risk by legally and responsibly performing post-drive tasks. The student is expected to:

(A) observe the student drivers and other drivers post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting the vehicle including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing the vehicle procedures; and

(B) review the vehicle owner's manual for information on post-drive tasks.

**2.3.7 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is expected to:

(A) discuss results of behind-the-wheel baseline assessment with instructor and relate scores to behind-the-wheel skill level;

(B) utilize the scored assessment tool to evaluate and improve behind the wheel skill level; and

(C) observe other student drivers while they are administered an assessment.

**2.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**2.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Vehicle Movements

**Module Three: Vehicle Movements.** The student legally and responsibly performs Vehicle Movements reduced-risk driving practices in the Highway Transportation System (HTS) by sustaining visual attention, mental attention, and communication, utilizing reference points, managing vehicle balance, and executing vehicle maneuvers.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills		Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>3. Module Three: Vehicle Movements.</b>			<b>120 *</b> minutes		<b>180 *</b> minutes		<b>240 *</b> minutes
3.1.1	<b>Visual Attention, Mental Attention, and Communication</b>	<b>9</b>	25 minutes				
3.1.2	<b>Reference Points</b>	<b>9</b>	15 minutes				
3.1.3	<b>Vehicle Balance</b>	<b>9</b>	15 minutes				
	Optional Break Period or Additional Instruction Time		10 minutes				
3.1.4	<b>Vehicle Maneuvers</b>	<b>10</b>	35 minutes				
3.1.5	<b>Driving Plan</b>	<b>10</b>	5 minutes				
3.1.6	<b>Classroom Progress Assessment</b>	<b>10</b>	15 minutes				
	Optional Break Period or Additional Instruction Time				5 minutes		
3.1.1	<b>Visual Attention, Mental Attention, and Communication</b>			<b>10</b>	35 minutes		
3.1.2	<b>Reference Points</b>			<b>10</b>	20 minutes		
3.1.3	<b>Vehicle Balance</b>			<b>11</b>	25 minutes		
3.1.4	<b>Vehicle Maneuvers</b>			<b>11</b>	30 minutes		
	Optional Break Period or Additional Instruction Time				10 minutes		
3.1.4	<b>Vehicle Maneuvers</b>			<b>12</b>	30 minutes		
3.1.5	<b>Driving Plan</b>			<b>12</b>	5 minutes		
3.1.6	<b>Classroom Progress Assessment</b>			<b>12</b>	20 minutes		
3.1.1	<b>Visual Attention, Mental Attention, and Communication</b>					<b>11</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
3.1.2	<b>Reference Points</b>					<b>12</b>	25 minutes
3.1.3	<b>Vehicle Balance</b>					<b>13</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
3.1.4	<b>Vehicle Maneuvers</b>					<b>13</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
3.1.4	<b>Vehicle Maneuvers</b>					<b>14</b>	15 minutes
3.1.5	<b>Driving Plan</b>					<b>14</b>	10 minutes
3.1.6	<b>Classroom Progress Assessment</b>					<b>14</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>3. Module Three: Vehicle Movements.</b>			<b>45 / 45 minutes</b>		<b>30 / 30 / 90 minutes</b>		<b>30 / 60 / 90 minutes</b>
<b>3.2.1</b>	<b>Visual Attention, Mental Attention, and Communication</b>	<b>3</b>	15 / 15 minutes	<b>2</b>	15 / 15 / 45 minutes	<b>2</b>	15 / 30 / 45 minutes
<b>3.2.2</b>	<b>Reference Points</b>	<b>4</b>	15 / 15 minutes	<b>3</b>	15 / 15 / 45 minutes	<b>3</b>	15 / 30 / 45 minutes
<b>3.2.3</b>	<b>Vehicle Balance</b>	<b>5</b>	15 / 15 minutes				
<b>3.2.4</b>	<b>Vehicle Maneuvers</b>						

- 3. Module Three: Vehicle Movements.** The student legally and responsibly performs Vehicle Movements reduced-risk driving practices in the Highway Transportation System (HTS) by sustaining visual attention and communication, utilizing reference points, managing vehicle balance and executing vehicle maneuvers.

**3.1 Classroom Instructional Phase.**

**3.1.1 Visual Attention, Mental Attention, and Communication.** The student reduces risk by legally and responsibly sustaining visual attention and communication. The student is expected to:

- (A) describe how to sustain visual attention, mental attention, and communication;
- (B) relate how the sense of sight, hearing, smell, taste, touch, and kinesthesia support visual attention and mental attention;
- (C) illustrate and explain the purpose of the different fields of vision;
- (D) describe how to utilize visual targeting to sustain visual attention and mental attention;
- (E) describe how each field of vision supports visual attention and visual targeting;
- (F) illustrate and define open, closed, and changing vehicle operating space, line of sight, path of travel, lane placement, and following interval;
- (G) summarize how vehicle speed impacts visual attention, mental attention, and communication;
- (H) list the characteristics of traditional and non-traditional roadways and intersections including railroad grade crossings and traffic circles;
- (I) summarize how to use visual attention and mental attention to identify other roadway users including vulnerable roadway users (pedestrian including a runner, physically disabled person, child skater, highway construction and maintenance worker, utility worker, or other worker with legitimate business in or near the roadway or right of way, or stranded motorist or passenger, person on horseback, person operating equipment other than a motor vehicle including, bicycle, motorcycle, horse-driven conveyance, farm equipment, slow moving vehicles, etc.);
- (J) list the characteristics of traditional and non-traditional roadways and intersections including railroad grade crossings and traffic circles;
- (K) relate how visual attention and communication are utilized to manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, communication, and compensating for limitations;
- (L) list communication techniques utilized to alert other roadway users including vulnerable roadway users who may or may not be utilizing visual attention and mental attention;
- (M) list communication techniques utilized by other roadway users including vulnerable roadway users to obtain a driver's visual attention and mental attention; and
- (N) reduce risk by legally and responsibly sustaining visual attention, mental attention, and communication.

**3.1.2 Reference Points.** The student reduces risk by legally and responsibly utilizing reference points. The student is expected to:

- (A) define and illustrate reference points;
- (B) describe how reference points are utilized to position the front, sides, corners, and

rear of the vehicle within given distances of a fixed location;

(C) demonstrate how reference points are utilized to perform vehicle maneuvers and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication; and

(D) reduce risk by legally and responsibly utilizing reference points.

**3.1.3 Vehicle Balance.** The student reduces risk by legally and responsibly managing vehicle balance. The student is expected to:

(A) define and explain the necessity for vehicle balance;

(B) summarize how vehicle speed impacts vehicle balance;

(C) explain how performing vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, left), move forward, back, and stop manages vehicle balance;

(D) describe how performing vehicle operation and control tasks may result in an imbalance situation;

(E) describe how the position of the seat, driver's posture, seating position, and safety belt usage affect the ability to manage vehicle balance;

(F) describe how vehicle imbalance in traction loss, roll, pitch, and yaw situations change the vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication and formulate plans to compensate;

(G) examine and formulate plans to avoid or compensate for variances in roadway grade and shoulder conditions that impact vehicle maneuvers and vehicle balance;

(H) summarize how vehicle balance varies from vehicle to vehicle and formulate plans to compensate for variances including utilizing the vehicle owner's manual as a resource; and

(I) reduce risk by legally and responsibly managing vehicle balance.

**3.1.4 Vehicle Maneuvers.** The student reduces risk by legally and responsibly executing vehicle maneuvers. The student is expected to:

(A) provide examples of vehicle maneuvers;

(B) relate that executing vehicle maneuvers requires sustaining visual attention and communication while performing a series of vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park;

(C) summarize why multi-task performances are more complex when executing vehicle maneuvers;

(D) summarize how vehicle maneuvers are utilized to sustain visual attention and communication to other roadway users including vulnerable roadway users;

(E) demonstrate how vehicle maneuvers are utilized to establish and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication;

(F) reduce risk by legally and responsibly executing vehicle maneuvers.

- 3.1.5 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:
- (A) incorporate the Knowledge and Skills of Module Three, Vehicle Movements, into the Driving Plan; and
  - (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.
- 3.1.6 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:
- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
  - (B) discuss the results of the scored Progress Assessment tool with the instructor; and
  - (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

### **3.2 In-Car Behind-the-Wheel Instructional Phase.**

- 3.2.1 Visual Attention and Communication.** The student reduces risk by legally and responsibly sustaining visual attention and communication. The student is expected to:
- (A) sustain visual attention while performing targeting to the front, rear, corners, and sides of the vehicle;
  - (B) respond appropriately to hidden spaces and limitations including open, closed, and changing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on the roadway and at intersections;
  - (C) utilize the senses and vision fields to support visual attention and visual targeting;
  - (D) utilize each lane placement option while operating the vehicle at various speeds;
  - (E) utilize communication techniques to alert and communicate to other roadway users including vulnerable roadway users;
  - (F) traverse traditional and non-traditional roadways including railroad grade crossings and traffic circles and intersections accepting or yielding the right-of-way based on law, consequences, and conditions without affecting the flow of traffic; and
  - (G) perform turns (left and right) to change the path of travel at traditional and non-traditional intersections without affecting the flow of traffic.
- 3.2.2 Reference Points.** The student reduces risk by legally and responsibly utilizing vehicle operation and control tasks and reference points to execute vehicle maneuvers. The student is expected to:
- (A) position the front, sides, corners, and rear of the vehicle forward, lateral, left, right, and back within given distances of a fixed location utilizing reference points and vehicle maneuvers; and
  - (B) utilize reference points to establish and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at intersections.

**3.2.3 Vehicle Balance.** The student reduces risk by legally and responsibly managing vehicle balance. The student is expected to:

- (A) manage vehicle balance while performing vehicle maneuvers on roadways and at intersections; and
- (B) manage vehicle balance while maneuvering the vehicle into and out of angle and perpendicular parking space utilizing reference points and vehicle maneuvers.

**3.2.4 Vehicle Maneuvers.** The student reduces risk by legally and responsibly executing vehicle maneuvers. The student is expected to:

- (A) utilize visual targeting to sustain visual attention when performing vehicle maneuvers;
- (B) utilize vehicle maneuvers to establish and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at intersections;
- (C) execute multi-task performances when performing vehicle maneuvers;
- (D) utilize vehicle maneuvers to avoid risk and communicate to other roadway users including vulnerable roadway users;
- (E) perform lateral maneuvers procedures to enter and exit the roadway from a curb line or side of the roadway and change lanes without affecting the traffic flow; and
- (F) change the path of travel by utilizing 2-point, 3-point, Y-point, and U-turn turnabout maneuvers.

### **3.3. In-Car Observation Instructional Phase.**

**3.3.1 Visual Attention and Communication.** The student reduces risk by legally and responsibly sustaining visual attention and communication. The student is expected to:

- (A) observe student drivers and other roadway users including vulnerable roadway users sustaining visual attention and communication and review the observations with the instructor;
- (B) practice performing visual targeting to sustain visual attention;
- (C) describe situations where the senses and vision fields supported visual attention; and
- (D) identify situations where vehicle speed impacted visual attention and communications.

**3.3.2 Reference Points.** The student reduces risk by legally and responsibly utilizing reference points. The student is expected to observe the student drivers and other roadway users including vulnerable roadway users utilizing reference points and review the observations with the instructor.

**3.3.3 Vehicle Balance.** The student reduces risk by legally and responsibly managing vehicle balance. The student is expected to:

- (A) observe the student drivers and other roadway users including vulnerable roadway users manage vehicle balance and review the observations with the instructor;
- (B) review the vehicle owner's manual for information on vehicle balance;
- (C) discuss how roadway grade and shoulder conditions impacts vehicle maneuvers and vehicle balance; and

- (D) search for situations where the vehicle maneuvers of other roadway users including vulnerable roadway users force surrounding roadway users to perform vehicle maneuvers that result in vehicle imbalance and describe to the instructor.

**3.3.4 Vehicle Maneuvers.** The student reduces risk by legally and responsibly executing vehicle maneuvers. The student is expected to:

- (A) observe the student drivers and other roadway users including vulnerable roadway users performing vehicle maneuvers and review the observations with the instructor; and
- (B) observe the student drivers and other roadway users including vulnerable roadway users utilizing multi-task performances and review the observations with the instructor.

**3.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**3.5 Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Driver Readiness

**Module Four: Driver Readiness.** The student legally and responsibly performs Driver Readiness reduced-risk driving practices in the Highway Transportation System (HTS) by employing legal and responsible driving practices and limiting and managing fatigue and aggressive driving.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length

4. Module Four: Driver Readiness.			120 * minutes		180 * minutes		240 * minutes
4.1.1	Driving Practices	11	30 minutes				
4.1.2	Fatigue	11	25 minutes				
	Optional Break Period or Additional Instruction Time		10 minutes				
4.1.3	Aggressive Driving	12	35 minutes				
4.1.4	Driving Plan	12	5 minutes				
4.1.5	Classroom Progress Assessment	12	15 minutes				

4.1.1	Driving Practices			13	55 minutes		
	Optional Break Period or Additional Instruction Time				10 minutes		
4.1.2	Fatigue			14	40 minutes		
4.1.3	Aggressive Driving			14	15 minutes		
4.1.3	Aggressive Driving			15	30 minutes		
4.1.4	Driving Plan			15	5 minutes		
4.1.5	Classroom Progress Assessment			15	20 minutes		
	Optional Break Period or Additional Instruction Time			15	5 minutes		

4.1.1	Driving Practices					15	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
4.1.1	Driving Practices					16	15 minutes
4.1.2	Fatigue					16	40 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
4.1.3	Aggressive Driving					17	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
4.1.3	Aggressive Driving					18	15 minutes
4.1.4	Driving Plan					18	10 minutes
4.1.5	Classroom Progress Assessment					18	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours BTW 7 Hours Observation		4 Hours BTW 4 Hours Observation 12 Hours Simulation		4 Hours BTW 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>4. Module Four: Driver Readiness</b>			<b>30 / 30 minutes</b>		<b>15 / 15 / 45 minutes</b>		<b>15 / 30 / 45 minutes</b>
4.2.1	Driving Practices	6	15 / 15 minutes	4	15 / 15 / 45 minutes	4	15 / 30 / 45 minutes
4.2.2	Fatigue						
4.2.3	Aggressive Driving						

4. **Module Four: Driver Readiness.** The student legally and responsibly performs Driver Readiness reduced-risk driving practices in the Highway Transportation System (HTS) by employing legal and responsible driving practices and limiting and managing fatigue and aggressive driving.

**4.1. Classroom Instructional Phase.**

- 4.1.1 Driving Practices.** The student reduces risk by legally and responsibly employing driving practices. The student is expected to:

- (A) recognize that legal and responsible reduced-risk driving practices in the HTS is the implementation of knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction;
- (B) compare the legal and responsible driving practices of mentally, emotionally, and physically prepared roadway users including vulnerable roadway users to the driving practices of users who are not mentally, emotionally, and physically prepared;
- (C) list ways to identify and compensate for roadway users including vulnerable roadway users including drivers who are not mentally, emotionally, and physically prepared;
- (D) define and illustrate need for and the process of route planning;
- (E) relate how traffic flow and traffic volume impacts route planning; and
- (F) define and explain the benefits of performing commentary driving techniques to improving reduced-risk driving practices of novice and experienced drivers;
- (G) practice performing commentary driving techniques in simulated situations; and
- (H) reduce risk by legally and responsibly employing driving practices.

- 4.1.2 Fatigue.** The student reduces risk by legally and responsibly employing driving practices to avoid and manage fatigued driving and drivers. The student is expected to:

- (A) define and explain the causes and symptoms of fatigue;
- (B) explain the dangers of fatigue in relation to reduced-risk driving practices;
- (C) formulate countermeasures to avoid fatigue especially in application to the driving practices; and
- (D) reduce risk by legally and responsibly employing driving practices to avoid fatigued driving and drivers.

- 4.1.3 Aggressive Driving.** The student reduces risk by legally and responsibly employing driving practices to avoid aggressive driving and drivers. The student is expected to:

- (A) list the dangers of aggressive driving;
- (B) identify the characteristics of an aggressive driver;
- (C) list common errors made by aggressive drivers;
- (D) formulate countermeasures to avoid becoming and respond to aggressive drivers; and
- (E) reduce risk by legally and responsibly employing driving practices to avoid aggressive driving and drivers.

- 4.1.4 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Four, Driver Readiness, into the Driving Plan; and
- (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

**4.1.5 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:

- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
- (B) discuss the results of the scored Progress Assessment tool with the instructor; and
- (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

#### **4.2. In-Car Behind-the-Wheel Instructional Phase.**

**4.2.1 Driving Practices.** The student reduces risk by legally and responsibly employing driving practices. The student is expected to:

- (A) demonstrate legal and responsible reduced-risk driving practices in the HTS utilizing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at intersections with various traffic flow and traffic volume levels;
- (B) perform lateral vehicle maneuvers to change lanes on roadways with various traffic flow and traffic volume levels; and
- (C) identify and compensate for drivers and other roadway users including vulnerable roadway users who may or may not be mentally, emotionally, and physically prepared.

**4.2.2 Fatigue.** The student reduces risk by legally and responsibly employing driving practices to avoid fatigued driving and drivers. The student is expected to:

- (A) demonstrate legal and responsible reduced-risk driving practices in the HTS utilizing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and manage fatigue on roadways and at intersections including traffic circles with various traffic flow and traffic volume levels;
- (B) identify and compensate for fatigued roadway users including vulnerable roadway users ; and
- (C) execute multi-task performances on roadways and at intersections with various traffic flow and traffic volume levels.

**4.2.3 Aggressive Driving.** The student reduces risk by legally and responsibly employing driving practices to avoid aggressive driving and drivers. The student is expected to:

- (A) demonstrate legal and responsible reduced-risk driving practices in the HTS utilizing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and manage aggressive driving on roadways and at intersections with various traffic flow and traffic volume levels;
- (B) identify and compensate for aggressive roadway users including vulnerable roadway users; and
- (C) execute multi-task performances on roadways and at intersections with various traffic flow and traffic volume levels.

### **4.3. In-Car Observation Instructional Phase.**

**4.3.1 Driving Practices.** The student reduces risk by legally and responsibly employing driving practices. The student is expected to:

- (A) identify the student drivers and other roadway users including vulnerable roadway users utilizing legal and responsible reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction;
- (B) identify the student drivers and other roadway users including vulnerable roadway users managing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at intersections with various traffic flow and traffic volume levels and relate observations to the instructor;
- (C) observe the student drivers and other roadway users including vulnerable roadway users perform lateral vehicle maneuver procedures to change lanes and relate observations to the instructor; and
- (D) identify drivers and other roadway users including vulnerable roadway users who may or may not be mentally, emotionally, and physically prepared and relate observations to the instructor.

**4.3.2 Fatigue.** The student reduces risk by legally and responsibly employing driving practices to avoid fatigued driving and drivers. The student is expected to:

- (A) identify possible fatigued roadway users including vulnerable roadway users and relate observations to the instructor; and
- (B) observe the student drivers and other roadway users including vulnerable roadway users execute multi-task performances and relate observations to the instructor.

**4.3.3 Aggressive Driving.** The student reduces risk by legally and responsibly employing driving practices to avoid aggressive driving and drivers. The student is expected to:

- (A) identify aggressive driving events and relate observations to the instructor; and
- (B) observe the student drivers and other roadway users including vulnerable roadway users execute multi-task performances and relate observations to the instructor.

**4.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**4.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Risk Reduction (Management)

**Module Five: Risk Reduction (Management).** The student legally and responsibly performs Risk Reduction reduced-risk driving practices in the Highway Transportation System by analyzing, predicting, and minimizing risk factors and employing a space management system.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>5. Module Five: Risk Reduction (Management).</b>		<b>120 *</b> minutes		<b>180 *</b> minutes		<b>240 *</b> minutes

<b>5.1.1</b>	<b>Risk Factors</b>	<b>13</b>	35 minutes		
<b>5.1.2</b>	<b>Space Management</b>	<b>13</b>	20 minutes		
	Optional Break Period or Additional Instruction Time		10 minutes		
<b>5.1.2</b>	<b>Space Management</b>	<b>14</b>	25 minutes		
<b>5.1.3</b>	<b>In-Car Progress Assessment</b>	<b>14</b>	10 minutes		
<b>5.1.4</b>	<b>Driving Plan</b>	<b>14</b>	5 minutes		
<b>5.1.5</b>	<b>Classroom Progress Assessment</b>	<b>14</b>	15 minutes		

	Optional Break Period or Additional Instruction Time				5 minutes
<b>5.1.1</b>	<b>Risk Factors</b>			<b>16</b>	40 minutes
<b>5.1.2</b>	<b>Space Management</b>			<b>16</b>	15 minutes
<b>5.1.2</b>	<b>Space Management</b>			<b>17</b>	55 minutes
	Optional Break Period or Additional Instruction Time				10 minutes
<b>5.1.2</b>	<b>Space Management</b>			<b>18</b>	15 minutes
<b>5.1.3</b>	<b>In-Car Progress Assessment</b>			<b>18</b>	15 minutes
<b>5.1.4</b>	<b>Driving Plan</b>			<b>18</b>	5 minutes
<b>5.1.5</b>	<b>Classroom Progress Assessment</b>			<b>18</b>	20 minutes

<b>5.1.1</b>	<b>Risk Factors</b>				<b>19</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>5.1.2</b>	<b>Space Management</b>				<b>20</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>5.1.2</b>	<b>Space Management</b>				<b>21</b>	30 minutes
<b>5.1.3</b>	<b>In-Car Progress Assessment</b>				<b>21</b>	25 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>5.1.3</b>	<b>In-Car Progress Assessment</b>				<b>22</b>	15 minutes
<b>5.1.4</b>	<b>Driving Plan</b>				<b>22</b>	10 minutes
<b>5.1.5</b>	<b>Classroom Progress Assessment</b>				<b>22</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>5. Module Five: Risk Reduction (Management).</b>			<b>45/45 minutes</b>		<b>30 / 30 / 90 minutes</b>		<b>30 / 60 / 90 minutes</b>
<b>5.2.1</b>	<b>Risk Factors</b>	<b>8</b>	15 / 15 minutes	<b>5</b>	15 / 15 / 45 minutes	<b>5</b>	15 / 30 / 45 minutes
<b>5.2.2</b>	<b>Space Management</b>						
<b>5.2.3</b>	<b>In-Car Progress Assessment</b>	<b>10</b>	15 / 15 minutes	<b>6</b>	15 / 15 / 45 minutes	<b>6</b>	15 / 30 / 45 minutes

- 5. Module Five: Risk Reduction (Management).** The student legally and responsibly performs Risk Reduction (Management) reduced-risk driving practices in the Highway Transportation System by analyzing, predicting, and minimizing risk factors and employing a space management system.

**5.1. Classroom Instructional Phase.**

- 5.1.1 Risk Factors.** The student reduces risk by legally and responsibly analyzing, predicting, and minimizing risk factors. The student is expected to:

- (A) recognize that participation in the HTS involves constant risk that must be predicted, analyzed, and minimized including the effect a driver's actions have on vulnerable roadway users; ;
- (B) describe the benefits of predicting, analyzing, and minimizing both potential and immediate risk factors;
- (C) summarize how to predict and analyze potential and immediate risk by categorizing risk factors into controlled, low, moderate, and complex risk;
- (D) examine and compare how risk is processed differently by novice and experienced driver;
- (E) relate how risk factors are predicted, analyzed, and minimized by employing Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction reduced-risk driving practices;
- (F) describe how risk-taking diminishes reduced-risk driving practices;
- (G) provide examples of how reduced-risk driving practices respond to potential and immediate risk in controlled, low, moderate, and complex risk environments;
- (H) examine the consequences when the driver's perceived risk is different from actual risk and formulate plans to accurately recognize risk;
- (I) explain how multi-task performances and distractions complicate predicting, analyzing and minimizing risk factors;
- (J) describe ways to reduce the risk factors related to multi-task performances;
- (K) identify risk factors and the top five contributing factors to crashes and fatalities in Texas by examining the motor vehicle crash and fatality statistics as reported by the appropriate state agency;
- (L) compare the traffic crash and fatality rates of drivers in various age groups to the rates of novice drivers ages 15 – 17;
- (M) explain why novice drivers are over-represented in crashes, injuries, and fatalities including those involving speed, alcohol and other drugs, single vehicles, and off-road control loss crashes; and
- (N) reduce risk by legally and responsibly predicting, analyzing, and minimizing risk factors.

- 5.1.2 Space Management.** The student reduces risk by legally and responsibly employing a space management system, such as Search, Evaluate, Execute in Texas (SEE iT) to predict, analyze and minimize risk. The student is expected to:

- (A) define space management process;
- (B) summarize how to predict, analyze, and minimize risk factors by utilizing a space management system, such as "SEE iT—Search, Evaluate, and Execute in Texas;"

- (C) explain how to employ a space management system such as "SEE iT—Search, Evaluate, and Execute in Texas" while establishing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication;
- (D) employ a space management system, such as Search, Evaluate, Execute in Texas (SEE iT) to predict, analyze, and minimize risk;
- (E) employ a space management system to safely interact with other roadway users including vulnerable roadway users; and
- (F) reduce risk by legally and responsibly employing a space management system, such as Search, Evaluate, Execute in Texas (SEE iT) to predict, analyze, and minimize risk.

**5.1.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is expected to:

- (A) review baseline and progress assessment tool per 5.2.3 criteria and summarize how the criteria is utilized to evaluate and improve behind-the-wheel skill level;
- (B) review assessment tool measurement standards and relate scores to behind-the-wheel skill level;
- (C) review the plans to formulate in 2.1.1 to complete and utilize assessment tools to evaluate and improve behind-the-wheel skill level during driver education training and through out life; and
- (D) reduce risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve the behind-the-wheel skill level.

**5.1.4 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Five, Risk Reduction, into the Driving Plan; and
- (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

**5.1.5 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:

- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
- (B) discuss the results of the scored Progress Assessment tool with the instructor; and
- (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## 5.2. In-Car Behind-the-Wheel Instructional Phase.

**5.2.1 Risk Factors.** The student reduces risk by legally and responsibly predicting, analyzing, and minimizing risk factors. The student is expected to:

- (A) predict, analyze, and minimize risk factors while utilizing multi-task performances and reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction in various traffic flow and traffic volume levels while performing commentary driving techniques; and
- (B) accept or give right of way while performing commentary driving techniques at controlled intersections, uncontrolled intersections, intersecting roads with lesser or greater number of lanes, intersecting roads with different pavement surfaces, T-intersections, controlled-access roads, railroad grade crossings, turns (left and right), and entering a public road from a private road.

**5.2.2 Space Management.** The student reduces risk by legally and responsibly employing a space management system, such as *Search, Evaluate, Execute in Texas (SEE iT)* to predict, analyze and minimize risk. The student is expected to:

- (A) employ a space management system while utilizing multi-task performances and reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction in various traffic flow and traffic volume levels while performing commentary driving techniques; and
- (B) utilize a space management system while performing vehicle maneuvers to establish vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication.

**5.2.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is assessed with a Baseline Assessment Tool while demonstrating the ability to:

- (A) perform pre-drive tasks including pre-start and pre-drive maintenance procedures prior to and after entering the vehicle;
- (B) utilize occupant protection and correct posture, seating, steering wheel, and hand positions;
- (C) locate, identify, and respond appropriately to vehicle symbols (alert and warning);
- (D) utilize vehicle devices (control, information, safety, communication, convenience, and comfort);
- (E) perform starting tasks including engine starting, engine operation, and starting-maintenance procedures;
- (F) describe vehicle operating space;
- (G) perform vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park at various speeds;

- (H) perform blindspot and mirror checks;
- (I) execute multi-task performances utilizing countermeasures to compensate for divided attention;
- (J) sustain visual attention and communication while executing vehicle maneuvers;
- (K) utilize a space management system; and
- (L) perform post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing procedures.

### 5.3 In-Car Observation Instructional Phase.

**5.3.1 Risk Factors.** The student reduces risk by legally and responsibly predicting, analyzing, and minimizing risk factors. The student is expected to:

- (A) observe the student driver and other roadway users including vulnerable roadway users predict, analyze, and minimize risk factors while utilizing multi-task performances and reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction in various traffic flow and traffic volume levels and discuss observations with the instructor;
- (B) perform commentary driving techniques as others operate the vehicle; and
- (C) observe the student driver and other roadway users including vulnerable roadway users accept or give right of way and discuss observations with the instructor.

**5.3.2 Space Management.** The student reduces risk by legally and responsibly employing a space management system, such as *Search, Evaluate, Execute in Texas (SEE iT)* to predict, analyze and minimize risk. The student is expected to:

- (A) observe the student driver and other roadway users including vulnerable roadway users utilize a space management system while utilizing multi-task performances and reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction in various traffic flow and traffic volume levels while performing commentary driving techniques and discuss observations with the instructor; and
- (B) observe the student driver and other roadway users including vulnerable roadway users utilize a space management system while performing vehicle maneuvers to establish vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication and discuss observations with the instructor.

**5.3.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate skill level and measure progress (mastery equals 70% or above). The student is assessed while demonstrating the ability to:

- (A) review the assessment tool criteria and measurement standards;
- (B) observe other student drivers while they are administered an assessment;
- (C) discuss results of the assessment with instructor and relate scores to behind-the-wheel skill level; and
- (D) utilize the scored assessment tool to evaluate and improve behind the wheel skill level.

**5.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**5.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Environmental Factors

**Module Six: Environmental Factors.** The student legally and responsibly performs Environmental Factors reduced-risk driving practices in the Highway Transportation System (HTS) by identifying and analyzing driving environments and minimizing environmental risk.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>6. Module Six: Environmental Factors.</b>		120 * minutes		180 * minutes		240 * minutes

<b>6.1.1</b>	<b>Environmental Characteristics</b>	<b>15</b>	55 minutes		
	Optional Break Period or Additional Instruction Time		10 minutes		
<b>6.1.2</b>	<b>Environmental Risk Factors</b>	<b>16</b>	35 minutes		
<b>6.1.3</b>	<b>Driving Plan</b>	<b>16</b>	5 minutes		
<b>6.1.4</b>	<b>Classroom Progress Assessment</b>	<b>16</b>	15 minutes		

<b>6.1.1</b>	<b>Environmental Characteristics</b>			<b>19</b>	55 minutes	
	Optional Break Period or Additional Instruction Time				10 minutes	
<b>6.1.1</b>	<b>Environmental Characteristics</b>			<b>20</b>	20 minutes	
<b>6.1.2</b>	<b>Environmental Risk Factors</b>			<b>20</b>	35 minutes	
<b>6.1.2</b>	<b>Environmental Risk Factors</b>			<b>21</b>	30 minutes	
<b>6.1.3</b>	<b>Driving Plan</b>			<b>21</b>	5 minutes	
<b>6.1.4</b>	<b>Classroom Progress Assessment</b>			<b>21</b>	20 minutes	
	Optional Break Period or Additional Instruction Time				5 minutes	

<b>6.1.1</b>	<b>Environmental Characteristics</b>				<b>23</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>6.1.1</b>	<b>Environment Characteristics</b>				<b>24</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>6.1.2</b>	<b>Environmental Risk Factors</b>				<b>25</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>6.1.2</b>	<b>Environmental Risk Factors</b>				<b>26</b>	15 minutes
<b>6.1.3</b>	<b>Driving Plan</b>				<b>26</b>	10 minutes
<b>6.1.4</b>	<b>Classroom Progress Assessment</b>				<b>26</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation			
		Recommended		Recommended		Recommended			
		Lesson	Length	Lesson	Length	Lesson	Length		
<b>6. Module Six: Environmental Factors.</b>			<b>75 / 75 minutes</b>		<b>45 / 45 / 135 minutes</b>		<b>45 / 90 / 135 minutes</b>		
<b>6.2.1</b>	<b>Environmental Characteristics</b>	<b>11</b>	15 / 15 minutes	<b>7</b>	15 / 15 / 45 minutes	<b>7</b>	15 / 30 / 45 minutes		
		<b>12</b>	15 / 15 minutes		<b>8</b>		15 / 15 / 45 minutes	<b>8</b>	15 / 30 / 45 minutes
<b>6.2.2</b>	<b>Environmental Risk Factors</b>	<b>13</b>	15 / 15 minutes	<b>9</b>		15 / 15 / 45 minutes	<b>9</b>		15 / 30 / 45 minutes
		<b>14</b>	15 / 15 minutes		<b>9</b>	15 / 15 / 45 minutes		<b>9</b>	15 / 30 / 45 minutes
		<b>15</b>	15 / 15 minutes						

**6. Module Six: Environmental Factors.** The student legally and responsibly performs Environmental Factors reduced-risk driving practices in the Highway Transportation System (HTS) by identifying and analyzing driving environments and minimizing environmental risk.

**6.1 Classroom Instructional Phase.**

**6.1.1 Environmental Characteristics.** The student reduces risk by legally and responsibly identifying and analyzing driving environments. The student is expected to:

- (A) list the types of driving environments in the highway transportation system;
- (B) describe the characteristics, speed limits, and right of way situations inherent to each driving environment;
- (C) describe the type and characteristics of traditional and non-traditional intersections and roadways including railroad grade crossings and traffic circles inherent to each driving environment;
- (D) list how each driving environment supports or diminishes vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication;
- (E) describe the traffic flow and traffic volume, types of motorized and non-motorized roadway users including vulnerable roadway users potential risk factors including distractions, and survival features inherent to each driving environment;
- (F) formulate a plan to employ reduced-risk driving practices to identify and analyze driving environments; and
- (G) reduce risk by legally and responsibly identifying and analyzing driving environments.

**6.1.2 Environmental Risk Factors.** The student reduces risk by legally and responsibly minimizing environmental risk factors. The student is expected to:

- (A) recognize that potential or immediate risk in each driving environment fluctuates among levels of controlled, low, moderate, and complex risk environments;
- (B) describe how to identify, analyze, and minimize risk in controlled, low, moderate, and complex risk environments utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction;
- (C) compare the similarities and differences in employing reduced-risk driving practices when presented with potential verses immediate risk; and
- (D) reduce risk by legally and responsibly minimizing environmental risk factors.

**6.1.3 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Six, Environmental Factors, into the Driving Plan; and
- (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

- 6.1.4 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:
- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
  - (B) discuss the results of the scored Progress Assessment tool with the instructor; and
  - (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **6.2 In-Car Behind-the-Wheel Instructional Phase.**

- 6.2.1 Environmental Characteristics.** The student reduces risk by legally and responsibly identifying and analyzing driving environments. The student is expected to:
- (A) practice utilizing a space management system and identifying and analyzing environmental characteristics by utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction while performing commentary driving techniques in different driving environments;
  - (B) perform speed and position changes in response to traffic flow and traffic volume in different driving environments;
  - (C) traverse traditional and non-traditional intersections including railroad grade crossings in different driving environments;
  - (D) identify motorized and non-motorized roadway users including vulnerable roadway users, trucks, motorcycles, pedestrians, and bicycles while performing commentary driving in different driving environments; and
  - (E) accept or yield right-of-way in different driving environments based on law, consequences, and conditions.

- 6.2.2 Environmental Risk Factors.** The student reduces risk by legally and responsibly minimizing environmental risk factors. The student is expected to:
- (A) describe potential and immediate risk in different driving environments utilizing commentary driving;
  - (B) identify, analyze, and minimize environmental risk in different driving environments by utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction;
  - (C) execute multi-task performances in different driving environments; and
  - (D) perform driving maneuvers including turns (left and right), lateral maneuvers, turnabouts, and parking in different driving environments while identifying, analyzing, and minimizing risk by utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction.

### 6.3 In-Car Observation Instructional Phase.

**6.3.1 Environmental Characteristics.** The student reduces risk by legally and responsibly identifying and analyzing driving environments. The student is expected to:

- (A) observe student drivers and other roadway users including vulnerable roadway users practice utilizing a space management system by utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and discuss observations with the instructor;
- (B) observe student drivers and other roadway users including vulnerable roadway users perform speed and position changes in response to traffic flow and traffic volume in different driving environments and discuss observations with the instructor;
- (C) observe student drivers and other roadway users including vulnerable roadway users traverse traditional and non-traditional intersections including railroad grade crossings in different driving environments and discuss observations with the instructor;
- (D) identify motorized and non-motorized roadway users including vulnerable roadway users, trucks, motorcycles, pedestrians, and bicycles in different driving environments while performing commentary driving; and
- (E) observe student drivers and other roadway users including vulnerable roadway users accept or yield right-of-way in different driving environments based on law, consequences, and conditions and discuss observations with the instructor.

**6.3.2 Environmental Risk Factors.** The student reduces risk by legally and responsibly minimizing environmental risk factors. The student is expected to:

- (A) observe student drivers and other roadway users including vulnerable roadway users describe potential and immediate risk in different driving environments while performing commentary driving techniques and discuss observations with the instructor;
- (B) observe student drivers and other roadway users including vulnerable roadway users identify, analyze, and minimize environmental risk in different driving environments by utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and discuss observations with the instructor;
- (C) observe student drivers and other roadway users including vulnerable roadway users execute multi-task performances in different driving environments and discuss observations with the instructor; and
- (D) observe student drivers and other roadway users including vulnerable roadway users perform driving maneuvers including turns (left and right), lateral maneuvers, turnabouts, and parking in different driving environments while identifying, analyzing, and minimizing risk by utilizing reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and discuss observations with the instructor.

**6.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**6.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Distractions

**Module Seven: Distractions.** The student legally and responsibly performs Distractions reduced-risk driving practices in the Highway Transportation System (HTS) by limiting and managing distractions and multi-task performances.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>7. Module Seven: Distractions.</b>		<b>120 *</b> minutes		<b>180 *</b> minutes		<b>240 *</b> minutes

<b>7.1.1</b>	<b>Distractions</b>	<b>17</b>	35 minutes		
<b>7.1.2</b>	<b>Multi-task Performances</b>	<b>17</b>	20 minutes		
	Optional Break Period or Additional Instruction Time		10 minutes		
<b>7.1.2</b>	<b>Multi-task Performances</b>	<b>18</b>	25 minutes		
<b>7.1.3</b>	<b>In-Car Progress Assessment</b>	<b>18</b>	10 minutes		
<b>7.1.4</b>	<b>Driving Plan</b>	<b>18</b>	5 minutes		
<b>7.1.5</b>	<b>Classroom Progress Assessment</b>	<b>18</b>	15 minutes		

	Optional Break Period or Additional Instruction Time			5 minutes	
<b>7.1.1</b>	<b>Distractions</b>		<b>22</b>	55 minutes	
<b>7.1.2</b>	<b>Multi-task Performances</b>		<b>23</b>	30 minutes	
<b>7.1.2</b>	<b>Multi-task Performances</b>		<b>23</b>	25 minutes	
	Optional Break Period or Additional Instruction Time			10 minutes	
<b>7.1.3</b>	<b>In-Car Progress Assessment</b>		<b>24</b>	30 minutes	
<b>7.1.4</b>	<b>Driving Plan</b>		<b>24</b>	5 minutes	
<b>7.1.5</b>	<b>Classroom Progress Assessment</b>		<b>24</b>	20 minutes	

<b>7.1.1</b>	<b>Distractions</b>				<b>27</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>7.1.1</b>	<b>Distractions</b>				<b>28</b>	25 minutes
<b>7.1.2</b>	<b>Multi-task Performances</b>				<b>28</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>7.1.2</b>	<b>Multi-task Performances</b>				<b>29</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>7.1.3</b>	<b>In-Car Progress Assessment</b>				<b>30</b>	15 minutes
<b>7.1.4</b>	<b>Driving Plan</b>				<b>30</b>	10 minutes
<b>7.1.5</b>	<b>Classroom Progress Assessment</b>				<b>30</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>7. Module Seven: Distractions.</b>			<b>75 / 75 minutes</b>		<b>30 / 30 / 90 minutes</b>		<b>30 / 60 / 90 minutes</b>
<b>7.2.1</b>	<b>Distractions</b>	<b>16</b>	15 / 15 minutes	<b>10</b>	15 / 15 / 45 minutes	<b>10</b>	15 / 30 / 45 minutes
		<b>17</b>	15 / 15 minutes				
<b>7.2.2</b>	<b>Multi-task Performances</b>	<b>18</b>	15 / 15 minutes	<b>11</b>	15 / 15 / 45 minutes	<b>11</b>	15 / 30 / 45 minutes
		<b>19</b>	15 / 15 minutes				
<b>7.2.3</b>	<b>Assessment</b>	<b>20</b>	15 / 15 minutes				

7. **Module Seven: Distractions.** The student legally and responsibly performs Distractions reduced-risk driving practices in the Highway Transportation System (HTS) by limiting and managing distractions and multi-task performances.

**7.1 Classroom Instructional Phase.**

**7.1.1 Distractions.** The student reduces risk by legally and responsibly limiting and managing distractions. The student is expected to:

- (A) provide examples of distractions for drivers (novice and experienced) and other roadway users including vulnerable roadway users;
- (B) describe the effect of using a wireless communication device including text messaging or engaging in other actions that may distract a driver on the safe or effective operation of a motor vehicle;
- (C) relate how distractions impact the application of reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction in controlled, low, moderate, and complex risk driving environments;
- (D) describe how distractions are reduced by managing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication;
- (E) review how distractions are reduced when novice drivers limit passengers, avoid complex risk driving situations such as night driving and driving environments with complex risk;
- (F) formulate countermeasures to limit and manage distractions in driving environments with controlled, low, moderate, and complex risk;
- (G) recognize and compensate for distracted roadway users including vulnerable roadway users in driving environments with controlled, low, moderate, and complex risk; and
- (H) reduce risk by legally and responsibly limiting and managing distractions.

**7.1.2 Multi-task Performances.** The student reduces risk by legally and responsibly managing multi-task performances. The student is expected to:

- (A) review the multi-task performances necessary to perform the vehicle operation and control procedures for each vehicle movement;
- (B) explain how and why multi-task performances distracts drivers and other roadway users including vulnerable roadway users by dividing attention;
- (C) illustrate how inappropriate management of multi-task performances and distractions causes the type of crash encountered by novice drivers as reported by the Texas Department of Transportation, including single vehicle crashes;
- (D) demonstrate lateral maneuver procedures to re-establish lane position for off-roadway recovery;
- (E) formulate countermeasures to limit and manage multi-task performances; and
- (F) reduce risk by legally and responsibly managing multi-task performances.

- 7.1.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is expected to:
- (A) review baseline and progress assessment tool per 7.2.3 criteria and summarize how the criteria is utilized to evaluate and improve behind-the-wheel skill level;
  - (B) review assessment tool measurement standards and relate scores to behind-the-wheel skill level;
  - (C) formulate plans to complete and utilize assessment tools to evaluate and improve behind-the-wheel skill level during driver education training and through out life; and
  - (D) reduce risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve the behind-the-wheel skill level.
- 7.1.4 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:
- (A) incorporate the Knowledge and Skills of Module Seven, Distractions, into the Driving Plan; and
  - (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.
- 7.1.5 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:
- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
  - (B) discuss the results of the scored Progress Assessment tool with the instructor; and
  - (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **7.2 In-Car Behind-the-Wheel Instructional Phase.**

- 7.2.1 Distractions.** The student reduces risk by legally and responsibly limiting and managing distractions. The student is expected to:
- (A) demonstrate legal and responsible reduced-risk driving practices in the HTS implementing the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety Program launched by Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, and Risk Reduction and manage distractions in driving environments with moderate and complex risk on roadways and at intersections with various traffic flow and traffic volume levels;
  - (B) utilize appropriate communication and recognize distractions in driving environments with moderate and complex risk;
  - (C) perform vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk;
  - (D) identify and compensate for distracted roadway users including vulnerable roadway users; and
  - (E) manage distractions including multi-task performances on roadways and at intersections in driving environments with moderate and complex risk.

**7.2.2 Multi-task Performances.** The student reduces risk by legally and responsibly manage multi-task performances. The student is expected to:

- (A) utilize appropriate communication and recognize distractions in driving environments with moderate and complex risk;
- (B) perform vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk;
- (C) merge with traffic, perform intersection approaches, and exit traffic including railroad grade crossings in driving environments with moderate and complex risk;
- (D) perform a U-turn at major intersections and mid-block in driving environments with moderate and complex risk;
- (E) negotiate curves and hills in driving environments with moderate and complex risk;
- (F) negotiate multi-lane roadways in heavy traffic volume in driving environments with moderate and complex risk;
- (G) perform lane changes utilizing lateral maneuver procedures in driving environments with moderate and complex risk;
- (H) perform minimal-risk, simulated or real, passing maneuvers utilizing lateral maneuver procedures; and
- (I) manage, simulated or real, driving environments with various pavement types, bridges, tunnels, and toll roads.

**7.2.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is assessed with a Baseline Assessment Tool while demonstrating the ability to:

- (A) perform pre-drive tasks including pre-start and pre-drive maintenance procedures prior to and after entering the vehicle;
- (B) utilize occupant protection and correct posture, seating, steering wheel, and hand positions;
- (C) locate, identify, and respond appropriately to vehicle symbols (alert and warning);
- (D) utilize vehicle devices (control, information, safety, communication, convenience, and comfort);
- (E) perform starting tasks including engine starting, engine operation, and starting-maintenance procedures;
- (F) describe vehicle operating space;
- (G) perform vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park at various speeds;
- (H) perform blindspot and mirror checks;
- (I) execute multi-task performances utilizing countermeasures to compensate for divided attention;
- (J) sustain visual attention and communication while executing vehicle maneuvers;
- (K) utilize a space management system; and

- (L) identify and analyze controlled, low, moderate, and complex risk;
- (M) minimize risk in driving environmental with controlled, low, moderate, and complex risk;
- (N) limit and manage distractions and multi-task performances;
- (O) utilize reduced risk driving practices and utilizes vehicle operation and control tasks execute vehicle movements; and
- (P) perform post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing procedures.

### **7.3. In-Car Observation Instructional Phase.**

**7.3.1 Distractions.** The student reduces risk by legally and responsibly limiting and managing distractions. The student is expected to:

- (A) identify events that distract the student driver and other roadway users including vulnerable roadway users and relate observations to the instructor; and
- (B) observe the student drivers and other roadway users including vulnerable roadway users executing multi-task performances and relate observations to the instructor.

**7.3.2 Multi-task Performances.** The student reduces risk by legally and responsibly managing multi-task performances. The student is expected to:

- (A) observe student drivers and other roadway users including vulnerable roadway users utilize appropriate communication and recognize distractions in driving environments with moderate and complex risk;
- (B) observe student drivers and other roadway users including vulnerable roadway users perform vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk;
- (C) observe student drivers and other roadway users including vulnerable roadway users merge with traffic, perform intersection approaches, and exit traffic including railroad grade crossings in driving environments with moderate and complex risk;
- (D) observe student drivers and other roadway users including vulnerable roadway users perform a U-turn at major intersections and mid-block in a in driving environments with moderate and complex risk;
- (E) observe student drivers and other roadway users including vulnerable roadway users negotiate curves and hills in driving environments with moderate and complex risk;
- (F) observe student drivers and other roadway users including vulnerable roadway users negotiate multi-lane roadways in heavy traffic volume in driving environments with moderate and complex risk;
- (G) observe student drivers and other roadway users including vulnerable roadway users perform lane changes utilizing lateral maneuver procedures in driving environments with moderate and complex risk;
- (H) observe student drivers and other roadway users perform minimal-risk, simulated or real, passing maneuvers utilizing lateral maneuver procedures; and
- (I) observe student drivers and other roadway users including vulnerable roadway users manage, simulated or real, driving environments with various pavement types, bridges, tunnels, and toll roads.

**7.3.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate skill level and measure progress (mastery equals 70% or above). The student is assessed while demonstrating the ability to:

- (A) review the assessment tool criteria and measurement standards;
- (B) observe other student drivers while they are administered an assessment;
- (C) discuss results of the assessment with instructor and relate scores to behind-the-wheel skill level; and
- (D) utilize the scored assessment tool to evaluate and improve behind the wheel skill level.

**7.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**7.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Alcohol and Other Drugs

**Module Eight: Alcohol and Other Drugs.** The student legally and responsibly performs Alcohol and Other Drugs reduced-risk driving practices in the Highway Transportation System (HTS) by adopting zero-tolerance practices related to the use of alcohol and other drugs by applying knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences to licensing, driving, and lifestyles.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills		Credit Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>8. Module Eight: Alcohol and Other Drugs.</b>			<b>360 *</b> minutes		<b>360 *</b> minutes		<b>600 *</b> minutes
<b>8.1.1</b>	<b>Introduction to Alcohol and Other Drugs</b>	<b>19</b>	55 minutes				
	Optional Break Period or Additional Instruction Time		10 minutes				
<b>8.1.2</b>	<b>Nature of Alcohol-Related Crashes</b>	<b>20</b>	55 minutes				
<b>8.1.3</b>	<b>Physiological Effects of Alcohol on the Driving Task</b>	<b>21</b>	55 minutes				
	Optional Break Period or Additional Instruction Time		10 minutes				
<b>8.1.4</b>	<b>Psychological Effects of Alcohol on the Driving Task</b>	<b>22</b>	55 minutes				
<b>8.1.5</b>	<b>Effects of Other Drugs on the Driving Task</b>	<b>23</b>	55 minutes				
	Optional Break Period or Additional Instruction Time		10 minutes				
<b>8.1.6</b>	<b>Zero-Tolerance in the Driving Environment</b>	<b>24</b>	30 minutes				
<b>8.1.7</b>	<b>Driving Plan</b>	<b>24</b>	5 minutes				
<b>8.1.8</b>	<b>Classroom Progress Assessment</b>	<b>24</b>	20 minutes				

<b>8.1.1</b>	<b>Introduction to Alcohol and Other Drugs</b>			<b>25</b>	55 minutes		
	Optional Break Period or Additional Instruction Time				10 minutes		
<b>8.1.2</b>	<b>Nature of Alcohol-Related Crashes</b>			<b>26</b>	55 minutes		
<b>8.1.3</b>	<b>Physiological Effects of Alcohol on the Driving Task</b>			<b>27</b>	55 minutes		
	Optional Break Period or Additional Instruction Time				10 minutes		
<b>8.1.4</b>	<b>Psychological Effects of Alcohol on the Driving Task</b>			<b>28</b>	55 minutes		
<b>8.1.5</b>	<b>Effects of Other Drugs on the Driving Task</b>			<b>29</b>	55 minutes		
	Optional Break Period or Additional Instruction Time				10 minutes		
<b>8.1.6</b>	<b>Zero-Tolerance in the Driving Environment</b>			<b>30</b>	30 minutes		
<b>8.1.7</b>	<b>Driving Plan</b>			<b>30</b>	5 minutes		
<b>8.1.8</b>	<b>Classroom Progress Assessment</b>			<b>30</b>	20 minutes		

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills		Credit Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>8. Module Eight: Alcohol and Other Drugs.</b>			<b>360 *</b> minutes		<b>360 *</b> minutes		<b>600 *</b> minutes
8.1.1	<b>Introduction to Alcohol and Other Drugs</b>					31	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.1	<b>Introduction to Alcohol and Other Drugs</b>					32	40 minutes
8.1.2	<b>Nature of Alcohol-Related Crashes</b>					32	15 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.2	<b>Nature of Alcohol-Related Crashes</b>					33	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.2	<b>Nature of Alcohol-Related Crashes</b>					34	25 minutes
8.1.3	<b>Physiological Effects of Alcohol on the Driving Task</b>					34	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.3	<b>Physiological Effects of Alcohol on the Driving Task</b>					35	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.3	<b>Physiological Effects of Alcohol on the Driving Task</b>					36	10 minutes
8.1.4	<b>Psychological Effects of Alcohol on the Driving Task</b>					36	45 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.4	<b>Psychological Effects of Alcohol on the Driving Task</b>					37	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.5	<b>Effects of Other Drugs on the Driving Task</b>					38	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.5	<b>Effects of Other Drugs on the Driving Task</b>					39	40 minutes
8.1.6	<b>Zero-Tolerance in the Driving Environment</b>					39	15 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time						5 minutes
8.1.6	<b>Zero-Tolerance in the Driving Environment</b>					40	15 minutes
8.1.7	<b>Driving Plan</b>					40	10 minutes
8.1.8	<b>Classroom Progress Assessment</b>						30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					40	5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours Behind-the-Wheel 7 Hours Observation		4 Hours Behind-the-Wheel 4 Hours Observation 12 Hours Simulation		4 Hours Behind-the-Wheel 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>8. Module Eight: Alcohol and Other Drugs.</b>			<b>30 / 30 minutes</b>		<b>15 / 15 / 45 minutes</b>		<b>15 / 30 / 45 minutes</b>
<b>8.2.1</b>	<b>Vehicle Movement and Reference Points.</b>	<b>21</b>	15 / 15 minutes	<b>12</b>	15 / 15 / 45 minutes	<b>12</b>	15 / 30 / 45 minutes
		<b>22</b>	15 / 15 minutes				

**8. Module Eight: Alcohol and Other Drugs.** The student legally and responsibly performs Alcohol and Other Drugs reduced-risk driving practices in the Highway Transportation System (HTS) by adopting zero-tolerance practices related to the use of alcohol and other drugs by applying knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences to licensing, driving, and lifestyles.

**8.1. Classroom Instructional Phase.**

**8.1.1 Introduction of the Alcohol and Other Drugs Problem.** The student reduces risk by legally and responsibly applying knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences. The student is expected to:

- (A) demonstrate knowledge of alcohol and other drug laws, regulations, and penalties;
- (B) investigate the consequences of the use of alcohol and other drugs to the individual and the HTS;
- (C) explain Zero Tolerance as it applies to individuals and the HTS; and
- (D) reduce risk by legally and responsibly applying knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences.

**8.1.2 Nature of Alcohol-Related Crash Problems.** The student reduces risk by legally and responsibly applying knowledge and understanding of the nature of alcohol-related crash problems. The student is expected to:

- (A) examine the effects of impaired driving on crashes including crashes involving vulnerable roadway users;
- (B) discuss the consequences of impaired driving related crashes;
- (C) appraise the over-involvement rate of underage drivers in impaired driving related crashes in Texas and the USA;
- (D) appraise the over-involvement rate of underage drivers in impaired driving related fatalities in Texas;
- (E) list factors that influence underage drinking;
- (F) calculate the alcohol content of a beverage and relate the amount of alcohol to impairment; and
- (G) reduce risk by legally and responsibly applying knowledge and understanding of the nature of alcohol-related crash problems.

**8.1.3 Physiological Effects of Alcohol.** The student reduces risk by legally and responsibly applying the knowledge and understanding of the physiological effects of alcohol on an individual's lifestyle and driving in the Highway Transportation System (HTS). The student is expected to:

- (A) define blood alcohol concentration and explain factors that affect blood alcohol concentration;
- (B) calculate the amount of alcohol in alcoholic beverages and make comparisons between the most common types of beverages and drinks;
- (C) describe how alcohol is eliminated from the body and explain factors that affect the elimination;
- (D) associate the risk of death to the level of blood alcohol concentration (BAC);
- (E) list and compare the physiological effects of alcohol on individuals and analyze the differences;

- (F) describe the physiological effects of alcohol and assess the impact of the effects on an individual's lifestyle and driving in the HTS;
- (G) know that the physiological effects of alcohol diminishes an individual's ability to utilize reduced-risk driving practices including a space management system; and
- (H) reduce risk by legally and responsibly applying the knowledge and understanding of the physiological effects of alcohol on an individual's lifestyle and driving in the HTS.

**8.1.4 Psychological Effects of Alcohol.** The student reduces risk by legally and responsibly applying knowledge and understanding of the psychological effects of alcohol on an individual's lifestyle and driving in the HTS. The student is expected to:

- (A) list and compare the psychological effects of alcohol on individuals and analyze the differences;
- (B) describe the psychological effects of alcohol and assess the impact of the effects on an individual's lifestyle and driving in the HTS;
- (C) relate alcohol usage to risk taking;
- (D) know that the psychological effects of alcohol reduces an individual's ability to utilize reduced-risk driving practices including a space management system; and
- (E) reduce risk by legally and responsibly applying knowledge and understanding of the psychological effects of alcohol on an individual and driving in the HTS.

**8.1.5 Other Drug Effects on the Driving Task.** The student reduces risk by legally and responsibly applying knowledge and understanding of other drug effects on an individual's lifestyle and driving in the HTS. The student is expected to:

- (A) describe the psychological and physiological effects of legal and illegal drugs other than alcohol on an individual and driving in the HTS;
- (B) describe how the use of other drugs alters vision;
- (C) know that the effects of other drugs diminishes an individual's ability to utilize reduced-risk driving practices including a space management system;
- (D) relate other drug usage to risk taking;
- (E) describe the synergistic effects of other drugs including alcohol;
- (F) reduce risk by legally and responsibly applying knowledge and understanding of other drug effects on an individual and driving in the HTS.

**8.1.6 Zero-Tolerance in the Driving Environment.** The student reduces risk by legally and responsibly adopting zero-tolerance driving and lifestyle practices related to the use of alcohol and other drugs. The student is expected to:

- (A) describe strategies for accepting and continuing personal responsibility for life-long health promoting decisions regarding the use of alcohol and other drugs;
- (B) adopt a legal and responsible zero-tolerance life style and develop reduced-risk driving practices by acquiring knowledge and understanding of alcohol and other drug laws, regulations, penalties, and consequences; and
- (C) reduce risk by legally and responsibly adopting zero tolerance driving and lifestyle practices related to the use of alcohol and other drugs.

- 8.1.7 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:
- (A) incorporate the Knowledge and Skills of Module Eight, Alcohol and Other Drugs, into the Driving Plan; and
  - (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.
- 8.1.8 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:
- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
  - (B) discuss the results of the scored Progress Assessment tool with the instructor; and
  - (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **8.2 In-Car Behind-the-Wheel Instructional Phase.**

- 8.2.1 Vehicle Movements and Reference Points.** The student reduces risk by legally and responsibly performing vehicle operation and control tasks. The student is expected to:
- (A) enter and exit traffic utilizing lateral maneuver procedures in driving environments with moderate and complex risk; and
  - (B) perform parallel parking maneuvers utilizing lateral maneuver procedures including reference points, steering, backing, and other vehicle movements as necessary.

## **8.3. In-Car Observation Instructional Phase.**

- 8.3.1 Vehicle Movements and Reference Points.** The student reduces risk by legally and responsibly utilizing vehicle operation and control tasks. The student is expected to:
- (A) observe student drivers and other roadway users including vulnerable roadway users enter and exit traffic utilizing lateral maneuver procedures in driving environments with moderate and complex risk; and
  - (B) observe student drivers and other roadway users practice performing parallel parking maneuvers utilizing lateral maneuver procedures including reference points, steering, backing, and other vehicle movements as necessary.

**8.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**8.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Adverse Conditions

**Module Nine: Adverse Conditions.** The student legally and responsibly performs Adverse Conditions reduced-risk driving practices in the Highway Transportation System (HTS) by managing adverse conditions resulting from weather, reduced-visibility, traction loss, and emergencies.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>9. Module Nine: Adverse Conditions.</b>		<b>120 *</b> minutes		<b>180 *</b> minutes		<b>240 *</b> minutes

9.1.1	<b>Adverse Weather and Limited-Visibility Conditions</b>	25	25 minutes		
9.1.2	<b>Traction Loss</b>	25	30 minutes		
	Optional Break Period or Additional Instruction Time		10 minutes		
9.1.3	<b>Emergencies</b>	26	35 minutes		
9.1.4	<b>Driving Plan</b>	26	5 minutes		
9.1.5	<b>Classroom Progress Assessment</b>	26	15 minutes		

9.1.1	<b>Adverse Weather and Limited-Visibility Conditions</b>			31	55 minutes
	Optional Break Period or Additional Instruction Time				10 minutes
9.1.2	<b>Traction Loss</b>			32	55 minutes
9.1.3	<b>Emergencies</b>			33	30 minutes
9.1.4	<b>Driving Plan</b>			33	5 minutes
9.1.5	<b>Classroom Progress Assessment</b>			33	20 minutes
	Optional Break Period or Additional Instruction Time				5 minutes

9.1.1	<b>Adverse Weather and Limited-Visibility Conditions</b>				41	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
9.1.1	<b>Adverse Weather and Limited-Visibility Conditions</b>				42	20 minutes
9.1.2.	<b>Traction Loss</b>				42	35 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
9.1.2	<b>Traction Loss</b>				43	25 minutes
9.1.3	<b>Emergencies</b>				43	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
9.1.3	<b>Emergencies</b>				44	15 minutes
9.1.4	<b>Driving Plan</b>				44	10 minutes
9.1.5	<b>Classroom Progress Assessment</b>				44	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours BTW 7 Hours Observation		4 Hours BTW 4 Hours Observation 12 Hours Simulation		4 Hours BTW 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>9. Module Nine: Adverse Conditions.</b>			<b>30 / 30 minutes</b>		<b>15 / 15 / 45 minutes</b>		<b>15 / 30 / 45 minutes</b>
<b>9.2.1</b>	<b>Comprehensive In-Car Progress Assessment</b>	<b>23</b>	15 / 15 minutes	<b>13</b>	15 / 15 / 45 minutes	<b>13</b>	15 / 30 / 45 minutes
		<b>24</b>	15 / 15 minutes				

- 9. Module Nine: Adverse Conditions.** The student legally and responsibly performs Adverse Conditions reduced-risk driving practices in the Highway Transportation System (HTS) by managing adverse conditions resulting from weather, reduced visibility, traction loss, and emergencies.

**9.1. Classroom Instructional Phase.**

**9.1.1 Adverse Weather and Reduced Visibility Conditions.** The student reduces risk by legally and responsibly managing adverse weather and reduced visibility conditions. The student is expected to:

- (A) recognize and assess the characteristics and distractions associated with adverse weather and reduced visibility conditions;
- (B) describe and demonstrate the reduce-risk driving practices necessary to compensate for adverse weather and reduced visibility conditions;
- (C) summarize how adverse weather and reduced visibility conditions change driving environments and other roadway users including vulnerable roadway users;
- (D) explain the National Weather Service's "Turn Around Don't Drown" program; and
- (E) reduce risk by legally and responsibly utilizing reduced-risk driving practices in adverse weather conditions and reduced visibility conditions.

**9.1.2 Traction Loss.** The student reduces risk by legally and responsibly managing vehicle balance and utilizing reduced-risk driving practices during traction loss. The student is expected to:

- (A) list the potential traction loss related to adverse weather conditions;
- (B) relate how traction loss results in roll, pitch, and yaw and impacts vehicle maneuvers;
- (C) describe how performing vehicle operation and control tasks to manage vehicle balance may result in an imbalance situation;
- (D) describe situations where the vehicle maneuvers of other roadway users may force surrounding roadway users including vulnerable roadway users to perform vehicle maneuvers that results in traction loss;
- (E) formulate plans to avoid or compensate for the traction loss of other roadway users including vulnerable roadway users;
- (F) examine how traction loss from roadway grade and shoulder conditions impacts vehicle maneuvers and vehicle balance and formulate plans to avoid or compensate for variances;
- (G) recognize and assess how the adverse conditions of vehicle imbalance and traction loss in roll, pitch, and yaw situations change lane placement;
- (H) summarize how vehicle balance varies from vehicle to vehicle and formulate plans to compensate for variances including utilizing the vehicle owner's manual as a resource;
- (I) describe and demonstrate the reduced-risk driving practices necessary to compensate for traction loss;

- (J) describe how vehicle technology systems are designed to increase vehicle balance and traction control; and
- (K) reduce risk by legally and responsibly managing vehicle balance and utilizing reduced-risk driving practices during traction loss.

**9.1.3 Emergencies.** The student reduces risk by legally and responsibly utilizing reduced-risk driving practices in emergency situations. The student is expected to:

- (A) recognize and assess potential and immediate emergency situations;
- (B) describe the reduced-risk driving practices utilized for potential and immediate emergency situations;
- (C) list ways to reduce the consequences of an impending crash;
- (D) identify the reduced-risk driving practices to avoid single vehicle, off-road, speeding, and alcohol-related crashes;
- (E) list the driver's responsibilities when involved in a crash with and without injury or death;
- (F) describe the reduced-risk driving practices to reduce or prevent further injuries for individuals involved in a crash and what to do upon arrival at the crash scene; and
- (G) reduce risk by legally and responsibly utilizing reduced-risk driving practices in emergency situations.

**9.1.4 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Nine, Adverse Conditions, into the Driving Plan; and
- (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

**9.1.5 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:

- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
- (B) discuss the results of the scored Progress Assessment tool with the instructor; and
- (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **9.2 In-Car Behind-the-Wheel Instructional Phase.**

**9.2.1 Comprehensive In-Car Progress Assessment.** The student reduces risk by legally and responsibly performing at a 70 percent or above on an evaluation of behind-the-wheel while driving on a predetermined route with minimal guidance or instructions and is provided a verbal and written evaluation of the final evaluation and overall driving skills. The student is expected to:

- (A) repeat behind-the-wheel lessons for Module Two – Eight, if additional attention to master skill is required; and
- (B) perform at a 70 percent or above on an evaluation of behind-the-wheel lessons while driving on a predetermined route with minimal guidance or instructions and is provided a verbal and written evaluation of the final evaluation and overall driving skills.

## **9.3 In-Car Observation Instructional Phase.**

**9.3.1 Comprehensive In-Car Progress Assessment.** The student reduces risk by legally and responsibly performing at a 70 percent or above on an evaluation of behind-the-wheel while driving on a predetermined route with minimal guidance or instructions and is provided a verbal and written evaluation of the final evaluation and overall driving skills. The student is expected to:

- (A) observe student drivers and other roadway users practice repeating behind-the-wheel lessons for Module Two – Eight, if additional attention to master skill is required; and
- (B) observe student drivers and other roadway users practice performing at a 70 percent or above on an evaluation of behind-the-wheel lessons while driving on a predetermined route with minimal guidance or instructions and is provided a verbal and written evaluation of the final evaluation and overall driving skills.

**9.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**9.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Vehicle Requirements

**Module Ten: Vehicle Requirements.** The student legally and responsibly performs Vehicle Requirements reduced-risk driving practices in the Highway Transportation System (HTS) by assessing and managing vehicle malfunctions, performing preventative maintenance, and planning trips.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>10. Module Ten: Vehicle Requirements.</b>		<b>120 *</b> minutes		<b>180 *</b> minutes		<b>240 *</b> minutes

<b>10.1.1</b>	<b>Vehicle Malfunctions</b>	<b>27</b>	30 minutes		
<b>10.1.2</b>	<b>Preventative Maintenance</b>	<b>27</b>	25 minutes		
	Optional Break Period or Additional Instruction Time		10 minutes		
<b>10.1.3</b>	<b>Trip Planning</b>	<b>28</b>	35 minutes		
<b>10.1.4</b>	<b>Driving Plan</b>	<b>28</b>	5 minutes		
<b>10.1.5</b>	<b>Classroom Progress Assessment</b>	<b>28</b>	15 minutes		

	Optional Break Period or Additional Instruction Time			5 minutes	
<b>10.1.1</b>	<b>Vehicle Malfunctions</b>		<b>34</b>	55 minutes	
<b>10.1.2</b>	<b>Preventative Maintenance</b>		<b>35</b>	55 minutes	
	Optional Break Period or Additional Instruction Time			10 minutes	
<b>10.1.3</b>	<b>Trip Planning</b>		<b>36</b>	35 minutes	
<b>10.1.4</b>	<b>Driving Plan</b>			5 minutes	
<b>10.1.5</b>	<b>Classroom Progress Assessment</b>		<b>36</b>	15 minutes	

<b>10.1.1</b>	<b>Vehicle Malfunctions</b>				<b>45</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>10.1.1</b>	<b>Vehicle Malfunctions</b>				<b>46</b>	15 minutes
<b>10.1.2</b>	<b>Preventative Maintenance</b>				<b>46</b>	40 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>10.1.2</b>	<b>Preventative Maintenance</b>				<b>47</b>	15 minutes
<b>10.1.3</b>	<b>Trip Planning</b>				<b>47</b>	40 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
<b>10.1.3</b>	<b>Trip Planning</b>				<b>48</b>	15 minutes
<b>10.1.4</b>	<b>Driving Plan</b>				<b>48</b>	10 minutes
<b>10.1.5</b>	<b>Classroom Progress Assessment</b>				<b>48</b>	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills		7 Hours BTW 7 Hours Observation		4 Hours BTW 4 Hours Observation 12 Hours Simulation		4 Hours BTW 8 Hours Observation 12 Hours Simulation	
		Recommended		Recommended		Recommended	
		Lesson	Length	Lesson	Length	Lesson	Length
<b>10. Module Ten: Vehicle Requirements.</b>			<b>30 / 30 minutes</b>		<b>15 / 15 / 45 minutes</b>		<b>15 / 30 / 45 minutes</b>
<b>10.2.1</b>	<b>Adverse Conditions and Vehicle Requirements.</b>	<b>25</b>	15 / 15 minutes	<b>14</b>	15 / 15 / 45 minutes	<b>14</b>	15 / 30 / 45 minutes
		<b>26</b>	15 / 15 minutes				

**10. Module Ten: Vehicle Requirements.** The student legally and responsibly performs Vehicle Requirements reduced-risk driving practices in the Highway Transportation System (HTS) by assessing and managing vehicle malfunctions, performing preventative maintenance, and planning trips.

**10.1. Classroom Instructional Phase.**

**10.1.1 Vehicle Malfunctions.** The student reduces risk by legally and responsibly assessing and managing vehicle malfunctions. The student is expected to:

- (A) recognize and assess potential and immediate vehicle malfunctions including malfunction of vulnerable roadway users utilizing the vehicle owner's manual as a resource
- (B) describe and demonstrate the reduced-risk driving practices necessary to compensate for vehicle malfunctions;
- (C) describe the procedural steps to safely move a disabled vehicle off the roadway; and
- (D) reduce risk by legally and responsibly assessing and managing vehicle malfunctions.

**10.1.2 Vehicle Maintenance.** The student reduces risk by legally and responsibly performing vehicle maintenance. The student is expected to:

- (A) recognize and identify the purpose for vehicle's including vulnerable roadway users mechanical and tire service requirements utilizing the vehicle owner's manual as a resource;
- (B) describe the appropriate scheduled and unscheduled maintenance or repair for a vehicle; and
- (C) reduce risk by legally and responsibly performing vehicle maintenance.

**10.1.3 Trip Planning.** The student reduces risk by legally and responsibly planning trips. The student is expected to:

- (A) recognize the purpose for trip planning;
- (B) list the reduced-risk driving practices for trip planning including recognition of work zone and construction areas;
- (C) reduce risk by legally and responsibly making decisions for trip planning.

**10.1.4 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Ten, Vehicle Requirements, into the Driving Plan; and
- (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

**10.1.5 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:

- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
- (B) discuss the results of the scored Progress Assessment tool with the instructor; and

- (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **10.2 In-Car Behind-the-Wheel Instructional Phase.**

**10.2.1 Adverse Conditions and Vehicle Requirements.** The student reduces risk by legally and responsibly managing adverse conditions resulting from weather, reduced-visibility, traction loss, emergencies, and vehicle malfunctions. The student is expected to:

- (A) perform in an off-street, minimal risk, non-damaging, simulated practice session, threshold braking to stop without a skid;
- (B) perform in an off-street, minimal risk, non-damaging, simulated practice session, compensation techniques for limited visibility conditions such as darkness, glare, dirty windshields, fog, and inclement weather;
- (C) perform in an off-street, minimal risk, non-damaging, simulated practice session, the recognition and no-risk avoidance techniques of low water crossings and roadway areas blocked by water;
- (D) recognize purpose of specific automotive technology such as antilock brakes, traction control devices, suspension control devices, electronic stability program, crumple zones, door latches, and safety glass;
- (E) perform in an off-street, minimal risk, non-damaging, simulated practice session, the reduced-risk driving practices for controlling consequences of collisions, traction loss, and skids;
- (F) perform appropriate procedures in an off-street, minimal risk, non-damaging, simulated practice session, engine failure, brake failure, loss of forward vision, blowout, steering failure, vehicle fire, running out of gas, and accelerator failure;
- (G) perform in an off-street, minimal risk, non-damaging, simulated practice session, the reduced-risk driving practices for controlling consequences of vehicular breakdowns, collisions, traction loss, and skids; and
- (H) perform in an off-street, minimal risk, non-damaging, simulated practice session the recovery procedures for an off-road position loss.

## **10.3 In-Car Observation Instructional Phase.**

**10.3.1 Adverse Conditions and Vehicle Requirements.** The student reduces risk by legally and responsibly managing adverse conditions resulting from weather, reduced-visibility, traction loss, vehicle malfunctions, emergencies, and vehicle malfunctions. The student is expected to:

- (A) observe student drivers and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session, threshold braking to stop without a skid;
- (B) observe student drivers and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session, compensation techniques for limited visibility conditions such as darkness, glare, dirty windshields, fog, and inclement weather;
- (C) observe student drivers and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session, the recognition and no-risk avoidance techniques of low water crossings and roadway areas blocked by water;

- (D) recognize purpose of specific automotive technology such as antilock brakes, traction control devices, suspension control devices, electronic stability program, crumple zones, door latches, and safety glass;
- (E) observe student drivers and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session, the reduced-risk driving practices for controlling consequences of collisions, traction loss, and skids;
- (F) observe student drivers and other roadway users practice performing appropriate procedures in an off-street, minimal risk, non-damaging, simulated practice session, engine failure, brake failure, loss of forward vision, blowout, steering failure, vehicle fire, running out of gas, and accelerator failure;
- (G) observe student drivers and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session, the reduced-risk driving practices for controlling consequences of vehicular breakdowns, collisions, traction loss, and skids; and
- (H) observe student drivers and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session the recovery procedures for an off-road position loss.

**10.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**10.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Consumer Responsibilities

**Module Eleven: Consumer Responsibilities.** The student legally and responsibly performs Consumer Responsibilities reduced-risk driving practices in the Highway Transportation System (HTS) by attending to the vehicle requirements by making wise consumer decisions regarding vehicle use and ownership, vehicle insurance, environmental protection and litter prevention, anatomical gifts, and recreational water safety.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program		Multi-Phase Program 40-Hour Program		Credit Program 56-Hour Program	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>11. Module Eleven: Consumer Responsibilities.</b>		<b>120 *</b> minutes		<b>120 *</b> minutes		<b>240 *</b> minutes

11.1.1	<b>Vehicle Use and Ownership</b>	<b>29</b>	25 minutes	<b>37</b>	25 minutes	
11.1.2	<b>Insuring a Vehicle</b>	<b>29</b>	20 minutes	<b>37</b>	20 minutes	
11.1.3	<b>Environmental Protection and Litter Prevention</b>	<b>29</b>	10 minutes	<b>38</b>	10 minutes	
	Optional Break Period or Additional Instruction Time		10 minutes		10 minutes	
11.1.4	<b>Anatomical Gifts</b>	<b>30</b>	15 minutes	<b>38</b>	15 minutes	
11.1.5	<b>Recreational Water Safety</b>	<b>30</b>	20 minutes	<b>38</b>	20 minutes	
11.1.6	<b>Driving Plan</b>	<b>30</b>	5 minutes		5 minutes	
11.1.7	<b>Classroom Progress Assessment</b>	<b>30</b>	15 minutes	<b>38</b>	15 minutes	

11.1.1	<b>Vehicle Use and Ownership</b>				<b>49</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
11.1.2	<b>Insuring a Vehicle</b>				<b>50</b>	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
11.1.3	<b>Environmental Protection and Litter Prevention</b>				<b>51</b>	40 minutes
11.1.4	<b>Anatomical Gifts</b>				<b>51</b>	15 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
11.1.5	<b>Recreational Water Safety</b>				<b>52</b>	20 minutes
11.1.6	<b>Driving Plan</b>				<b>52</b>	10 minutes
11.1.7	<b>Classroom Progress Assessment</b>				<b>52</b>	25 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills	7 Hours BTW 7 Hours Observation		4 Hours BTW 4 Hours Observation 12 Hours Simulation		4 Hours BTW 8 Hours Observation 12 Hours Simulation	
	Recommended		Recommended		Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
<b>11. Module Eleven: Consumer Responsibilities.</b>		<b>15 / 15</b> minutes		<b>15 / 15 / 45</b> minutes		<b>15 / 30 / 45</b> minutes

11.2.1	Trip Planning	27	15 / 15 minutes	15	15 / 15 / 45 minutes	15	15 / 30 / 45 minutes
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**11. Module Eleven: Consumer Responsibilities.** The student legally and responsibly performs Consumer Responsibilities reduced-risk driving practices in the Highway Transportation System (HTS) making wise consumer decisions regarding vehicle use and ownership, vehicle insurance, environmental protection and litter prevention, and anatomical gifts.

**11.1. Classroom Instructional Phase.**

**11.1.1 Vehicle Use and Ownership.** The student reduces risk by legally and responsibly making wise consumer decisions for vehicle use and ownership. The student is expected to:

- (A) recognize immediate and long-term responsibilities and obligations for using and owning a vehicle including vulnerable roadway users;
- (B) create a personal needs assessment for selecting a new or pre-owned vehicle;
- (C) describe and perform a pre-purchase/lease inspection of a new or pre-owned vehicle;
- (D) consider the costs associated with purchasing, leasing, and owning a new or pre-owned vehicle including monthly payments with interest; and
- (E) reduce risk by legally and responsibly making wise consumer decisions for vehicle use and ownership.

**11.1.2 Vehicle Insurance.** The student reduces risk by legally and responsibly making wise consumer decisions for insuring the vehicle. The student is expected to:

- (A) recognize the benefit of requiring Texas drivers to be financially responsible for death, injury, or property damage that they may cause while operating a motor vehicle;
- (B) summarize types of coverage for the eight categories of vehicle insurance;
- (C) know the appropriate steps to file an insurance claim;
- (D) describe factors for establishing and reducing vehicle insurance rates;
- (E) discuss reasons individuals have vehicle insurance denied or revoked; and
- (F) reduce risk by legally and responsibly making wise consumer decisions for insuring the vehicle.

**11.1.3 Environmental Protection and Litter Prevention.** The student reduces risk by legally and responsibly developing personal responsibility for performing environmental protection and litter prevention techniques. The student is expected to:

- (A) define littering;
- (B) explain the Texas littering law and Texas Department of Transportation's litter prevention, "Don't Mess With Texas" campaign;
- (C) describe health, community, and environmental impacts of littering including analyzing the costs;
- (D) list personal strategies to prevent and reduce litter on roadways;
- (E) describe the emissions and pollutants emitted by motor vehicles and evaluate the scope of the problem in Texas and the community;
- (F) explain reduced-risk driving practices that conserve fuel and reduce pollution;

- (G) explain the personal and global benefits of conserving energy, litter prevention, reducing pollution, and recycling; and
- (H) reduce risk by legally and responsibly developing personal responsibility for performing environmental protection and litter prevention techniques.

**11.1.4 Anatomical Gifts.** The student reduces risk by legally and responsibly making informed decisions regarding organ, eye, and tissue donations. The student is expected to:

- (A) analyze the benefits and importance of organ, eye, and tissue donation;
- (B) describe the laws and procedures for becoming an organ, eye, and tissue donor; and
- (C) reduce risk by legally and responsibly making informed decisions regarding organ, eye, and tissue donations.

**11.1.5 Recreational Water Safety,** The student legally and responsibly performs reduced-risk boating and water safety practices by applying knowledge and understanding of boating laws, regulations, penalties, and consequences to licensing, boating, and lifestyles.

**11.1.6 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Eleven, Consumer Responsibilities, into the Driving Plan; and
- (B) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

**11.1.7 Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above). The student is expected to:

- (A) achieve mastery on the Progress Assessment with a score of 70% or above;
- (B) discuss the results of the scored Progress Assessment tool with the instructor; and
- (C) utilize the scored assessment tool to improve classroom knowledge and understanding.

## **11.2. In-Car Behind-the-Wheel Instructional Phase.**

**11.2.1 Trip Planning.** The student reduces risk by legally and responsibly planning trips. The student is expected to:

- (A) implement a Trip Plan (start and destination for trip given by instructor); and
- (B) utilize a space management system, apply reduced-risk driving practices, and accept and yield the right-of-way based on law, consequences, and conditions in various driving environments.

## **11.3. In-Car Observation Instructional Phase.**

**11.3.1 Trip Planning.** The student reduces risk by legally and responsibly planning trip planning. The student is expected to:

- (A) observe student drivers and other roadway users implement a Trip Plan; and
- (B) observe student drivers and other roadway users utilizing a space management system, applying reduced-risk driving practices, and accepting and yielding the right-of-way based on law, consequences, and conditions in various driving environments.

- 11.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.
- 11.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

# Personal Responsibilities

**Module Twelve: Personal Responsibilities.** The student legally and responsibly performs Personal Responsibilities reduced-risk driving practices in the Highway Transportation System (HTS) by utilizing the knowledge, skills, and experiences of the Driver Education and Traffic Safety Program, obtaining and using a driver license, and continuing the lifelong learning process of reduced-risk driving practices.

## CLASSROOM RECOMMENDED TIMEFRAMES

CLASSROOM Required Knowledge and Skills	Core Program 32-Hour Program Recommended		Multi-Phase Program 40-Hour Program Recommended		Credit Program 56-Hour Program Recommended	
	Lesson	Length	Lesson	Length	Lesson	Length
12. Module Twelve: Personal Responsibilities.		120 * minutes		120 * minutes		240 * minutes

12.1.1	<b>Comprehensive Classroom Progress Assessment</b>	31	55 minutes	39	55 minutes	
	Optional Break Period or Additional Instruction Time		10 minutes		10 minutes	
12.1.2	<b>Driver Licensing</b>	32	25 minutes	40	25 minutes	
12.1.3	<b>In-Car Progress Assessment</b>	32	10 minutes	40	10 minutes	
12.1.4	<b>Driving Plan</b>	32	20 minutes	40	20 minutes	

12.1.1	<b>Comprehensive Classroom Progress Assessment</b>				53	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
12.1.1	<b>Comprehensive Classroom Progress Assessment</b>				54	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
12.1.2	<b>Driver Licensing</b>				55	55 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes
12.1.2	<b>Driver Licensing</b>				56	10 minutes
12.1.3	<b>In-Car Progress Assessment</b>				56	15 minutes
12.1.4	<b>Driving Plan</b>				56	30 minutes
	Optional Break Period, Passing Time Between Classes, or Additional Instruction Time					5 minutes

\* Schools are allowed to provide a five-minute break period per classroom instructional hour. Revert break time back to instruction time if not utilized.

## IN-CAR RECOMMENDED TIMEFRAMES

IN-CAR Required Knowledge and Skills	7 Hours BTW 7 Hours Observation		4 Hours BTW 4 Hours Observation 12 Hours Simulation		4 Hours BTW 8 Hours Observation 12 Hours Simulation		
	Recommended		Recommended		Recommended		
	Lesson	Length	Lesson	Length	Lesson	Length	
12. Module Twelve: Driver Responsibilities.		15 / 15 minutes		15 / 15 / 45 minutes		15 / 30 / 45 minutes	
12.2.1	<b>In-Car Progress Assessment</b>	28	15 / 15 minutes	16	15 / 15 / 45 minutes	16	15 / 30 / 45 minutes

**12. Module Twelve: Personal Responsibilities.** The student legally and responsibly performs Personal Responsibilities reduced-risk driving practices in the Highway Transportation System (HTS) by utilizing the knowledge, skills, and experiences of the Driver Education and Traffic Safety Program, obtaining and using a driver license, and continuing the lifelong learning process of reduced-risk driving practices.

**12.1. Classroom Instructional Phase.**

**12.1.1 Comprehensive Classroom Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate classroom knowledge and understanding and measure progress (mastery equals 70% or above) legally and responsibly. The student is assessed while demonstrating the ability to:

- (A) review the assessment tool criteria and measurement standards;
- (B) discuss results of the assessment with instructor and relate scores to classroom knowledge and understanding; and
- (C) utilize the scored assessment tool to evaluate and improve classroom knowledge and understanding.

**12.1.2 Driver Licensing.** The student reduces risks by legally and responsibly applying the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety program, and obtaining and using a driver license legally and responsibly. The student is expected to:

- (A) recognize that participating in the Highway Transportation System is a privilege with risk, responsibilities, obligations, and potential consequences requiring the knowledge, understanding, and application of legal and responsible reduced-risk driving practices;
- (B) distinguish how Texas Driver Education and Traffic Safety provides a novice driver the foundation of knowledge, understanding, skills, and experiences necessary for the novice driver and parent, guardian, or adult mentor to launch and continue the lifelong learning process of legal and responsible reduced-risk driving practices in the Highway Transportation System;
- (C) accept personal responsibility for reduced-risk driving practices;
- (D) accept the social responsibility of driving whereby teens can make a difference in their own lives, the lives of others including vulnerable roadway users, in the economy and in the environment by applying the values of safety, economy, and civility to the driving task;
- (E) describe the procedures and required documents to obtain a Texas driver license and insurance discount;
- (F) know job opportunities created by the HTS including becoming a Driver Education and Traffic Safety instructor;
- (G) identify additional driver education and traffic safety courses that a driver should complete to continue the lifelong learning process of reduced-risk driving practices; and
- (H) reduce risks by legally and responsibly applying the knowledge, understanding, skills, and experiences of the Driver Education and Traffic Safety program, obtaining, and using a driver license legally and responsibly.

**12.1.3 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is expected to:

- (A) review baseline and progress assessment tool per 12.2.1 criteria and summarize how the criteria is utilized to evaluate and improve behind-the-wheel skill level;
- (B) review assessment tool measurement standards and relate scores to behind-the-wheel skill level;
- (C) formulate plans to complete and utilize assessment tools to evaluate and improve behind-the-wheel skill level during driver education training and through out life; and
- (D) reduce risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve the behind-the-wheel skill level.

**12.1.4 Driving Plan.** The student formulates a Driving Plan to endorse and promote lifelong legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). The student is expected to:

- (A) incorporate the Knowledge and Skills of Module Twelve, Personal Responsibility, into the Driving Plan;
- (B) produce a final draft of the Driving Plan; and
- (C) utilize the Driving Plan to develop and sustain legal and responsible reduced-risk driving practices.

## **12.2. In-Car Behind-the-Wheel Instructional Phase.**

**12.2.1 In-Car Progress Assessment.** The student reduces risk by legally and responsibly utilizing baseline and progress assessment tools to evaluate and improve behind-the-wheel skill level (mastery equals 70% or above). The student is assessed with a Baseline Assessment Tool while demonstrating the ability to:

- (A) perform pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle;
- (B) utilize occupant protection and correct posture, seating, steering wheel, and hand positions;
- (C) locate, identify, and respond appropriately to vehicle symbols (alert and warning);
- (D) describe vehicle operating space;
- (E) utilize vehicle devices (control, information, safety, communication, convenience, and comfort-system);
- (F) utilize vehicle operation and control to accelerate, decelerate, steer (straight, right, and left), move forward, back, turn (left and right), perform lateral and turnabout maneuvers, stop, and park;
- (G) perform blindspot and mirror checks;
- (H) sustain visual attention and communicate while executing vehicle maneuvers;
- (I) utilize a space management system;
- (J) identify and analyze driving environments;
- (K) minimize environmental risk;

- (L) limit and manage distractions in HTS risk environments;
- (M) utilize reduced-risk driving practices and utilize vehicle operation and control tasks to execute vehicle maneuvers in HTS risk environments; and
- (N) perform post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing procedures.

### **12.3. In-Car Observation Instructional Phase.**

**12.3.1 In-Car Progress Assessment.** The student reduces risk by legally and responsibly completing a Progress Assessment to evaluate skill level and measure progress (mastery equals 70% or above). The student is assessed while demonstrating the ability to:

- (A) review the assessment tool criteria and measurement standards;
- (B) observe other student drivers while they are administered an assessment;
- (C) discuss results of the assessment with instructor and relate scores to behind-the-wheel skill level; and
- (D) utilize the scored assessment tool to evaluate and improve behind the wheel skill level.

**12.4. Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a simulation program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

**12.5. Multi-car Range Instructional Phase.** The Multi-car Range Instructional Phase is optional. Schools must be approved by the Texas Education Agency prior to offering a multi-car range program. Contact the Driver Education and Traffic Safety staff for details and curriculum.

## Glossary of Terms

### #

**½ Second** – The maximum amount time a driver has to divide attention from the path of travel that should reduce risk of missing critical information needed to change speed or position.

**2-Second Following Interval** – Designed for use if there is an alternate path to steer the vehicle into on the roadway. Stopping in this time frame is usually not possible unless the driver is searching well ahead for clues. Therefore, a 3-4 second following distance is required.

**3-Second Following Interval** – Permits a driver time to steer out of problem areas at all listed speeds on dry surface and braking out of problems at speeds to 45 mph.

**4-Second Following Interval** – Permits a driver to steer out of problems at all listed speeds on dry surface and braking out of problems at speeds to legal limit of 65 mph.

**4 - 8 Seconds Ahead (Searching)** – Stopping zone and following interval

**8 - 12 Seconds Ahead (Searching)** – Identify alternate paths of travel and stopping zone

**12 - 15 Seconds Ahead (Searching)** – Identify objects that require a change in speed or direction

**20 - 30 Seconds Ahead (Searching)** – Identify potential problems - awareness

### - A -

**A-Pillar** – The first, or most forward, roof support pillar located on either side of the windshield. Also known as "windshield pillar" or "A-post".

**Acceleration Lane** – Lane that permits drivers entering an expressway to accelerate to the speed of expressway traffic.

**Accelerator Failure** – Failure could be caused by either a broken spring or the pedal getting stuck in the down position.

**Accelerator Pedal** – Usually a foot-operated pedal is suspended from the firewall on the right side of the driver's position. Speed is controlled by adjusting pressure on the pedal. The driver regulates speed by how much pressure is applied to the accelerator pedal.

**Active Occupant Protection Systems** – Occupant protection devices that a driver actively has to engage it to be effective.

**Active Restraint Device** – Any restraint device that you actively have to engage to make it effective.

**Actual Risk** – The accurate portrayal of the risk.

**Administrative License Revocation (ALR)** – This law relates to license suspension of a driver who fails (.08 BAC or greater over 21 but any amount under 21) or refuses to submit a breath or blood test. It is a civil action, apart from any possible criminal DWI case [Texas Transportation Code, Chapters 524 and 724].

**Administrative License Revocation for Minors** – Minors qualify for Administrative License Revocation when breath or blood test indicates ANY detectable amount of alcohol (.00) in their system or refusal to provide a specimen of the minor's breath or blood for analysis; police officer detects alcohol use; possible arrest and conviction for DUI by minor, DWI, or Intoxication Assault/ Manslaughter. This law is commonly referred to as the Zero Tolerance Law [Texas Transportation Code, Chapter 524].

**Advanced Technology** – Technology that has improved and made safer our vehicles and roadways.

**Adverse Conditions** – Conditions that present a negative effect on the driving task.

**Advisory Speed Limit** – Speed limit set for special conditions such as sharp curves.

**Aggressive Driving** – Driving behavior exhibited in driving in a combative, forceful, or competitive manner usually caused by frustration with other drivers.

**Air Bags** – A passive (idle) restraint system that automatically deploys during a crash to act as a cushion for the occupant. It creates a broad surface on which to spread the forces of the crash, to reduce head and chest injury. It is considered “supplementary” to the lap/shoulder belts because it enhances the protection the belt system offers in frontal crashes.

**Alcohol Content** – Amount of alcohol consumed.

**Alcohol Eliminated by the Body** – The majority (90%) of the alcohol detoxified is oxidized (burned up) by the liver. Only time can lower alcohol concentration in the blood and it takes much more time for the body to metabolize and eliminate alcohol than it takes to drink it.

**Alcohol-Related Crash Problem** – Crashes with alcohol as contributing factor to the cause of the crash.

**Alert Symbol or Light** – Instrument panel lighted symbol that indicates a system is functioning and turns off after a short period of time.

**Alley** – A street that is not used primarily for through traffic and provides access to rear entrances of buildings or lots along a street.

**Anatomical Gift** – Are gifts of organs and tissues that can be used in transplantation such as an eye, tissue, or organ donation.

**Angle Parking** – Process of using reference points to position a vehicle diagonally to the curb with the bumper 3-6 inches from the curb (parking the vehicle diagonally to the curb).

**Animal-Drawn Vehicle** – A person riding an animal on a roadway or operating a vehicle drawn by an animal on a roadway has the rights and duties applicable to the operator of a vehicle under this subtitle, except a right or duty that by its nature cannot apply to a person riding an animal or operating a vehicle drawn by an animal.

**Antilock Brake System (ABS)** – Helps maintain control by preventing any of the wheels from locking while applying a hard brake. The pedal vibrates when pushed, but steering control can be maintained with the rolling traction. Computer-controlled braking system that keeps the wheels from locking when the driver brakes hard. It allows for steering and braking actions to occur at the same time.

**Appropriate Communication** – Informing other drivers of your intentions prior to turning, slowing, stopping, changing lane position, etc. using a mechanical or hand/arm signals, headlights, horn, lane position, etc.

**Appropriate Practice** – Practice that enhances experiences and creates acceptable habits and judgments.

**Attention** – Person’s ability to concentrate on several sources of incoming information more than to concentrate on just one source of information. Since the driving task requires attention to a large number of items, this is an important concept. The act or state of attending especially through applying the mind to an object of sense or thought and a condition of readiness for such attention involving especially a selective narrowing or focusing of consciousness and receptivity.

## - B -

**B-Pillar** – The center roof support that divides the front and rear doors on 4-door and wagon models. On 2-door models, the B-pillar separates the door and rear quarter window/panel. On vans and Club Wagons, the B-pillar is behind the front doors.

**Backing** – Vehicle movement moving the vehicle to the rear.

**Balance of Vehicle** – Vehicle suspension configurations that control the size of the tire patches as they contact the roadway for ideal vehicle traction and control. Changes to the suspension configuration (and therefore the tire patches affecting traction) are initiated by driver actions of steering, braking, and/or accelerating the vehicle. The vehicle suspension is in the ideal state of balance and tire traction when it is parked on a level surface.

**Basic Areas Around Vehicle** – There are seven basic areas of operating space around the vehicle. There are six zones, areas, or spaces surrounding the car that are visible to the driver. The vehicle occupies the seventh area that is called the central area, which includes the driver and the space occupied by the vehicle that is not visible to the driver.

**Basic Speed Law** – Law stating that you may not drive faster than is safe and prudent for existing conditions, regardless of posted speed limits.

**Behind-the-Wheel Instruction-** That portion of the driver education laboratory instruction where the novice driver is actually seated behind the wheel of a vehicle or simulated vehicle, operating it either in real or simulated traffic situations, through the direct guidance of a driver education teacher.

**Being Passed** – Being overtaken and proceeded by another vehicle moving in the same direction or the attempt of the maneuver.

**Bicycle** – A device that a person may ride and that is propelled by human power and as two tandem wheels at least one of which is more than 14 inches in diameter [Texas Transportation Code, Section 541.201(2)].

**Blackout Concept** – The inability of the mind to store and retain information.

**Blindspot (Blindzone)** – Areas to the sides and rear of the vehicle that rearview mirrors cannot show.

Blindzone Glare Elimination (BGE) Mirror Setting – **This mirror setting the inside rear view mirror becomes the primary mirror, and the left and right side view mirrors become directed to side view use only. The driver can move the head toward the window to get a right and left side view when pulling from the curb. The mirror setting that reduces the mirror blind-zone and eliminates night glare from a following vehicle to the left or right. Mirrors are set 15 degrees to the outside for viewing side positions rather than rear corner of vehicle. Mirror setting does not completely eliminate making a visual check to the left or right when searching for open zones or space.**

**Block Program** – In a “Block” driver education program, the entire Classroom instruction is taught before the In-Car Instruction begins. The Classroom instruction begins and continues on a schedule until the student successfully completes and masters each of the 12 classroom modules. The student in a block program is eligible to apply for and obtain an Instruction Permit from the Department of Public Safety at age 15 or older and upon successful completion and mastery of Modules One through Twelve. The In-Car instruction begins as soon as the student obtains an Instruction Permit and continues on a schedule until the student successfully completes and masters each of the Twelve In-Car modules.

**Blood-Alcohol Concentration (BAC)** – Amount of alcohol in the blood expressed as a percentage of ethyl alcohol related to the volume of fluids in the bloodstream. The ratio between the alcohol consumed and the blood in the body.

**Blowout** – Sudden loss of tire air pressure while driving.

**Brake Failure** – Failure of the vehicle's brakes to stop the vehicle properly.

**Brake Pedal** – Pedal that enables the driver to slow or stop a vehicle (regulates speed).

**Braking Distance** – Distance your vehicle travels from the time you apply the brake until your vehicle stops.

**Bus** – A motor vehicle used to transport persons and designed to accommodate more than ten passengers including the operator of a motor vehicle, other than a taxicab, designed and used to transport persons for compensation [Texas Transportation Code, Section 541.201(3)].

**Business district** - The territory adjacent to and including a highway if buildings used for business or industrial purposes, including a building used as a hotel, bank, office building, public building, or railroad station: (A) are located within a 600-foot segment along the highway; and (B) within that segment the buildings occupy at least 300 feet of frontage: (i) on one side of the highway; or (ii) collectively on both sides of the highway.

- C -

**“C” Pillar** – The rear roof-supporting member on most vehicles. On station wagons, this pillar separates the rear doors and quarter panel glass.

**Cancellation of Driver’s License** – The withdrawal of a driver’s license or driving privilege until the driver is able to requalify.

**Carbon Monoxide** – Colorless, odorless, tasteless gas contained in the exhaust fumes of gasoline engines.

**Car Catches on Fire** – Failure where the vehicle is on fire.

**Car Seat** – Common term for a specially designed device that secures a child (a child under 5 years of age and 36 inches in height regardless of age must be secured in a child passenger safety seat) in a motor vehicle, meets federal safety standards, and increases child safety in a crash.

**Center Lane Placement** – Placing the vehicle in the center of the traffic lane. Lane placement to the center of the lane will be used for the majority of driving situation. Your line of sight through the driver’s side left fender to the centerline. Your line of sight through the center of passenger’s side right half of the hood to the edge or edge line of the roadway.

**Center of Gravity** – The point at which the entire weight of a body is considered concentrated so that, if supported at this point, the body would remain in equilibrium in any position. A point around which the vehicle’s weight is evenly distributed.

**Central Vision** – The field of vision around your focal vision in which you can see clearly while looking straight ahead that aids in determining vehicle position to the roadway.

**Child Safety Seat/Child Restraint** – A crash tested device that is specially designed to provide infant/child crash protection. A general term for all sorts of devices including those that are infant/child vests or infant car beds restrained with a motor vehicle safety belt rather than seats.

**Classroom Instruction**- That portion of the driver education program, occurring in a classroom environment, under the direct guidance of a driver education teacher, that enables student learning to occur through varied instructional methodology.

**Closed Zone or Area** – A space not open to you because of a restriction in your line of sight or intended path of travel.

**Cloverleaf Interchange** - Allows for interchange of two expressways with minimal disruption of speed or movement.

**Clutch Pedal** – Pedal in a manual transmission vehicle that enables a driver to shift gears.

**Coastal Flood** – Winds generated from tropical storms and hurricanes or intense offshore low-pressure systems can drive ocean water inland and cause significant flooding.

**Coasting** – An operator moving on a downgrade may not coast with the gears or transmission of the vehicle in neutral or the clutch disengaged [Texas Transportation Code, Section 545.406].

**Collision** – Contact between two or more objects, as when two vehicles collide into each other.

**Collision Insurance** – Pays cost of fixing or replacing owner’s vehicle after a crash—regardless of who was driving or who was to blame.

**Commentary Drive** – System of thinking aloud as you practice the searching process of the SEE IT system. The driver verbalizes the reasons for speed and roadway position adjustments.

**Commercial Motor Vehicle** – truck tractors, trailers, or semitrailers or vehicles designed to transport 16 or more passengers, including the driver, or vehicles transporting hazardous materials requiring to be placarded (49 C. F. R. Part 172, Subpart F) as defined in the Texas Transportation Code 522.003(5).

**Common Speed** – Speed used by the 80th percentile of drivers on an expressway.

**Communication Devices** – Devices that the driver uses to communicate with other roadway users such as mechanical or hand/arm signals, headlights, horn, lane position, etc.

**Complex Risk Environment** – A complex risk environment is limited to speeds under 70 mph, having controlled or limited access interchanges or intersections in urban, suburban, and rural settings. Traffic flow is heavy and many times unpredictable, which does not allow excessive time for the novice driver to identify risks through changes to line of sight or path of travel. Two-way, one-way, access lanes, and multi-lane roadways are recommended for use in complex risk environments.

**Comprehensive Insurance** – Pays to replace or fix owner's car if it is stolen or if it is damaged by causes other than a collision, such as fire, vandalism, or hail. Also pays for a rental car or other temporary transportation if the owner's vehicle is stolen.

**Concurrent Program** – In a "Concurrent" driver education program, the Classroom instruction begins and continues on a schedule until the student successfully completes and masters each of the Twelve Modules. Students age 15 or older are eligible to apply for, obtain an Instruction Permit from the Texas Department of Public Safety after they successfully complete, and master the Classroom Instructional Phase of Module One. The In-Car instruction begins as soon as the student obtains an Instruction Permit and continues on a schedule until the student successfully completes and masters each of the twelve modules. The "Concurrent" program requires the instructor to schedule the Classroom lessons and the In-Car lessons back to back or very close together. The In-Car lessons are paced to match what was recently taught in the classroom.

**Conserving Energy** – To avoid wasteful or destructive use of energy.

**Construction Sign** – A sign used in construction or maintenance work areas to direct drivers or pedestrians safety through the work zone and to provide for the safety of the highway workers.

**Contemporary Mirror Setting (Blindzone/Glare Setting)** – In this mirror setting the inside rear view mirror becomes the primary mirror. The left and right side view mirrors become directed to side view use only.

**Control Devices** – Devices that the driver uses to control the vehicle.

**Controlled-Access Highway** – Highway that vehicles can enter and exit only at interchanges. Access by persons to enter or exit the highway or roadway is restricted under law except at a place or in the manner determined by the authority that has jurisdiction over the highway or roadway (person, including owners or occupants of abutting real property, have no right of access.)

**Controlled Braking** – Reducing speed by firmly stepping on and pressing brake pedal and maintaining steering control of the vehicle.

**Controlled Environment** – A controlled risk environment reduces the incidence or severity of harmful incidents. The traffic speed and traffic flow volume in controlled risk environments should be at a minimal allowing time for novice driver to identify risks through changes to line of sight or path of travel.

**Controlled Intersection** – Intersection at which signals or signs determine the right of way.

**Controlled Railroad Crossing** – Railroad crossing controlled by flashing red lights and/or crossing gates.

**Controlling Consequences** – Lessening the results of an impending crash.

**Convenience and Comfort System devices** – Devices that offer the driver convenience and comfort, such as radio; heating, ventilation, and air conditioning; seat adjustment; etc.

**Cost of the Trip** – The basic expenses anticipated for any trip including fuel, lodging, meals, and in many cases tolls.

**Countermeasures** – Safety measure that helps respond to an adverse condition.

**Cover the Accelerator** – Take your foot off the brake or accelerator and hold it over the accelerator pedal to reduce response time and to maintain speed of vehicle.

**Cover the Brake** – Take your foot off the accelerator hold it over the brake pedal to reduce response time for brake application and maintain speed of vehicle.

**Crossbuck** – Large white X-shaped sign located prior to a railroad crossing.

**Crash Involvement** – Association with a conflict or collision with an object or other roadway user.

**Crosswalk** - The portion of a roadway, including an intersection, designated as a pedestrian crossing by surface markings, including lines or the portion of a roadway at an intersection that is within the connections of the lateral lines of the sidewalks on opposite sides of the highway measured from the curbs or, in the absence of curbs, from the edges of the traversable roadway.

**Crumple Zones and Side Impact Panels** – Protect occupants by allowing structures to collapse at different rates, reducing the risk of penetration into the passenger compartment, or spreading forces over a wider area. Sections of a vehicle body and/or frame engineered to deform in a progressive manner in a collision, thereby absorbing impact forces instead of transferring them to the passenger compartment. Also known as, crush zones.

**Cruise/Speed Control** – Device that lets you maintain your speed without keeping your foot on the accelerator.

- D -

**Danger to Self or Others** – May cause harm to himself or someone else.

**DE-964** – The official state driver education document certifying completion of an approved driver education course.

**Dead Pedal** – **The footrest found to the left of the left most pedal (the accelerator, parking brake or clutch pedal, depending on model) where the driver can rest their foot and brace themselves during hard cornering.**

**Decayable Waste** – From a public or private establishment, residence, or restaurant, includes animal and vegetable material.

**Deceleration Lane** – **Area where speed can be reduced to exit safely. Expressway lane used to slow your vehicle without blocking vehicles behind you.**

**Defensive Driving** – **A driver should stay alert and keep the eyes moving to keep track of what is happening; look for trouble spots developing all around; have a plan of action if another driver does the wrong thing; and know that the law requires drivers to protect each other from their own mistakes. Protecting yourself and others from dangerous and unexpected driving situations by using a space management system.**

**Delayed Green Light** – Indicates that one side of intersection has a green light while the light for oncoming traffic remains red.

**Denial of Driver's License** – The withholding of a driver's license or driving privilege because the person is ineligible for a license. A driver's license may be issued when eligibility requirements are met.

**Depressant** – Drug that slows the response of the central nervous system.

**Depth Perception** – Ability to judge distance between yourself and other objects.

**Designated Driver** – Person who decides ahead of time not to drink alcoholic beverages and volunteers to drive others who do drink.

**Destination Driving** – The process of giving the student a specific location he/she will drive to, without assistance, using the most direct, efficient, and safe route.

**Diamond Interchange** – Allows for interchange of a major roadway with a secondary dual or multiple lane roadways.

**Distraction** – When a driver is delayed in the recognition of information needed to accomplish the driving task safely because some event, activity, object, or person within or outside the vehicle compelled or tended to induce the driver's shifting attention away from the driving task. The act of distracting or the state of being distracted, especially: mental confusion, to draw or direct one's attention to a different object or in different directions at the same time

**Divided Attention** – Changing attention from the path of travel to traffic, roadway, weather, vehicle, passengers, gauges, etc. Failure to complete multi-task performances correctly to compensate for divided attention produces unsafe driving.

**Donation** – Is the act of giving one's organs or tissue to someone else.

**Donor** – Person that gives one's organs or tissue to someone else.

**Donor Recipient** – A person who receives an organ or tissue transplant.

**Donor Education, Awareness, and Registry Program (DEAR)** – A statewide program with the goal of educating Texas residents about anatomical gifts.

**Don't Mess With Texas** – The tough-talking litter prevention campaign sponsored by the Texas Department of Transportation (TxDOT). The campaign reminds Texans to keep their trash in the car and off our road.

**Drag Race** - The operation of a two or more vehicles from a point side by side at accelerating speeds in a competitive attempt to outdistance each other or one or more vehicles over a common selected course, from the same place to the same place, for the purpose of comparing the relative speeds or power of acceleration of the vehicle or vehicles in a specified distance or time.

**Driver Education and Traffic Safety Program** – In Texas, the Driver Education and Traffic Safety Program provides novice drivers the foundation of knowledge, understanding, skills, and experiences necessary for the novice driver and parent, guardian, or adult mentor to launch and continue the life-long learning process of legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS). Teachers instruct students in this program through a combination of culturally responsive classroom and actual or simulated in-car instruction techniques that include modeling, knowledge assessment, skill assessment, guided observation, and parental/mentor involvement.

**Driver Inattention** – The driver is distracted, asleep or fatigued, or otherwise “lost in thought”.

**Driver Preparation Procedures** – The procedures the driver performs to prepare the vehicle for operating on the roadway, such as pre-drive checks including outside checks, inside check, engine starting procedures, etc.

**Driver Readiness** – To prepare the driver mentally, emotionally, and physically to operate a vehicle within HTS.

**Driver Readiness Techniques** – Good habits that prepare the driver mentally, emotionally, and physically to operate a vehicle in the HTS including driving on a habit level; driving on a judgment level; avoiding driving while fatigued; managing the driving task for conditions including weather, visibility, traffic, roadway, and vehicle; and managing distractions.

**Driver Responsibility** – A driver's moral, legal, and mental accountability to the driving task.

**Driver/Vehicle Control Sequence** – Vision control (visual targeting), motion control (accelerator or brake), then steering control (steering wheel).

**Driving as a Privilege** – An opportunity granted to a person to drive within the HTS.

**Driving at the Common Speed** – Driving at the speed of traffic to establish and maintain a safe space around your vehicle. A driver must avoid the possibility of exceeding the legal posted speed.

**Driving Conditions** – When making the decision whether to drive or the appropriate speed that is safe/reasonable, the driver must take in consideration the condition of the weather, visibility, traffic, roadway, and vehicle.

**Driving Environments** – Low, moderate, complex risk driving environments.

**Driving on the Right Side of Roadway** – An operator on a roadway of sufficient width shall drive on the right half of the roadway, unless: the operator is passing another vehicle; an obstruction necessitates moving the vehicle left of the center of the roadway and the operator yields the right-of-way to other vehicles moving in the proper direction or is an immediate hazard; the operator is on a roadway divided into three marked lanes of traffic; or the operator is on a roadway restricted to one-way traffic [Transportation Code, Section 545.051]

**Driving Plan** – Formulation of a plan that incorporates the knowledge and skills that provides the foundation to launch and continue the lifelong learning process of legal and responsible reduced-risk driving practices.

**Driving Practices** – Legal and responsible implementation of the Traffic Laws, Driver Preparation, Vehicle Movements, Driver Readiness, Risk Reduction, Environmental Factors, Distractions, Alcohol and Other Drugs, Adverse Conditions, Vehicle Requirements, Consumer Responsibilities, and Personal Responsibilities reduced-risk driving practices to sustain the lifelong learning process of reduced risk driving practices in the Highway Transportation System.

**Driving Task** – All social, physical, legal, and mental skills required to drive.

**Driving Under the Influence (DUI)** – An offense for which a driver can be charged even if blood alcohol level is below 0.08%. Driving Under the Influence can include driving while under the influence of an alcoholic beverage, drug, medication, etc. [Texas Transportation Code, Section 524.001 (3)(A)(ii)(iii). Commercial vehicles Texas Transportation Code, Section 524.101].

**Driving Under the Influence of Alcohol by a Minor** – It is illegal for a minor (those under 21 years of age) while having any detectable amount of alcohol in the minor's system to operating a motor vehicle in a public place [Alcohol Beverage Code, Section 106.071].

**Driving While Intoxicated (DWI)** – A person commits an offense for which a driver can be charged in all states if the person is intoxicated while driving or operating a motor vehicle in a public place [Texas Transportation Code, Section 524.001(3)(A)(i)].

**Driving While Intoxicated (DWI) Penalties** – Fines, loss of driver's license or driving privilege and/or jail/penitentiary time that may be assessed when an individual is convicted of a DWI.

- E -

**Engine Failure** – Vehicle failure that occurs when the engine quits running completely because the engine becomes flooded, overheats, etc.

**Enhanced Technology** – Aids the driver in maintaining balance control when performing avoidance maneuvers and increased protection should a crash occur.

**Emergency** – An unforeseen combination of circumstances or the resulting state that calls for immediate action.

**Emergency Equipment** – Equipment that is necessary to manage an emergency including vehicle failure, crash, weather conditions, etc.

**Emergency Vehicle** – A fire department, police vehicle, a public or private ambulance operated by a person who has been issued a license by the Texas Department of Health [Texas Transportation Code, Section 541.201(1)].

**Emissions** – Substances discharged into the air (as by a smokestack or an automobile gasoline engine).

**Emotions** – Feelings that include anger, anxiety, joy, happiness, fear, hate, grief, care, and/or love.

**Emotional Behaviors** – Includes affections, feelings, motives, needs, and everything that pertains to the goal-directedness of people's actions.

**Energy of Motion** – Kinetic energy or the energy an object has because it is moving.

**Engine-Management System** – Computerized system that monitors and adjusts the fuel, ignition, and emission systems.

**Engine Starting Procedures** – Check parking brake; foot on brake; key in ignition; gear in “Park or Neutral”; check for fuel injection or automatic choke; turn key to “on” position; check alert lights and gauges; turn key to start engine; adjust Heating, Ventilation, and Air Conditioning (HVAC); set accessories (headlights or daylight running lights are recommended); check warning lights and gauges.

**Entrance Ramp** – The ramp to enter the expressway. This area gives the driver time to evaluate traffic conditions. It can be level with the expressway or on an uphill or downhill grade.

**Environmental Protection** – Protecting our natural resources and environment from unnecessary destruction.

**Establish Vehicle Speed** – Obeying the speed limit or the flow of traffic, whichever is slower.

**Euphoria** – False sense of well-being developed as a result of alcohol or drug consumption.

**Evaluate** – The second step of the “SEE IT” space management system which allows the driver to make decisions to adjust speed or position and communicate based on risk, habits, judgment, and experience.

**Evasive Steering** – Emergency steering technique used to steer quickly around an object in your path. Without removing hands from the steering wheel, turn the wheel so that the forearms touch each other, then turn the wheel in the opposite direction until the forearms touch again. Return the wheel to center position. This is the maximum steer input for lane change and activated ABS. Less input may be used to perform maneuvers for emergency lane adjustment to the left or right.

**Execute** – The third step of the “SEE IT” space management system in which a driver performs proper vehicle control responses to avoid possible conflicts.

**Exhaust Emission System** - A motor vehicle engine modification designed to control or reduce the emission of substances from a motor vehicle or motor vehicle engine, of a model year of 1968 or later, and installed on or incorporated in a motor vehicle or motor vehicle engine in compliance with requirements imposed by the Motor Vehicle Air Pollution Control Act (42 U.S.C. Section 1857 et seq.) or other applicable law.

**Exit ramp** – This is the ramp to leave the expressway. Ramps may be level or sharply curved, uphill or downhill. Be sure to adjust speed for ramp speed sign.

**Experienced Driver** – Practical knowledge, skill, and practice derived from direct observation of or participation in driving. A driver with more than five years experience in operating the motor vehicle in Texas.

- F -

**Factors that Influence Underage Drinking** – Factors that say or encourage underage individuals to make the choice to drink alcohol.

**Farm Tractor** – A motor vehicle designed and used primarily as a farm implement to draw an implement of husbandry, including a plow or a mowing machine.

**Fatigue** – Physical or mental weariness resulting from exertion or other effect.

**Feet Per Second a Vehicle Travels** – Speed +  $\frac{1}{2}$  speed X # seconds = feet/second.

**Field of Vision** – All the area a person can see while looking straight ahead.

**Field Sobriety Test** – Series of on the spot, roadside tests that help an officer detect impairment of a driver suspected of DUI or DWI.

**Financial Responsibility** - The ability to respond in damages for liability for an accident that occurs after the effective date of the document evidencing the establishment of the financial responsibility and arises out of the ownership, maintenance, or use of a motor vehicle.

**Financial Responsibility Law** – Law that requires you to prove that you can pay for collision damages you cause that result in death, injury, or property damage.

**Flash Flood** – Sudden flooding caused by slow-moving thunderstorms, thunderstorms repeatedly moving over the same area, or heavy rains from hurricanes and tropical storms.

**Flashing Yellow Light** – Slow down and proceed with caution.

**Flashing Red Light** – Stop completely before entering the crosswalk or intersection, then proceed when you can do so safely

**Flashing Signal** – Traffic signal that alerts drivers to dangerous conditions or tells them to stop.

**Focus Vision (Fovial)** – That part of the vision field that allows the driver to read signs and make distinctions between vehicles and objects often measured as visual acuity.

**Following Interval** – The amount of time/space recommended between vehicles when following another vehicle in the intended path of travel to avoid conflict. To set a following interval a driver must select an object near the road surface. When the vehicle ahead passes that object, the driver should start counting “one thousand-one”, “one thousand-two,” etc., until the front of his/her vehicle reaches that object. For speeds above 30 mph, maintain 4 seconds (more for adverse conditions) of following time. Developing a 4-second following interval is the best practice for a novice driver.

**Force of Impact** – Force with which one moving object hits another object; varies according to speed, weight, and distance between impact and stop and is based on forces of inertia and momentum.

**Forward-Facing Child Restraint** – A restraint that is intended for use only in the forward-facing position for a child at least age one and at least 20 pounds up to 40 pounds.

**Four-Lane Road** – A roadway that is divided into at least four clearly marked lanes for vehicular travel.

**Freeway** – A divided, controlled access highway for through traffic [Texas Transportation Code, Section 541.302(3)].

**Freeway Hypnosis** – Drowsy or trancelike condition caused by concentration on the roadway ahead and monotony of driving.

**Freeway Main Lane** – A freeway lane having an uninterrupted flow of through traffic.

**Friction** – Force that creates heat and helps each tire to maintain traction on the road, unless too much heat is generated which may cause traction loss due to melting of tire rubber on the roadway.

**Frontage Road Interchanges** – Allows for interchange of vehicles using parallel secondary two-way or one-way roadways and a major multiple lane roadway.

**Front Turning Point** – The front turning point is located where the “A” pillar joins the fender on the vehicle. The edge of the intersection will appear in this location when targeting the center of the path of travel.

**- G -**

**"g"** – The unit of measure for lateral acceleration or "road-holding" ability. One g is equivalent to 32.2 feet per second; the rate at which an object accelerates when dropped at sea level.

**Gap** – Time or distance interval between vehicles on roadway.

**Gear Selector** – Device in vehicles used to select gears. In an automatic transmissions the gears usually are “P” – park, “R” – reverse, “N” – neutral, “D” – drive, “2” and “1” – lower drive gears. In a manual transmission the gears are usually “1<sup>st</sup>” – low drive gear, “2<sup>nd</sup>”, “3<sup>rd</sup>”, “4<sup>th</sup>”, “R” – reverse.

**Glare** – A brightness that reflects and reduces a driver’s ability to see.

**Glare Recovery Time** – Time your eyes need to regain clear vision after being affected by glare.

**Glare Resistance** – Ability to continue seeing when looking at bright lights.

**Global Benefits** – Something that promotes well-being to the entire world.

**Good Driving** – Loosely defined term that many drivers assume includes themselves when each reaches the point of skilled vehicle operation.

**Good Samaritan Law** – Liability for emergency care: a person in good faith administers emergency care, including using an automated defibrillator, at the scene of an emergency (not in a hospital or other health care facility or means of medical transport) is not liable in civil damages for an act performed during the emergency unless the act is willful or wantonly negligent [Civil Practices and Remedies Code, Section 74.001].

**Graduated Driver Licensing Program** – A program that requires young drivers to progress through a series of licensing stages with various restrictions as to accompany drivers, times permitted to drive, allowable passengers, and the use of electronic communications devices [Texas Transportation Code, Section 545.424].

**Gravity** – Force that pulls all things to earth.

**Green Arrow with Red Light** – Proceed carefully in the direction of the arrow after yielding the right-of-way to other vehicles and pedestrians.

**Green Light** – Check traffic, and proceed if safe to do so.

**Ground Viewing** – Making quick glances to the roadway in front of your vehicle, similar to view patterns of mirror and dashboard.

**Guide Sign** – Sign that gives directions, distance, services, points of interest, and other information.

**Guided Observation (In-Car)** – Refers to that time during which a student is riding in the back seat of a dual-controlled training vehicle observing and listening to instructions of the driver instructor related to procedures and techniques of the student driver who is behind the wheel. It involves observations of the actions and behavior of the student driver and other road users.

**- H -**

**Hallucinogen** – Mind-altering drug that tends to distort a person’s perceptions of direction, distance, and time.

**Hand-over-Hand Steering** – Pulling the steering wheel down with one hand while the other hand crosses over to pull the wheel farther down. Used for quick turns at speeds below air bag deployment speed.

**Hand Position** – Placement of the hands at 9 and 3 or 8 and 4 o'clock for best balance based on the vehicle steering wheel and input.

**Hand-to-Hand Steering** – Pushing with one hand on the side of the wheel while pulling with the other hand on the opposite side of the wheel using positions at 10 to 7 on left side and 2 to 5 o'clock on the right side of steering wheel. Used to maintain stability in cornering and avoid poor hand and arm position with impending air bag deployment. Most commonly used international steering technique on rack and pinion steering mechanism vehicles.

**Hazard Flasher** – Device that flashes front turn signal lights and taillights to warn others the vehicle is a hazard.

**Headlights** – Lighted lamp displayed on each side of the front of the vehicle [Texas Transportation Code, Section 547.302].

**Head Restraints** – Specially designed air bag or padded devices on the backs of front seats that help reduce whiplash injuries in a side or rear impact collision.

**Hidden Areas Around Vehicle** – Areas around the vehicle that are not visible to the driver.

**High Occupancy Vehicle (HOV)** – Lanes that have restrictions on the number of passengers in the vehicle that is traveling in this lane.

**High Risk Drivers** – A driver proven to be a financial risk for an insurance company due to negative motor vehicle report or owning a vehicle built for speed. Usually, a driver rated as "high risk" will pay a higher premium for insurance.

**Highway** - The width between the boundary lines of a publicly maintained way any part of which is open to the public for vehicular travel. The entire width between property lines of a road, street, or way in this state that is not privately owned or controlled and some part of which is open to the public for vehicular traffic and over which the state has legislative jurisdiction under its police power.

**Highway Hypnosis** – Drowsy or trancelike condition caused by concentration on the roadway ahead and monotony of driving.

**Highway Transportation System** – The highway transportation system (HTS) is a complex system including a consortium of federal, state, local, and individual systems functioning together to provide a reduced-risk and lawful driving Highway Transportation System environment made up of people, vehicles, and roadways.

**Hydroplaning** – Traction loss on water. Occurs when a tire patch loses roadway contact by rising up on top of water.

- | -

**Ignition Switch** – Switch that locks the steering wheel and gear selector, and enables the driver to start and turn-off the engine or use the accessories.

**Illegal Use of License** – False name to get a license; possess more than one license; use a canceled or revoked license; use another person's license; lend your license to someone else; or display or possess a false license [Texas Transportation Code, Section 521.451].

**Immediate Risk** – High priority possibility of having a conflict that results in a crash or collision needing a driver's visual attention.

**Implied Consent Law** – This law relates to license suspension for refusing to take a legally requested breath or blood test. As with the AIR law, it is a civil action apart from a DWI criminal case [Texas Transportation Code, Section 724.011].

**Implied Consent Law for Minors** – This law provides that a minor (a person under age 21) may not drive a motor vehicle with a detectable amount of alcohol (.00) in their system. This law is commonly

referred to as the Zero Tolerance Law.

**Improved Shoulder** – A paved shoulder [Texas Transportation Code, Section 541.302 (6)].

**Information Devices** – Devices that provide information about the vehicle to the driver.

**Information Processing** – The brain's ability to interpret information provided by the human senses and to employ critical-thinking, decision-making, and problem-solving skills in performing legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS).

**Information Sign** – Inform of local regulations and practices.

**Inherent Risk** – Risk that is built in or normal to a situation.

**Inhibitions** – Inner forces of personality that restrain or hold back impulsive behavior.

**Inside Checks** – Procedures for checking and preparing the inside of the vehicle and driver prior to operating in vehicle.

**Instruction Hour** – Instructional time equal to sixty (60) minutes. Schools are allowed five minutes of break per instructional hour for all phases. No more than ten minutes of break time may be accumulated for each two hours of instruction.

**Insurance** – Pays other people's expenses for accidents caused by drivers covered under owner's policy.

**Insurance Responsibility Act** – Ensures all drivers are financially responsible for the death, injury, or property damage they may cause while operating a motor vehicle.

**International Symbols** – Symbols used on traffic signs that give a message without using words.

**Intersection** – Where two or more roadway users meet and cross at a point.

**Intoxication** – (a) Not having the normal use of mental or physical faculties by reason of the introduction of alcohol, a controlled substance, a drug, a dangerous drug, or a combination of two or more of those substances or any other substance into the body; or... (b) Having an alcohol concentration of .08 or more [Texas Transportation Code, Section 724.001(9), and Penal Code 49.01 (2)].

**Intoxication Assault** – Commits an offense if the person operates a motor vehicle, aircraft, watercraft, or amusement ride, or assembles a mobile amusement ride in a public place while intoxicated. By reason of intoxication causes the injury of another person by accident or mistake [Penal Code, Section 49.07].

**Intoxication Manslaughter** – Commits an offense if the person operates a motor vehicle, aircraft, watercraft, amusement ride, or assembles a mobile amusement ride in a public place while intoxicated. By reason of intoxication causes the death of another person by accident or mistake [Penal Code, Section 49.08].

**Intoxilyzer** – Breath-test instrument most commonly used for determining blood-alcohol content.

- J -

**Jack** – Hand-operated device used to lift and hold one corner or side of the vehicle.

**Joining Traffic** – Turning right or left into lanes of other vehicles.

**Judgment/Reasoning** – These psychological functions are the first ones affected by alcohol. A person's ability to judge right from wrong, good from bad or their ability to reason is affected.

- L -

**Lane Change** – Lateral movement of the vehicle from one lane to another using proper space management procedures.

**Lane Change Device** – Use of the turn signal by hooking thumb on wheel and pushing signal halfway just to activate signal so that release of lever will release the signal.

**Lane Placement** – A vehicle's place in the traffic lane without changing lanes. Vehicle location in a traffic lane include five options for lane placement without making a lane change: center, left, right, straddle left, or straddle right.

**Laned Roadway** – A roadway that is divided into at least two clearly marked lanes for vehicular travel.

**Lane Usage Signal** – A traffic signal that indicates which lanes are open, closing, or closed for travel. Signal, usually overhead, that tells whether a lane can or cannot be used at a specific time.

**Lap Belt** – Restraining belt to protect the driver and passengers that fastens across the hips.

**Large Trucks** – A motor vehicle designed, used, or maintained primarily to transport property [Transportation Code, Section 541.201].

**Lateral Maneuver** – Vehicle movements to the side (swerve, pulling to and from the curb, lane change, merging, exiting).

**Left Lane** – Lane on the expressway used for faster traffic and vehicles passing.

**Left Lane Placement** – Placing the vehicle to the left side of the traffic lane. Your line of sight reference is about 1 foot from left side or may be the crack line between your left fender and hood of your vehicle to the curb.

**Left Turn Yield on Green Sign** – Yield the right-of-way if other traffic is approaching from the opposite direction, if safe to do so, you may turn left on a light that is green.

**Legally and Responsibly** – A driver's legal, moral, dutiful, and mental accountability to driving practices that utilize the knowledge, understanding, skills, and experiences. A driver has the duty of driving a vehicle in the Highway Transportation System within the law and without conflict with other roadway users or the roadway.

**Legal Reduced-Risk Driving Practices** – Driving practices that utilize the knowledge, understanding, skills, and experiences to drive legally and responsibly.

**Liability Insurance** – Provides compensation for damages, which the insured is legally obligated to pay; cover other when you are at fault.

**License** – An authorization to operate a motor vehicle that is issued under or granted by the laws of this state. The term includes: (A) a driver's license; (B) the privilege of a person to operate a motor vehicle regardless of whether the person hold a driver's license; and (C) a nonresident's operating privilege [Texas Transportation Code, Section 521.001 (6)].

**Life-Long Health Promoting Decision Regarding the Use of Alcohol and Other Drugs** – Making personal decisions regarding the use of alcohol and other drugs in the most advantageous life-long health stance based on legal, ethical, and moral reasons.

**Life-long Learning Process of Legal and Responsible Reduced-risk Driving Practices in the HTS** – Plan developed to continue to utilize the legal reduced-risk driving practices for a lifetime.

**Lifelong Plan for Reduce-Risk Driving** – A plan developed to continue to utilize the legal reduced-risk driving practices for a lifetime.

**Light Truck** – A truck, including a pickup truck, panel delivery truck, or carryall truck, that has a manufacturer's rated carrying capacity of 2,000 pounds or less.

**Limited-Access or Controlled-Access Highway** – A highway or roadway to which persons, including owners or occupants of abutting real property, have no right of access and access by persons to enter or exit the highway or roadway is restricted under law except at a place and in the manner determined by the authority that has jurisdiction over the highway or roadway.

**Limit and Manage Distractions** – A driver maintains attention to the driving task and utilizing risk reduction techniques.

**Limited Use** – Determining the use and restricted use of the family vehicle for the novice driver. Usually involves a written contract to be signed by both student and parent/legal guardian.

**Limited Use Lanes** – Traffic flow lanes posted and designed to accommodate special vehicles or carpools.

**Line of Sight (LOS)** – Distance from the driver's eyes to the target at the end of the intended path of travel you can see ahead.

**Litter** – Defines vast range of materials such as grease or leftover food from restaurants, building materials abandoned at construction sites, and packaging materials from stores.

**Litter Prevention** – To keep litter from happening or existing. Deterrence of disposing, allowing, or permitting the disposal of litter or other solid waste at a place that is not an approved solid waste site, including a place on or within 300 feet of a public highway, on a right-of-way, on other public or private property, or into inland or coastal water of the state.

**Living Donors** – Are persons who donate a kidney, part of a lung or part of a liver while they are still alive.

**Loading Considerations** – Distributing the weight evenly throughout vehicle. Do Not Overload.

**Low Risk Environment** – A low risk environment is usually limited to speeds under 40 mph, having uncontrolled and controlled intersections in urban, suburban, and rural settings. Traffic flow volume in low risk environments should be at a minimal allowing time for novice driver to identify risks through changes to line of sight or path of travel.

**Low Water Crossing** – Roadways that may have been covered with water or even washed away during flooding, creating unsafe driving condition. Drivers who repeatedly drive through flooded low-water crossings often do not recognize the dangers of a small increase in the water level.

## - M -

**Maintenance Checks** – Checks and routine maintenance performed to ensure that a vehicle operates properly.

**Mass Transportation** – Involves using vehicles or devices that move large numbers of people from place to place at the same time.

**Mastery** – Achieving a grade of 70% or above on all evaluations.

**Mechanical Service** – Safeguarding the vehicle's motorized parts by servicing and performing necessary repairs utilizing the vehicle's owners manual as a resource.

**Median** – Area of ground separating traffic moving in opposite directions.

**Medical Insurance** – Pays medical and/or funeral bills arising from motor vehicle accidents, including those in which the victim was a pedestrian or a bicyclist.

**Mental Behaviors** – Includes cognitions, thoughts, reasoning, and everything that pertains to the decision-making and evaluating characteristic of people's actions.

**Merging Area** – This is the area to move onto the expressway. Stretch of roadway at the end of an acceleration lane on an expressway where vehicles join the flow of traffic.

**Metropolitan Area** – An area that contains at least one municipality with a population of at least 100,000 and includes the adjacent municipalities and unincorporated urban districts.

**Minimize a Hazard** – Reduce the possibility of conflict by putting more space between your vehicle and the hazard.

**Minimum Speed Limit** – Speed limit to keep traffic moving safely by not allowing drivers to drive slower than a certain speed.

**Minor Attempting to Purchase** – A minor commits an offense if with specific intent to purchase an alcoholic beverage even if the sale is not actually made [Alcohol Beverage Code, Section 106.025 (a)].

**Minor's Consumption Law** – A minor commits an offense if he/she consumes and alcoholic beverage [Alcohol Beverage Code, Section 106.04 (a)].

**Minor in Possession** – A minor commits an offense if he possesses an alcoholic beverage [Alcohol Beverage Code, Section 106.05 (a)].

**Minor's Purchase of Alcohol** – A minor commits an offense if the minor purchases an alcoholic beverage [Alcohol Beverage Code, Section 106.02 (a)].

**Mirrors** – Detection devices and should be checked prior to and after any speed or position change.

**Misrepresentation of Age** – A minor commits an offense if he/she falsely states that he/she is 21 years of age or older or presents any document that indicates he/she is 21 years of age or older to a person engaged in selling or serving alcoholic beverages [Alcohol Beverage Code, Section 106.07 (a)].

**Modeling** – The demonstration of a way of behaving to somebody, especially a child, in order for that behavior to be imitated.

**Moderate Risk Environment** – A moderate risk environment is usually limited to speeds under 40 mph, having uncontrolled and controlled intersections in urban, suburban, and rural settings. Traffic flow volume in moderate risk environments should be at a minimal allowing time for novice driver to identify risks through changes to line of sight or path of travel. Two-way, one way, and multi-lane roadways are recommended for use in moderate risk environments depending on the traffic conditions.

**Moped** – Two-wheeled vehicle that can be driven with either a motor or pedal.

**Motorcycle** – A motor vehicle, other than a tractor that is equipped with a rider's saddle, and designed to have when propelled not more than three wheels on the ground [Transportation Code, Section 541.201 (9)].

**Motor-Driven Cycle** - A motorcycle equipped with a motor that has an engine piston displacement of 250 cubic centimeters or less. The term does not include an electric bicycle.

**Motor Scooter** – (No Texas definition) A low-powered, two-wheeled vehicle that is more powerful than a moped.

**Motor Vehicle** – A vehicle that is self-propelled.

**Moving Forward** – Vehicle movement moving the vehicle to the front.

**Muffler** – Device that reduces the noise from combustion sounds in the engine.

**Multi-car Range Instruction-** That portion of the driver education laboratory instruction that enables the driver education teacher, positioned outside multiple cars and using electronic or oral communication, to teach and supervise several students simultaneously, each of who is operating a car on an off-street driving range designed specifically for such instruction.

**Multi-Lane Road** – A roadway that is divided into more than four clearly marked lanes for vehicular travel.

**Multi-Task Performances** – Performances that are necessary for the safe vehicle operation in the Highway Transportation System (HTS) including signaling, changing gears, checking gauges, checking mirrors, checking blindspot, etc.

**Multi-Task Performances Time Management** – Technique utilized to execute multi-task performances tasks. It is so critical never to look away from the path of travel for more than ½ second at a time. Then the visual and mental attention must be moved back to the path of travel.

- N -

**Night Blindness** – Not being able to see well at night.

**Night Driving** – Operating a vehicle during the hours of darkness.

**Night Time** – The period beginning one-half hour after sunset and ending one-half hour before sunrise.

**Nondecayable Waste** – Solid waste, except ashes.

**Non-Traditional Intersections** – A non-traditional place where two or more roadway users meet and cross at a point, such as a railroad crossing or turnabout.

**Novice Driver** – Satisfies one or more of the following criteria: (1) a person with limited or no exposure to operating the motor vehicle; (2) a person with vehicle operating experience, but limited experience with the motor vehicle; (3) a driver with less than one year experience in operating the motor vehicle in Texas.

**No-Zones** – Large mirror blind-zones where truck drivers cannot see other vehicles to the front, side, or rear where truck drivers cannot see other vehicles and where most collisions occur. These no zones are in front beside the truck, to the sides of the truck, and to the rear of every large truck.

**Nystagmus** – Involuntary jerking of the eyes as a person gazes to the side. Part of the field sobriety tests is called gaze nystagmus.

- O -

**Obligations of a Driver** – If a driver encounters conflict with other roadway users or the roadway and consequences occur, the driver has the obligation of driving to accept the consequences and be morally and financially responsible.

**Occupant Protection Systems** – Protection incorporating technological advances in vehicle integrity in the event of a crash and response capability, such as safety belts, airbags, padded dash, padded sun visors, crunch zones, etc. For most persons the term “occupant protection” refers to safety belts, child restraints, driver, and passenger side air bags. In the context of this lesson, the term “occupant protection” is much more inclusive, incorporating technological advances in vehicle integrity in the event of a crash and response capability. Advances in roadway and off road design and re-engineering of crash barriers to meet changes in motor vehicle weight and size have added substantially to crash survival.

**Odometer** – Device on the instrument panel indicating the total number of miles the vehicle has been driven.

**Off-Road Crash** – A collision that occurs off the main highways and city streets.

**Off-Road Recovery** – Regaining lane placement after going off-roadway.

**Off-Street Driving** – Driving that occurs off the main highways and city streets.

**One-Hand Steering** – Movement of the steering wheel with one hand is recommended only for backing maneuvers which do not require full left or right turns or when operating information, safety, or comfort devices.

**On-Street Instruction** – That portion of the driver education in-car instruction where the student is driving the vehicle on local streets and highways, in real and varied traffic situations, under the direct guidance of a driver education teacher seated in the vehicle directly beside the student.

**Open Container Law** – It is illegal for a driver or passenger to knowingly possess in the passenger area of a vehicle that is stopped or moving on a public highway an alcoholic beverage container that has been opened, had the seal broken, or contents partially removed [Penal Code, Section 49.031].

**Open Container Enhancement Law** – A driver commits this offense, if he is arrested for driving while intoxicated, convicted, and in immediate possession of alcohol. The offense is a Class B misdemeanor, with a minimum term of confinement of six days. Adds three (3) days to the minimum jail term [Penal Code, Section 49.04].

**Open Zone** – Zone or space ahead, to side, or rear where the driver can move without a restriction to the line of sight (LOS) or intended path of travel (POT).

**Operator** – The person in actual physical control of a motor vehicle.

**Orderly Visual Search Pattern** – Process of searching critical areas in a regular sequence from the intended path of travel.

**Organ Procurement Organizations (OPO)** – Organizations that coordinate activities relating to organ retrieval (procurement) in a designated area. OPO activities include evaluating potential donors, discussing donation with surviving family members, arranging for the surgical removal and transport of donated organs, and educating the public about the need for donations.

**Other Drugs** – Legal and illegal drugs other than alcohol.

**Other Roadway Users** – People who use the HTS by walking, driving, or riding (including other cars, vans, pick-up trucks, motorcycles, commercial vehicles, semi-trucks, pedestrians, animals, etc.).

**Outside Checks** – Procedures for checking for problems that might impede the vehicles movement.

**Overdriving Headlights** – Driving at a speed that makes your stopping distance longer than the distance lighted by your headlights. Low beams are limited to 45 mph and high beams are limited to 65 mph from stopping purposes.

**Over-Involvement** – Being over-represented in statistical analysis relating to alcohol. Young drivers are over-represented in alcohol-related crashes.

**Oversteer** – When the rear tire patches lose varying degrees of traction and the front tire patches have more traction causing a spinning effect (yaw) around the vehicle's center of gravity. The vehicle has a tendency to spin to the left or right even though the driver is not turning the steering wheel.

**Overtake** – Pass the vehicle ahead.

**Over-the-Counter (OTC) Medications** – Medications that can be purchase without a prescription.

**Owner** – The person who holds legal title to a motor vehicle; the purchaser or lessee of a motor vehicle subject to an agreement for the conditional sale or lease of the vehicle, if the person has: (i) the right to purchase the vehicle on performing conditions stated in the agreement; and (ii) an immediate right to possess the vehicle; or a mortgagor of a motor vehicle who is entitled to possession of the vehicle.

- P -

**Parallel Parking** – Parking where the vehicle lines up parallel or going the same direction as the curb. When parallel parking, the vehicle must be at least six (6) inches but not more than 18 inches from the curb.

**Parent, Guardian, or Adult Mentor Involvement** – The parent/guardian/mentor active participation in their teenager’s driver education and traffic safety education to launch and continue the life-long learning process of legal and responsible reduced-risk driving practices in the Highway Transportation System (HTS).

**Park or Parking** – To stand an occupied or unoccupied vehicle, other than temporarily while loading or unloading merchandise or passengers. Examples of parking are angle, perpendicular, curb, and parallel parking [Texas Transportation Code, Section 541.401 (6)].

**Parking Brake** – Mechanical brake that holds a vehicle in place when it is parked and to protect the transaxle, constant velocity joints, or transmission.

**Pass or Passing** – Overtake and proceed passed another vehicle moving in the same direction as the passing vehicle or to attempt the maneuver.

**Passenger-Air Bag** - An air bag that is in the right front part of the passenger compartment. It is larger than the driver bag and would restrain either center or right-front occupants. Air bags are a supplement to the use of seat belts and designed to protect adult occupants in frontal crashes.

**Passenger Car** - A motor vehicle, other than a motorcycle, used to transport persons and designed to accommodate 10 or fewer passengers, including the operator.

**Passenger Vehicle** - A passenger car, light truck, sport utility vehicle, truck, or truck tractor.

**Passing on the Left** – An operator may drive on the left side of the center of the roadway in passing another vehicle if the left side is clearly visible and free of approaching traffic for a distance sufficient to permit passing without interfering with the operation of the passed vehicle or vehicle approaching from the opposition direction. The operator passing another vehicle shall return to an authorized lane of travel before coming within 200 feet of an approaching vehicle from the opposite direction or otherwise as soon as practical [Texas Transportation Code, Section 545.054].

**Passing on the Right** – An operator may pass to the right of another vehicle only if conditions permit safely passing to the right side: the vehicle being passed is making or about to make a left turn and the operator is on a highway having unobstructed pavement not occupied by parked vehicles and sufficient width for two or more lines of moving vehicles in each direction; or on an one-way street [Texas Transportation Code, Section 545.057].

**Passive Restraint Device** – Restraint device, such as an air bag or an automatic seat belt, that works without the passenger or driver initiating the device. Systems designed to protect the occupants of a vehicle without any further actions on the occupant’s part. Passive restraint systems, energy-absorbing crumple zones, energy-absorbing steering columns, driver and passenger airbags, side airbags, padded dash panel, padded sun visor, safety glass, padded head restraints are all examples of passive safety features.

**Path of Travel (POT)** – Space to the target ahead that your vehicle will occupy as you travel on the roadway.

**Paved Road** – Road that is surfaced.

**Pavement Marking** – A marking on the pavement to warn or direct drivers and to regulate traffic.

**Pedestrian** – Highway user on foot.

**Peer Education** – Process in which young people help other young people make decisions and determine goals.

**Peer Pressure** – Mental and social influence of others of a similar age on decision-making skills.

**Penalties for Minors** – Fines; a court ordered period of community service; a court imposed loss of driver’s license; a court imposed satisfactory completion of a state approved alcohol awareness course; possible loss of license or delay of obtaining license [Alcohol Beverage Code, Section 106.041].

**Perceived Risk** – What a person “thinks” is the risk. It is usually different from what is the actual risk.

**Perception Distance** – Distance your vehicle travels during perception time.

**Perception Time** – Length of time it takes the driver to make a risk-reduction decision.

**Peripheral Vision** – Area a person can see that is around the central field of vision. It is conical in shape around the other vision fields. It functions to notice changes in color and object movement.

**Perpendicular Parking** – Parking the vehicle at a right angle to a curb or parking stripe using visual reference points for entering and leaving.

**Personal Needs Assessment** – Appraisal of an individual's necessary requirements and wishes in a vehicle.

**Personal Injury Protection** – Pays medical and/or funeral bills arising from motor vehicle accidents, including those in which the victim was a pedestrian or a bicyclist.

**Personal Reference Point** – Adapting the standard reference point to the vehicle used by the driver.

**Personal Preparation** – Preparing self for the trip including route planning, number of hours to be driven in a day, getting sleep, having money to cover expenses, letting someone know your route, being prepared to pay a repair cost if vehicle breaks down, etc.

**Physical Behavior** – Includes all actions of a driver. For example, signaling before changing lanes is in the mental, emotional, and physical behavior.

**Physiological Effects** – Deal with movement and coordination of the body (i.e., legs, arms, hands, feet, balance, etc.).

**Pitch of Vehicle** – A vehicle suspension change to the front or rear that affects the size of the tire patches' contact with the roadway surface, initiated by driver actions of braking or accelerating the vehicle. An abrupt or sudden brake or acceleration may cause a traction loss due to the vehicle's inability to balance the traction quickly enough to maintain the tire patch and therefore traction.

**Point of Decision** – Driver of the passing vehicle has entered the passing lane and is in the left rear zone of the vehicle being passed. At this point, the driver of the passing vehicle has better visibility and has time to reevaluate and make a decision whether to complete the pass or abort it.

**Point-of-No Return** – Point beyond which a driver can no longer stop safely without entering the intersection.

**Pole trailer** - A vehicle without motive power: designed to be drawn by another vehicle and secured to the other vehicle by pole, reach, boom, or other security device; and ordinarily used to transport a long or irregularly shaped load, including poles, pipes, or structural members, generally capable of sustaining themselves as beams between the supporting connections.

**Pollution** – The action of making impure or unclean especially by environmental contamination with man-made waste.

**Pollutants** – Something that makes impure or unclean.

**Possession of Alcohol by a Minor** – Except as provided by law, a minor commits an offense if he possess and alcoholic beverage. The exceptions for when a minor may possess an alcoholic beverage are; (1) while in the course and scope of the minor's employment if the minor is an employee of an Alcoholic Beverage Code licensee or permittee and the employment is not prohibited by the Alcoholic Beverage Code; (2) if the minor is in the visible presence of his adult parent, guardian, or spouse, or other adult to whom the minor has been committed by a court; or (3) if the minor is under the immediate supervision of a commissioned peace officer engaged in enforcing the provisions of the Alcoholic Beverage Code [Alcohol Beverage Code, Section 106.05].

**Post-Drive Procedures** – Procedures used to safely shut down, exit, and secure the vehicle: stop within a legal, secure parking space; set parking brake; place shift selector in (P)ark; turn off any accessories used; turn ignition switch to "off"; "lock" ignition and remove key; remove occupant restraints; check traffic prior to exiting vehicle; secure doors and windows.

**Potential Emergency** – Unforeseen combination of circumstances or the resulting state that may need action.

**Potential Risk** – Probable possibility of having a conflict that results in a crash or collision.

**Power Brake Failure** – Failure is usually the loss of power that helps you brake. Braking power stops if the engine stops.

**Power Steering** – System that uses a hydraulic pump and fluid to make steering easier.

**Power Steering Failure** – Failure of the power steering to help the driver steer. With difficulty, a driver can still steer the vehicle.

**Pre-drive Procedures** – Pre-drive procedures involves all the procedures necessary to place the vehicle in motion in the HTS including procedures used to safely enter, inside checks, start engine, move the vehicle, and secure the vehicle.

**Preparing the Vehicle – Checking** and, if necessary, servicing the vehicle's mechanical and tire functions.

**Pre-Purchase/Lease Inspection** – An examination of a vehicle before purchase or lease.

**Prescription Medicine** – Drug that can be purchased legally only when ordered by a doctor.

**Preventive Maintenance** – Routine care and attention to your vehicle.

**Principal Driver** – Person who will drive a certain vehicle most often.

**Private Road/Driveway** – Means a privately owned way or place used for vehicular travel and used only by the owner and persons who have the owner's express or implied permission.

**Procurement** – The process of retrieving organs and/or tissue from a donor.

**Professional Service** – Vehicle service performed by a qualified individual at a service department or repair shop.

**Proof** – Means twice the actual alcohol content and is expressed with a small circle above and to the right of the number.

**Protected Left Turn** – Left turn made on a left-turn light, green arrow, or delayed green light while oncoming traffic is stopped.

**Protective Gear** – Items a motorcyclist wears to protect head, eyes, and body.

**Psychological Effects** – Deals with the mental aspects of driving such as judgment, reason, inhibitions, mood, etc.

**Public Intoxication** – A person commits an offense if the person appears in a public place while intoxicated to the degree that the person may be a danger to the person or others [Penal Code, 49.02].

**Public Place** – Any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and common areas of schools, hospitals, apartment houses, office buildings, transport facilities, and shops.

**Pullout Area** – Additional right lane on narrow mountain roadways for slower-moving vehicles.

**Push-Pull Steering** – Using the hand-to-hand steering technique (see hand-to-hand).

## - R -

**Race** – The use of one or more vehicles in an attempt to: out gain or outdistance another vehicle or prevent another vehicle from passing; arrive at a given destination ahead of another vehicle or vehicles; or test the physical stamina or endurance of an operator over a long-distance driving route.

**Racing on Highway** – A person may not participate in any manner in: a race; a vehicle speed competition or contest; a drag race or acceleration contest; a test of physical endurance of the operator of a vehicle; or in connection with a drag race, an exhibition of vehicle speed or acceleration or to make a vehicle speed record.

**Railroad** – A carrier that operates cars, other than streetcars, on stationary rails to transport persons or property.

**Railroad Crossbuck** – Sign posted at every railroad, highway road, or street grade crossing to show the location of the railroad tracks. It will also display the number of tracks.

**Railroad Crossing Sign** – Advance warning sign for a railroad grade crossing.

**Railroad Grade Crossing** – An intersection of a through street and a railroad crossing.

**Railroad Train** – A steam engine or electric or other motor with or without an attached car operated on rails, other than a streetcar.

**Ramp** - An interconnecting roadway of a traffic interchange, or a connecting roadway between highways at different levels or between parallel highways, that allows a vehicle to enter or exit a roadway.

**Ramp Metering** – System of lights and sensors that allows only one car at a time to enter a limited access highway.

**Reaction Distance** – Distance the vehicle travels from the point where the driver perceives the need to act and the point where the driver takes that action through braking, steering, or acceleration to change speed or position.

**Reaction Time** – The time the vehicle travels from the point where the driver perceives the need to act and the point where the driver takes the action through braking, steering, or acceleration to change speed or position.

**Rear Door Child-Safety Locks** – Rear door child-safety locks disable the interior door handles when activated, preventing the rear doors from being opened from the inside.

**Rear-Facing Infant Seat** – Type of child restraint system that is specifically meant for use by children from birth up to approximately 20 pounds used in the rear-facing mode only.

**Rear Turning Point** – The rear turning point is located where the “C” pillar joins the top of the door to the right rear or in the middle of the left rear window. It allows the driver to steer efficiently around a corner and to start the parallel park maneuver.

**Recreational Vehicle** – Large vehicle such as a van, motor home, camper, travel trailer, pickup truck, or sport utility vehicle, used mainly for pleasure and travel.

**Reckless Driving** – A person commits an offense if the person drives a vehicle in willful or wanton disregard for the safety of persons or property.

**Recreational Water Safety** –Reduced-risk boating and water safety practices through applying knowledge and understanding of boating laws, regulations, penalties, and consequences to licensing, boating, and lifestyles.

**Recycling** – The act of making ready for reuse or to adapt to a new use.

**Red Traffic Light** – Stop before the stop line, entering the crosswalk or intersection. Wait for green light to proceed.

**Reduced-Risk Driving Practices** – Applying knowledge, understanding, and skills from the Texas Driver Education and Traffic Safety Program including traffic laws including right-of-way laws and occupant restraints, driver preparation, vehicle movements, driver readiness, risk reduction including a space management system, environmental factors, distractions, alcohol and other drugs, adverse conditions, vehicle requirements, consumer responsibilities, and personal responsibilities.

**Reduced-Visibility** – A driver Inability to see clearly. Limitations on gathering and processing information due to reduced illumination. Sight limitations may be due to weather, light, roadway, vehicle, traffic, or driver conditions.

**Reducing Pollution** – Decreasing the disposal of or allow someone else to dispose of litter at a place that is not a legal landfill.

**Reference Point** – Part of the outside or inside of the vehicle, as viewed from the driver's seat, which relates to some part of the roadway, which allows the driver to estimate position on the roadway. The roadway positions (points of reference) of the vehicle assist the driver in determining when to start turning, vehicle limitations, or where the vehicle is actually located.

**Regulatory Sign** – Regulates the speed and movement of traffic.

**Rental Reimbursement** – Pays actual expenses up to the policy limits if owner's car is being fixed because of damage covered by owner's auto policy.

**Responsibility of a Driver** – A driver's moral, legal, and mental accountability to driving practices that utilize the knowledge, understanding, skills, and experiences. A driver has the responsibility of driving a vehicle in the Highway Transportation System without conflict with other roadway users or the roadway.

**Restraint Device** – Any part of a vehicle that holds an occupant in the seat during a collision.

**Restriction** – For good cause, the department may impose a limitation or endorsement suitable to the driver's license holder's driving ability [Texas Transportation Code, Section 521.221].

**Revocation** – The termination of a driver's license or driving privilege for an indefinite period of time. May be restored when all the requirements for the revocation have been satisfied.

**Right Lane Placement** – Placing the vehicle to the right of the traffic lane. Line of sight reference is aligning the middle of your vehicle to the curb or the edge line of roadway. Align your sight through the center of your hood to the right edge or edge line of the roadway.

**Right-of-Way** – The privilege of having immediate use of a certain part of a roadway. The right of one vehicle or pedestrian to proceed in a lawful manner in preference to another vehicle or pedestrian that is approaching from a direction, at a speed, and within a proximity that could cause a collision unless one grants precedence to the other.

**Right-Turn-on-Red** – Turning right when the red signal is on, after stopping behind the intersection guides, unless specifically prohibited to turn.

**Risk** – Chance of injury, damage, or loss. In driving, risk (potential or immediate) is the possibility of having a conflict that results in a crash or collision.

**Risk Reduction (Management)** – Reducing or managing the possibility of having a conflict (potential or immediate) that results in a non-incident, crash, or collision.

**Risk Reduction Techniques** – Applying knowledge and understanding of Texas traffic laws; utilizing driver preparation procedures; utilizing occupant protection and having passengers utilize occupant protection; utilizing vehicle operation and control techniques; utilizing attention techniques; targeting line of sight and path of travel; utilizing vehicle movements procedures; utilizing reference points; maintaining vehicle balance; utilizing driver readiness techniques; timing divided attention tasks; managing distraction; and utilizing a space management system that includes information processing.

**Risk-Taking** – Taking a chance of injury, damage, or loss. In driving, risk-taking (potential or immediate) is chancing the possibility of having a conflict that results in a crash or collision.

**River Flood** – Flooding along rivers is a natural and inevitable part of life.

**Road Handling Characteristics** – How a vehicle maneuvers on the roadway. Vehicles handle differently based on weight, center of gravity, load, wheelbase, engine size, tire size, etc.

**Road Rage** – Popular term for aggressive driving.

**Road Tractor** – A motor vehicle designed and used to draw another vehicle but not constructed to carry a load independently or a part of the weight of the other vehicle or its load.

**Roadway** – The portion of a highway, other than the berm or shoulder that is improved, designed, or ordinarily used for vehicular travel. If a highway includes at least two separate roadways, the term applies to each roadway separately.

**Roadway Marking** – Markings and lane delineators (reflectors) that give warning or direction.

**Roadway Users** – People who use the HTS by walking, driving, or riding (including automobiles, vans, pick-up trucks, motorcycles, commercial vehicles, semi-trucks, pedestrians, animals, horse-drawn vehicles, bicycles, etc.).

**Roll of Vehicle** – Vehicle suspension changes to the left or right side that affect the size of the tire patches' contact with the roadway that are initiated by the driver action of steering the vehicle. Abrupt steering efforts (hand-over-hand) at higher speeds can cause traction loss due to the suspension's inability to keep the tire patches or traction in optimum traction positions.

**Route Planning** – Preparation for travel to familiar or unfamiliar areas. Knowing where you are going and planning, in advance, which roadways to take.

**Rumble Strips** – Sections of rough pavement intended to alert drivers of approaching roadway construction, tollbooth plaza, or other traffic conditions.

**Runaway Vehicle Ramp** – Place on mountain roads for vehicles to get safely out of traffic when their brakes are not effective.

## - S -

**Safe and Reasonable Speed** – An operator may not drive a vehicle at a speed greater than is reasonable and prudent under the conditions and having regard for actual and potential hazards then existing shall control the speed of the vehicle as necessary to avoid colliding with another person or vehicle that is on or entering the highway in compliance with law and the duty of each person to use due care.

**Safe Distance (Following Interval)** – Safe amount of time and distance recommended to follow another vehicle in the intended path of travel to allow time to avoid conflict.

**Safety Belts** – Restraining belts to protect the driver and passengers.

**Safety Chains** – Back-up piece of equipment in case a trailer hitch fails. Used when one vehicle towing another, the drawbar, chain, rope, cable, or other connection must not be more than fifteen feet from one vehicle to another.

**Safety Zone** – The area in a roadway officially designated for exclusive pedestrian use and that is protected or so marked or indicated by adequate signs as to be plainly visible at all times while so designated.

**Scheduled Maintenance** – Vehicle service that is planned utilizing the vehicle's owners manual as a resource.

**School Bus** – A motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school busses in effect on the date of manufacture and that is used to transport pre-primary, primary, or secondary students on the route to or from school or on a school-related activity trip other than on routes to and from school. [Texas Transportation Code, Section 541.201(16)]

**School crosswalk** – A crosswalk designated on a street by a local authority to facilitate safe crossing of the street by children going to or leaving a public or private elementary or secondary school.

**School Crossing Zone** – A reduced-speed zone designated on a street by a local authority to facilitate safe crossing of the street by children going to or leaving a public or private elementary or secondary school during the time the reduced speed limit applies.

**School Zone** – Portion of a street or highway near a school that is subject to special speed limits.

**Searching** – Keep the eyes moving searching the path of travel, side to side, for line of sight restrictions, the rearview and sideview mirrors, vehicle reference to lane position, and the instrument panel, toward the target area. First step of the “SEE IT” space management system that allows a driver to look for high-risk situations and gain information in an organized pattern from the intended path of travel.

**Seating Position** – In order to establish vehicle balance and improve ability to see, drivers should sit in a comfortable, upright position squarely behind the steering wheel.

**Security Needs** – Procedures for safely approaching the vehicle.

**“SEE IT”** – Texas space management system which includes the process steps of Searching, Evaluating, Executing in Texas.

**Selective Seeing** – Searching only those clues and events that restrict your line of sight or can change your intended path of travel.

**Semitrailer** – A vehicle with or without motive power, other than a pole trailer: designed to be drawn by a motor vehicle and to transport persons or property and constructed so that part of the vehicle's weight and load rests on or is carried by another vehicle.

**Sensory Inputs** – Inputs to the brain from the senses. Vision and kinesthetic senses are the two senses used most in driving.

**Service Pedals** – Accelerator pedal, brake pedal, clutch pedal (manual transmission), and parking brake pedal.

**Shared Left-Turn Lane** – Lane on a busy street that helps drivers make safer mid-block left turns into business areas from a center lane.

**Shoulder** – Means the portion of a highway that is: adjacent to the roadway, designed or ordinarily used for parking, distinguished from the roadway by different design, construction, or marking, and not intended for normal vehicular travel.

**Shoulder Belt** – Restraining belt to protect the driver and passengers that fastens across the shoulder and chest.

**Shut-Down Procedures** – Properly shutting down the engine, exiting the vehicle including a visual check to ensure that all passengers especially children and animals are out of the vehicle, and securing the vehicle.

**Sidewalk** – The portion of a street that is: between a curb or lateral line of a roadway and the adjacent property line and intended for pedestrian use.

**Signaling** – Letting others know when you are going to stop or turn. Give signal by either signal lights or hand/arm extended out of car window.

**Simulated In-Car Instruction** – That portion of the driver education laboratory instruction, under the direct guidance of a driver education instructor, that uses a system of which includes vehicle simulator units with an instructor unit. The system includes multiple programs that present driving situations (scenarios) likely to occur in actual driving performance on the street and which require the student to evaluate risk and make decisions and responses applicable to the situation presented. A minimum of four periods of at least 55 minutes per hour of instruction in a simulator may be substituted for one hour of behind-the-wheel and one hour observation instruction.

**Single-Vehicle Crash** – A collision with only one vehicle involved.

**Skid** – A skid occurs when the tire patches lose part or all of their traction on the roadway surface due to abrupt suspension balance changes or roadway surface conditions.

**Skid Mark** – A mark on the road surface left there from a tire that is sliding due to a loss of traction from braking or abrupt steering.

**Slow-Moving Vehicle** – Vehicle unable to travel at highway speed.

**Slow Moving Vehicle Emblem** – Vehicles, which travel at 25 mph or less, must display this sign.

**Space (central)** – Space area around the vehicle that is not visible to the seated driver.

**Space Management Areas** – Designated or numbered positions around the car that identify relationships to the environment or objects.

**Space Management Process** – Critical-thinking, decision-making, and problem-solving in the Highway Transportation System (identifying, predicting, deciding, and executing).

**Space Management System** – The system a driver uses to perform the space management process. Texas has the SEE iT system: Search, Evaluate, and Execute, in Texas.

**Space Cushion** – Open area around a vehicle that consists of adequate following interval between it and the vehicles ahead and behind that allow the driver to stop, plus swerve paths to left and right.

**Speed** – The act or state of moving.

**Speed Limits** – The safe and reasonable speed declared by the Texas Transportation Commission for that part of the highway system [Texas Transportation Code, Section 545.353].

**Speed Smear** – Occurs when objects in your peripheral vision become blurred and distorted as your speed increases.

**Staggered Stop** – Stopping a vehicle when the white line disappears visually under the hood line allowing extra space for left-turning vehicles.

**Stale Green Light** – A traffic light that has been green for a long time.

**Stand or Standing** – To halt an occupied or unoccupied vehicle, other than temporarily while receiving or discharging passengers.

**Standard Sign Colors** – Red, stop or prohibition; Green, indicated movements permitted, direction, or guidance; Blue, motorist services; Yellow, general warning; Black, regulation; White, regulation; Orange, construction or maintenance warning; and Brown, public recreation and scenic guidance

**Standard Reference Point** – Point that allows for vehicle placement on roadway that is typical for most drivers.

**Standing a Vehicle** – To halt an occupied or unoccupied vehicle, other than temporarily while receiving or discharging passengers [Texas Transportation Code, Section 541.401 (9)].

**“Static” Spark** – Static electricity build-up that potentially cause a flash fire or a small-sustained fire with gasoline refueling vapors.

**Straddle Left Lane Placement** – Placement that requires straddling the lane line to the left is only used sparingly to momentarily control two lanes.

**Straddle Right Lane Placement** – Placement that requires straddling the lane line to the right is only used sparingly to momentarily control two lanes.

**Steering Wheel** – Wheel that allows the driver to direct the vehicle. The wheel is always turned in the direction the driver wants the vehicle to move, whether moving forward or in reverse.

**Steering Wheel Adjustment** – A lever that allows a driver to change the angle the steering wheel by adjusting the steering column.

**Stimulant** – Drug that speeds up the central nervous system.

**Stopping a Vehicle** – Ceasing movement of a vehicle or momentarily halting a vehicle, occupied or unoccupied [Texas Transportation Code, Section 541.401 (10)].

**Stop Sign** – Stop before entering the crosswalk or intersection. Stop means bring the vehicle to a complete stop.

**Stopping Position** – Stopping behind a vehicle in a position that allows the driver enough space to steer around the vehicle to avoid a stalled, turning, or backing vehicle. Allows space to the front, which will avoid carjacking problems in heavy volume of traffic.

**Street** – The width between the boundary lines of a publicly maintained way any part of which is open to the public for vehicular travel.

**Streetcar** – A car, other than a railroad train, used to transport persons or property and operated on rails located primarily within a municipality.

**Street Racing** – Illegal racing on the highways or city streets.

**Street Racing Crash** – A crash was defined as involving street racing when one or more drivers were coded as racing.

**Survival features** – The features incorporated into highway design to enhance occupant safety. A vehicle or roadway feature that allow you to continue to function.

**Suspension** – The temporary withdrawal of a driver's license or driving privilege for a definite period of time.

**Synergistic Effect** – Chemical reaction between two or more drugs, which may produce a reaction greater than either drug alone.

- T -

**Tailgate** – To follow another vehicle too closely.

**Target** – An object that appears in the in the center and the end of the visible intended path of travel.

**Target Area** – Section of roadway where the target is located and the area to the left and right of the target.

**Target Area Range** – Space from your vehicle out to target area, which encompasses the line of sight and path of travel.

**Tempered Glass** – In motor vehicles has literally eliminated the facial disfigurement associated with partial ejection through laminated plate glass formerly used in windshields.

**Texas Department of Public Safety** – State department whose duty is regulate the issuance of a Texas driver's license.

**Texas Driver Handbook** – This handbook has two main purposes: (1) to help you qualify for a Texas driver's license; and (2) to help you become a safer driver.

**Threshold Braking** – Maximum controlled braking efforts that provide for maximum deceleration without loss of tire traction.

**Things Gone Right (TGR)** – Features that are repeatedly praised by vehicle owners, identified through surveys and research.

**Things Gone Wrong (TGW)** – A ratio that measures the number of reported problems per 100 vehicles, identified through surveys and research.

**Thrust Acceleration** – To quickly push down on the accelerator pedal to increase speed to avoid a collision—used instead of braking or steering often causing the transmission or transaxle to change to a lower gear for acceleration.

**T-Intersection** – An intersection of a through street with a street that ends at the intersection.

**Tire Blowout** – Rapid deflation of air from the tire.

**Tire Failure** – Wearing out of the tires.

**Tire Service** – Safeguarding the vehicle's tires by servicing and performing necessary repairs utilizing the vehicle's owners manual as a resource.

**Tolerance** – Tolerance is defined as the need to consume more of a drug to reach a given effect or the body's ability to eliminate the drug faster.

**Total Steering Failure** – Failure where the driver has loss the ability to steer the vehicle. This is a serious emergency.

**Total Stopping Distance** – Distance your vehicle travels while you make a stop.

**Towing & Labor Insurance** – Pays towing charges when owner's car is disabled. Also pays labor charges, such as changing a tire, at the place where owner's car is disabled.

**Traction** – Friction or gripping power between the tire patches and the roadway surface. The grip between the tires and the road surface that allows a vehicle to start, stop, and/or change direction.

**Traction Control System** – Helps maintain control by preventing any of the wheels from spinning while applying a hard acceleration. The accelerator pedal may be pushed, but the vehicle does maintain steering control with rolling traction.

**Traction Loss** – Loss of the adhesion between the tires and the road surface.

**Tractor-Semitrailer** – Type of tractor-trailer that pulls one trailer; commonly called an "eighteen wheeler".

**Tractor Trailer** – Truck that has a powerful tractor that pulls a separate trailer.

**Traditional Intersection** – A place where two or more roadway users meet and cross at a point.

**Traditional Mirror Setting** – Side view mirror adjusted to view sides rather than rear view. This setting must be used if rear view mirror is blocked. Left side mirror setting: while seated in the driving position, adjust left side mirror to see behind the vehicle to the left, level to the road surface, and where you see a small portion of your vehicle. Right side mirror setting: while seated in the driving position, adjust right side mirror to see behind the vehicle and to the right, level to the road surface, and where you see a small portion of your vehicle. Mirror setting does not eliminate making a visual check to the left or right when searching for open zones or space.

**Traffic** – Means pedestrians, ridden or herded animals, and conveyances, including vehicles and streetcars, singly or together while using the highway for purposes of travel [Texas Transportation Code, Section 541.301].

**Traffic Circle** – Intersection that forms when several roadways meet at a circle.

**Traffic Control Devices** – Devices used to control the movement of traffic, such as, traffic signals, signs, and roadway markings.

**Traffic Flow** – Number and types of vehicles that occupy a roadway (may differ during times of day or with other conditions).

**Traffic Laws** – A traffic rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority.

**Traffic Signal** – Any signal used to control the movement of traffic.

**Traffic Sign Shapes** – Octagon, exclusively for Stop Signs; Horizontal rectangle, generally for guide signs; Equilateral triangle, exclusively for Yield signs; Pennant, advanced warning of No Passing Zones; Diamond, exclusively to warn existing or possible hazards on roadways or adjacent areas; Vertical rectangle, generally for regulatory signs; Pentagon, school advance and school crossing signs; and Round, railroad advance warning signs.

**Traffic Volume** – The quantity and type of motorized and non-motorized roadway users.

**Trail Braking** – A controlled braking pressure that does not change the speed, but maintains vehicle balance and control while turning.

**Transplant Centers** – Hospitals or medical centers that perform organ and/or tissue transplants.

**Transplantation** – the transfer of cells, tissues, or organs from an area of the body to another of from one organism to another.

**Trip Planning** – Planning an extended trip of several days, some of which will likely be over high-speed highways, that requires extra preparation.

**Truck** – A motor vehicle designed, used, or maintained primarily to transport property including light trucks, semi-trailers, truck tractor, large trucks, etc.

**Truck tractor** – A motor vehicle designed and used primarily to draw another vehicle but not constructed to carry a load other than a part of the weight of the other vehicle and its load.

**Trumpet Interchange** – Allows for interchange of secondary two-way streets to a multiple lane roadway with minimal traffic mix.

**Tunnel Vision** – Being able to see in a narrow field of vision of 140° or less, with little effective peripheral vision.

**Turn** – Vehicle movement to change direction or lane position.

**Turnabout** – Turning in which the driver utilizes a series of maneuvers to reverse the vehicles direction. Vehicle maneuver for turning into or out of an alley or driveway using reference points for best positioning.

**Two-Lane Road** – A roadway that is divided into at least two clearly marked lanes for vehicular travel.

**Types of Texas Driver's Licenses** – Instruction permit, Provisional License, Classified Driver's License (Class A, Class B, Class C), Class M License, Classifications, Hardship License, and Essential Need.

## - U -

**Urban District** – The territory adjacent to and including a highway, if the territory: is not in a municipality; and is improved with structures that are used for business, industry, or dwelling houses and located at intervals of less than 100 feet for a distance of at least one-quarter mile on either side of the highway.

**Uncontrolled Intersection** – Intersection that has no signs or signals to regulate traffic including railroad crossings that do not have flashing red lights or crossing gates.

**Understeer** – When the front tire patches lose varying degrees of traction and the rear tire patches have more traction causing a pushing effect on the vehicle due to momentum and inertia forces. The vehicle has a tendency to go straight even if the steering wheel is turned more dramatically.

**Uninsured/Underinsured Motorist** – Covers costs up to a certain amount if another vehicle whose driver is not insured strikes you.

**Unpaved Road** – A road that is un-surfaced, such as, dirt or gravel.

**Unprotected Left Turn** – Left turn made at a signal-controlled intersection without a special left-turn light.

**Unscheduled Maintenance** – Vehicle service that is unplanned utilizing the vehicle's owners manual as a resource.

**Useful Field of View** – The vision that a driver uses to see the traffic environment. The useful field of view includes the central vision and foveal vision fields.

- V -

**Vehicle** – Every device, in, upon, or by which any person or property is or may be transported or drawn upon a highway, excepting devices used exclusively upon stationary rails or tracks.

**Vehicle Balance** – Vehicle suspension configurations that control the size of the tire patches as they contact the roadway for ideal vehicle traction and control. Changes to the suspension configuration (and therefore the tire patches affecting traction) are initiated by driver actions of steering, braking, and/or accelerating the vehicle. The vehicle suspension is in the ideal state of balance and tire traction when it is parked on a level surface.

**Vehicle Breakdown** – When the vehicle fails to operate normally.

**Vehicle Code** – Federal and state laws that regulate the Highway Transportation System (HTS).

**Vehicle Control Devices** – Devices that allow a driver to have power over a vehicle, such as gear selector, accelerator pedals, brake pedal, dead pedal, steering wheel, etc.

**Vehicle Control Techniques** – Techniques use to manage the vehicle control devices, such as hand to hand steering, hand over hand steering, one hand steering, etc.

**Vehicle Imbalance** – Loss of vehicle balance that causes traction loss.

**Vehicle Inspection** – Inspection of a vehicle at state inspection station or by an inspector to ensure the vehicle does not need adjustment, correction, or repair.

**Vehicle Malfunctions (Breakdown)** – When the vehicle fails to operate normally, such as brake failure, steering failure, accelerator failure, etc.

**Vehicle Maintenance** – Safeguarding the vehicle by servicing and performing necessary repairs on a vehicle utilizing the vehicle's owner's manual as a resource. Vehicle upkeep (schedule or unscheduled.) A driver is able to use the vehicles owner's manual to locate schedule maintenance plan.

**Vehicle Maneuvers** – A procedure or method of vehicle movement including parking, turnabouts, etc.

**Vehicle Movements** – Moving forward, stopping, lateral maneuver, turning and backing. Changing a vehicles direction or lane position.

**Vehicle Operating Space** – The central area, which includes the driver and the space occupied by the vehicle, which is not visible to the driver.

**Vehicle Operation Devices** – Devices that perform the practical work of a vehicle, such as power train, suspension system, engine, transmission, steering, etc.

**Vehicle Operation Techniques** – Legal and responsible reduced-risk use of the gear selector, accelerator pedals, brake pedal, dead pedal, etc.

**Vehicle Owner's Manual** – Manual, supplied by manufacture that explains all aspects of the vehicle.

**Vehicle Performance** – How a vehicle functions on the roadway. Vehicles perform differently based on weight, center of gravity, load, wheelbase, engine size, tire size, etc.

**Vehicle Registration** – A Texas resident must register with the county tax-assessor every vehicle that that is owned.

**Vehicle Repair** – Fix a vehicle that has broken back to working order.

**Vehicle Requirements** – Items essential to the existence for using or owning a vehicle.

**Vehicle Steerability** – Refers to the ability to move the vehicle where the driver wants it to go.

**Vehicle Use and Ownership** – Operating or possessing a vehicle in the HTS. The fact or state of using a vehicle without ownership, such as borrowing, leasing, etc.

**Velocitation Effect** – The effect traveling a constant higher speed has on a driver that makes the driver feel like the reduced speed is way too slow and the driver does not slow down enough for exits or frontage roads.

**Vulnerable Roadway User** – Persons that are at greater risk than vehicle occupants and usually bear the greatest burden of injury, which include pedestrians including a runner, physically disabled person, child skater, highway construction and maintenance worker, utility worker, or other worker with legitimate business in or near the roadway or right of way, or stranded motorist or passenger, person on horseback, person operating equipment other than a motor vehicle including, bicycle, motorcycle, horse-driven conveyance, farm equipment, slow moving vehicles, etc.

**Verification of Enrollment and Attendance Form** – Verification of Enrollment and Attendance - school enrollment and attendance as a condition of licensing a student to operate a motor vehicle applies to persons under 18 years of age unless a high school diploma or its equivalent has been obtained.

**Visibility** – Capable of seeing and being seen.

**Vision** – the special sense by which the qualities of an object (as color, luminosity, shape and size) constituting its appearance are perceived and which is mediated by the eye.

**Visual Acuity** – Ability to see things clearly both near and far away.

**Visual Attention** – Directed attention, maintaining an open line of sight, searching skills, and targeting a line to maintain a safe path of travel.

**Visual Functions** – Focus vision, central vision, and peripheral vision.

**Visual Search** – Process can be described as an organized pattern of focused eye movements scanning the path of travel.

**Visual Targeting** – Sets up good sightlines for referencing and good peripheral fields for seeing changes and identifying alternate paths of travel.

## - W -

**Warning Sign** – Sign that alerts you to possible hazards and road conditions.

**Warning Symbol or Light** – An instrument panel lighted symbol that warns of a system malfunction and usually stays on while the system is malfunctioning.

**Wear Bars** – Bar across the tread of a tire. When the wear bar appears across the tires, it is a sign that the tire needs replacing.

**Weather** – The state of the atmosphere with respect to heat or cold, wetness or dryness, calm or storm, clearness or cloudiness.

**Weather Conditions** – Atmospheric conditions including that fog, heavy rain, snow, wind, etc.

**Weave Lane** – Both an entrance and an exit lane for an expressway.

**Weekly Self-Check** – Vehicle checks made by the driver on a weekly basis utilizing the vehicle's owners manual as a resource.

**Wolf Pack** – Group of vehicles traveling together in a bunch on an expressway.

## - Y -

**Yaw** – The spinning effect of a vehicle around its center of gravity. When a vehicle loses traction to the rear, the vehicle tends to move to the left or right around its center of gravity.

**Yellow Light** – Slow down to stop, as red light is next. Wait for green light to proceed.

**Yield** – To allow another vehicle or roadway user right of passage to proceed first.

**Yield Sign** – The road you are on joins with another road ahead. You should slow down or stop, if necessary, so that you can yield the right-of-way to vehicles on the other road.

**- Z -**

**Zero-Tolerance** – Legally and responsibly adopting non-use of alcohol and other drugs driving and lifestyle practices related to the use of alcohol and other drugs.

**Zero-Tolerance Law** – Law stating it is illegal for persons under the age of 21 to drive with any measurable amount of alcohol in the blood.

**Zero-Tolerance Lifestyle** – A choice to have “no” alcohol or other drugs in a lifestyle.

**Zone** – One of six areas of space around a vehicle that is at least the width of a lane and extends as far as the driver can see to the front, side, or rear.