



**PROGRAM OF ORGANIZED INSTRUCTION (POI) FOR DRIVER
EDUCATION AND TRAFFIC SAFETY
(POI-DE)**

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**Texas Department of Licensing and Regulation, Examination and
Education Division
www.tdlr.texas.gov**

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NOTICE

The Program of Organized Instruction (POI) is not curriculum. It is a manual created for providers, that includes the required course content for the classroom instruction phase and the in-car training phase for the minor/adult driver education course. Providers using a third-party source, or their own curriculum will use that with the POI, Driver Education & Safety laws and rules, and the current Texas Driver Handbook to create a strong driver education course.

PROGRAM OF ORGANIZED INSTRUCTION FOR DRIVER EDUCATION AND TRAFFIC SAFETY (POI-DE)

Introduction

This POI details the required course content and minimum instruction requirements for the classroom instruction phase and the in-car training phase (and, if utilized, simulation and multicar range) for the minor/adult driver education programs in Texas as prescribed by the Texas Education Code (TEC) and the Texas Administrative Code (TAC). All course content and instructional material shall include current statistical data, references to law, driving procedures, and traffic safety methodology.

Course content, minimum instruction requirements, and administrative guidelines for each phase of minor/adult 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 Department. Further, programs and instructors must meet the requirements of the Texas Administrative Code and the statutes authorizing those codes.

Lesson lengths for the topics expressed herein are to be determined by the provider to maximize effective instructional techniques and student mastery of course content. It may be necessary to extend the training time by repeating lessons to ensure the student demonstrates mastery over course content contained in each section. Schools are allowed to give breaks to students during instruction in accordance with 16 TAC §84.500(b)(1)(B).

The total amount of time for driver education classroom instruction is 1,440 minutes. However, the minimum time requirements total 1,320 minutes, leaving a remainder of 120 minutes. **Licensees are reminded that the remaining 120 minutes of instruction shall be allocated to the topics included in any Module(s) that satisfy the educational objectives of the course or a break period.**

If there is a conflict with the information contained in this guide and applicable law, the law shall control. Failure to comply with the requirements contained in this POI, applicable law, rule or order of the Commission for the Texas Department of Licensing and Regulation (TDLR), or the TDLR executive director may subject the licensee to administrative penalties and/or sanctions pursuant to 16 TAC §84.400.

Questions regarding the guide should be directed to the Texas Department of Licensing and Regulation, Education and Examination Division, P.O. Box 12157, Austin, Texas 78711, or www.tdlr.texas.gov, or call (800)803-9202.

Course Options

The following course options are authorized by the Texas Department of Licensing and Regulation:

(1) Core program. Consists of at least:

- 24 hours of classroom instruction in the presence of a person who holds a driver education instructor license or who meets the requirements for a driver education course conducted by a parent, legal guardian, or designated person;
- seven (7) hours of behind-the-wheel instruction in the presence of a person who holds a driver education instructor license or who meets the requirements for a driver education course conducted by a parent, legal guardian, or designated person;
- seven (7) hours of in-car observation in the presence of a person who holds a driver education instructor license or who meets the requirements for a driver education course conducted by a parent, legal guardian, or designated person; and
- 30 hours of behind-the-wheel instruction in the presence of a person at least 21 years of age, has at least one year of driving experience, and holds a valid/current driver license. The 30 hours of behind-the-wheel instruction is to be certified by the parent, [Ø] legal guardian, or designated person.

(2) In-car only program. Consists of at least:

- seven (7) hours of behind-the-wheel instruction in the presence of a person who holds a driver education instructor license or who meets the requirements for a driver education course conducted by a parent, legal guardian, or designated person;
 - seven (7) hours of in-car observation in the presence of a person who holds a driver education instructor license or who meets the requirements for a driver education course conducted by a parent, legal guardian, or designated person; and
 - 30 hours of behind-the-wheel supervised practice in the presence of a person at least 21 years of age, has at least one year of driving experience, and holds a valid/current driver license. The 30 hours of behind-the-wheel supervised practice are to be certified by the parent or legal guardian. If there are questions, parents and schools should refer to the 30-hour guide and activity log for further guidance as to how to certify the 30 hours of behind-the-wheel supervised practice.
- (3) **Classroom only program.** Consists of at least 24 hours of classroom instruction in the presence of a person who holds a driver education instructor license or who meets the requirements for a driver education course conducted by a parent, legal guardian, or designated person.

DRIVER EDUCATION AND TRAFFIC SAFETY

Instructional Objectives/Knowledge and Skills/Student/Expectations

In Texas, the **Driver Education and Traffic Safety Program** provides new drivers the foundation of knowledge, understanding, skills, and experiences necessary for new drivers to drive legally and safely. This foundation is provided by licensed instructors, parents, guardians, or adult mentors through a combination of classroom and in-car culturally responsive instructional techniques that include knowledge assessment, skill assessment, guided observation, and parental/mentor involvement.

Mastery of the Driver Education and Traffic Safety Program requires the student to legally and responsibly perform safe driving practices on public roadways, also known as the Highway Transportation System (HTS). Program objectives include:

- 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 divided attention 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.

Resources and Licensing Information

Module One, identified below, is the prerequisite to the Learner License and does not include Behind-the-Wheel Observation and in-car instruction, or the 30 hours of Behind-the-Wheel Supervised Practice lessons. Upon successful completion and mastery of Module One, the student (age 15 or older) is eligible to apply for and obtain a Learner License from the DPS. 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 Driver's License. The minimum required duration for this Module is not less than six hours.

Students without a valid driver license or learner license in his/her possession shall not receive behind-the-wheel instruction or supervised practice, as specified by the Texas Administrative Code.

1. **Module One: Traffic Laws.** In this module, the student must learn to responsibly perform safe driving practices on public roadways, also known as the Highway Transportation System (HTS) by accepting driving as a privilege with potential consequences; and by applying knowledge and understanding of Texas traffic laws including traffic control devices and right-of-way laws. The student will accomplish these objectives upon completion of this module.

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 the Texas Driver Education and Traffic Safety Program provides a new driver with the foundation of knowledge, understanding, skills, and experiences necessary for the new driver to continue the life-long learning process of safe driving on the HTS;
- (B) understand the difference between a new and experienced driver;
- (C) know that basic knowledge of traffic laws provides a driver the foundation to make informed, legal, and responsible decisions to reduce risk;
- (D) recognize that driving on public roadways is a privilege with risk, responsibilities, obligations, and potential consequences requiring the knowledge, understanding, and application of legal and responsible safe driving practices; and
- (E) explain how students can reduce risk by recognizing the value of legal and responsible safe driving practices in the HTS.

- 1.1.2. **Your License to Drive.** The student must learn to reduce risk and accept driving as a privilege by legally and responsibly possessing a driver license, registering a motor vehicle, and possessing and maintaining state required insurance. The curriculum is expected to:

- (A) describe the process, responsibility, and obligation of obtaining, possessing, and renewing a Texas driver license including the Learner License;
- (B) list and explain:
 - recognize driver license types;
 - restrictions;
 - endorsements;
 - special information (i.e. Texas Driving with Disabilities Program); and
 - information regarding suspensions and revocations placed on driving privileges.
- (C) list and describe Texas guidelines and procedures to register a motor vehicle;

- (D) recognize the benefits and obligations of having state required insurance; and
- (E) reduce risk and accept driving as a privilege by legally and responsibly possessing a driver license, registering a motor vehicle, possessing and maintaining state required insurance.

1.1.3. Right-of-Way. The student must learn to reduce risk by legally and responsibly accepting or yielding the right-of-way. The curriculum 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 controlled and uncontrolled intersections;
- (C) describe the procedures and when to accept or yield the right-of-way in the HTS 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)
 - public roads entering from a private road;
- (D) provide students with the knowledge to know when and the procedure to yield the right-of-way to emergency vehicles “Move Over and Slow Down Law” (HB 3319, 87th Regular Legislature 2021) as described in Transportation Code §545.157, school buses, and pedestrians;
- (E) know how the basic knowledge of right-of-way laws provides a driver the foundation to develop and implement informed, legal, and responsible decisions to reduce risk; and
- (F) explain how students can reduce risk by legally and responsibly accepting or yielding the right-of-way.

1.1.4. Traffic Control Devices. The student must learn how to reduce risk by legally and responsibly applying knowledge and understanding of traffic control devices. The curriculum 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) describe how basic knowledge of traffic control devices provides a driver the foundation to make and implement informed, legal, and responsible decisions to reduce risk; and
- (D) explain how students can reduce risk by legally and responsibly responding to traffic control devices.

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

- (A) define traffic flow;

- (B) explain how traffic flow is managed by traffic control devices, law enforcement, and other persons;
- (C) explain the appropriate hand signals and vehicle equipment used to indicate a change in speed or position to other drivers;
- (D) state the laws for passing and being passed, basic and special turning situations, and for stopping, standing (idling), parking, leaving a space, backing, and coasting;
- (E) define and explain how to avoid blind spot driving;
- (F) explain the importance of and how to establish a safe following interval;
- (G) define oversized/overweight vehicles and explain safe operation procedures around them;
- (H) relate speed to stopping a vehicle based on roadway conditions;
- (I) explain the importance of adjusting speed, route planning, or not driving during poor driving conditions including traffic, weather, visibility, roadway, vehicle, and driver;
- (J) state the legal minimum and maximum speed limits for Texas roadways and beaches;
- (K) state the law and purpose of vehicle lights;
- (L) state the laws and potential dangers for freeway entry, travel, and exit;
- (M) explain the importance of avoiding driving when fatigued including highway (roadway) hypnosis;
- (N) describe procedures for managing a vehicle breakdown;
- (O) describe procedures for controlling a vehicle in a skid, brake failure, running off pavement, blowout, or driving down a steep hill;
- (P) explain potential dangers and countermeasures associated with winter driving;[~~and~~]
- (Q) explain how students can reduce risk by legally and responsibly applying knowledge and understanding of laws and procedures for controlling traffic flow;
- (R) define construction or maintenance work zones and identify inherent dangers associated with violating traffic laws in those zones such as bodily injury, death, and property damage and explain ways to promote safe driving practices.

1.1.6. Alcohol and Other Drugs. The student must learn to legally and responsibly perform safe driving practices in the HTS 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. The curriculum is expected to:

- (A) state the legal definition of intoxication in Texas;
- (B) summarize how alcohol and other drugs affect driving ability;
- (C) describe the 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) describe the 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) describe the laws, regulations, and penalties applicable to minors and adults for Open Container Law, and Open Container Enhancement Law violations;
- (F) describe the laws, regulations, and penalties applicable to minors and adults for Administrative License Revocation and Implied Consent violations; and
- (G) explain how students can reduce risk by legally and responsibly performing safe driving practices in the HTS 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 must learn to reduce risk by legally and responsibly cooperating with law enforcement and other roadway users, including *vulnerable roadway users*, in the HTS in emergency and potential emergency situations. The curriculum 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 vehicles and vulnerable roadway users;
- (E) describe the responsibilities and benefits of being 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) explain how speed reduces your field of vision;
- (J) define aggressive driving and list ways to avoid personal or other roadway users aggressive driving;
- (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 avoidance procedures; and
- (N) explain how students can 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. Classroom Progress Assessment. The student is required to complete 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.** Module One is the prerequisite to licensing. Upon completion and mastery of Module One, students can apply to the Texas Department of Public Safety for a Learner License.
- 1.3. **In-Car Observation Instructional Phase.** Module One is the prerequisite to licensing. Upon completion and mastery of Module One, students can apply to the Texas Department of Public Safety for a Learner License.
- 1.4. **Simulation Instructional Phase.** The Simulation Instructional Phase is optional. Schools are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

2. **Module Two: Driver Preparation.** The student must learn to legally and responsibly perform Driver Preparation safe driving practices in the 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, and utilizing a classroom progress assessment.

2.1 Classroom Instructional Phase.

- 2.1.1. **Pre-Drive Tasks.** The student must master the ability to reduce risk by legally and responsibly employing pre-drive tasks. The curriculum 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) detail how to reduce risk by legally and responsibly employing pre-drive tasks.

- 2.1.2. **Occupant Protection.** The student must master the ability to reduce risk by legally and responsibly utilize and require passengers to use occupant protection and restraint systems. The curriculum 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) detail the occupant protection usage rates among new 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 develop plans to compensate for variances including utilizing the vehicle owner’s manual as a resource;
- (G) develop 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 must master the ability to reduce risk by legally and responsibly utilize vehicle symbols and devices. The curriculum 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 develop 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 must master the ability to reduce risk by legally and responsibly performing starting tasks. The curriculum 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 must master the ability to reduce risk by legally and responsibly performing vehicle operation and control tasks. The curriculum 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 divided attention performances;
- (C) relate the necessity to utilize divided attention performances to execute vehicle operation and control tasks;
- (D) develop countermeasures to compensate for divided attention performance limitations;
- (E) summarize the importance of countermeasures for divided attention performance limitations, including 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 must master the ability to reduce risk by legally and responsibly performing post-drive tasks. The curriculum 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;
- (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 develop plans to compensate for variances including utilizing the vehicle owner's manual as a resource; and
- (C) reduce risk by legally and responsibly employing post-drive tasks.

2.1.7. 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.

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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 divided attention performances while performing vehicle operation and control tasks at

various speeds;

- (D) visualize operating space and check blind-spots and mirrors while performing vehicle operation and control tasks;
- (E) perform a 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 blind-spot and mirror checks;
- (I) perform divided attention performances utilizing countermeasure to compensate for divided attention;
- (J) sustain visual attention and communicate while executing vehicle maneuvers; utilize a space management system; and
- (K) 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 curriculum is expected to require the student to:

- (A) observe the student driver or instructor 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; and

- (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 curriculum is expected to require the student 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 curriculum is expected to require the student to:

- (A) observe student drivers or instructor 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 curriculum is expected to require the student to:

- (A) observe the student drivers or instructor performing starting tasks including engine starting, engine operation, and starting-maintenance procedures and review the observations with the instructor; and
- (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 curriculum is expected to require the student to:

- (A) observe the student drivers or instructor 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;
- (B) observe student drivers or instructor performing blind-spot and mirror checks;
- (C) observe student drivers or instructor performing divided attention performances utilizing countermeasure to compensate for divided attention; and
- (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 curriculum is expected to require the student to: instruct the student how to:

- (A) observe the student drivers or instructor 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.

2.4. Simulation Instructional Phase. The Simulation Instructional Phase is optional. Schools are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

3. **Module Three: Vehicle Movements.** The student legally and responsibly performs Vehicle Movements safe driving practices in the 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 curriculum 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) instruct the student how to 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) instruct the student how to 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 curriculum 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) instruct the student how to 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) instruct the student how to 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 curriculum is expected to:

- (A) define and explain the necessity for vehicle balance, and summarize how vehicle speed impacts vehicle balance;
- (B) explain how performing vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, left), move forward, back, and stop manages vehicle balance;
- (C) describe how performing vehicle operation and control tasks may result in an imbalance situation;
- (D) describe how the position of the seat, driver's posture, seating position, and safety belt usage affect the ability to manage vehicle balance;
- (E) 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 develop plans to compensate;
- (F) instruct the student how to examine and develop plans to avoid or compensate for variances in roadway grade and shoulder conditions that impact vehicle maneuvers and vehicle balance;
- (G) instruct the student how to summarize how vehicle balance varies from vehicle to vehicle and develop plans to compensate for variances including utilizing the vehicle owner's manual as a resource; and
- (H) instruct the student how to 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 curriculum 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 divided attention 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) instruct the student how to 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; and
- (F) instruct the student how to reduce risk by legally and responsibly executing vehicle maneuvers.

3.1.5. 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.

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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 curriculum is expected to require the student 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 divided attention 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 curriculum is expected to require the student to:

- (A) observe student drivers, or instructor, 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, or instructor, 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 curriculum is expected to require the student to:

- (A) observe the student drivers or instructor and other roadway users, including vulnerable roadway users, to 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, to 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 curriculum is expected to require the student to:

- (A) observe the student drivers or instructor and other roadway users, including vulnerable roadway users, performing vehicle maneuvers and review the observations with the instructor; and

- (B) observe the student drivers or instructor and other roadway users, including vulnerable roadway users, utilizing divided attention performances and review the observations with the instructor.

3.4 Simulation Instructional Phase. The Simulation Instructional Phase is optional. Schools are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

4. **Module Four: Driver Readiness.** The student legally and responsibly performs Driver Readiness safe driving practices in the 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 curriculum is expected to:

- (A) instruct the student on how to recognize that legal and responsible safe 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;
- (F) define and explain the benefits of performing commentary driving techniques to improving safe driving practices of new and experienced drivers;
- (G) instruct the student how to practice performing commentary driving techniques in simulated situations; and
- (H) instruct the student how to 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 curriculum is expected to:

- (A) define and explain the causes and symptoms of fatigue;
- (B) explain the dangers of fatigue in relation to safe driving practices;
- (C) instruct the student how to develop countermeasures to avoid fatigue especially in application to the driving practices; and
- (D) instruct the student how to 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 curriculum 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) instruct the student how to develop countermeasures to avoid becoming and respond to aggressive

drivers; and

- (E) instruct the student how to reduce risk by legally and responsibly employing driving practices to avoid aggressive driving and drivers.

4.1.4. Community Safety Education Act. Using applicable materials and resources, provide instruction on the requirements associated with Community Safety Education Act (Senate Bill 30, 85th Regular Legislature (2017)).

4.1.5. Texas Driving with Disabilities Program. Curriculum is expected to instruct the student on the following:

1. How to participate in the program;
2. How to identify which diagnoses may be considered a “Communication Impediment” for the Texas Driving with Disability Program;
3. Identify which form the student should have their doctor fill out and take to DPS to have “Communication Impediment” added to the front of their Driver License or Texas State ID card;
4. Explain where to find the Communication Impediment with a Peace Officer on a Driver License or a Texas State ID card; and
5. Identify which forms a student would need to complete with the Texas Department of Motor Vehicles to disclose their Communication Impediment or Deaf/Hard of Hearing in The Texas Law Enforcement Telecommunication System (TLETS).

4.1.6. 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.

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 curriculum is expected to require the student to:

- (A) demonstrate legal and responsible safe 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 curriculum is expected to require the student to:

- (A) demonstrate legal and responsible safe 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 divided attention [~~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 curriculum is expected to require the student to:

- (A) demonstrate legal and responsible safe 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 divided attention 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 curriculum is expected to require the student to:

- (A) identify the student drivers or instructor and other roadway users, including vulnerable roadway users, utilizing legal and responsible safe 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 or instructor 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 or instructor 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 curriculum is expected to require the student to:

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

4.4. Simulation Instructional Phase. The Simulation Instructional Phase is optional. Schools are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

5. **Module Five: Risk Reduction (Management).** The student legally and responsibly performs Risk Reduction (Management) safe driving practices in the Highway Transportation System (HTS) 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 curriculum 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 a new 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 safe driving practices;
- (F) describe how risk-taking diminishes safe driving practices, and must include the dangers and consequences of street racing in violation of Transportation Code §545.420;
- (G) provide examples of how safe 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 develop plans to accurately recognize risk;
- (I) explain how divided attention performances and distractions complicate predicting, analyzing and minimizing risk factors;
- (J) describe ways to reduce the risk factors related to divided attention 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 new drivers ages 15 – 17;
- (M) explain why new 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 curriculum 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 curriculum 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 develop in 2.1.1 to complete and utilize assessment tools to evaluate and improve behind-the-wheel skill level during driver education training and throughout 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. 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 curriculum is expected to require the student to:

- (A) predict, analyze, and minimize risk factors while utilizing divided attention performances and safe 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 (SEEiT)* to predict, analyze and

minimize risk. The curriculum is expected to require the student to:

- (A) employ a space management system while utilizing divided attention performances and safe 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 curriculum is expected to provide 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 blind spot and mirror checks;
- (I) execute divided attention 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 curriculum is expected to require the student to:

- (A) observe the student driver and other roadway users, including vulnerable roadway users, predict, analyze, and minimize risk factors while utilizing divided attention performances and safe 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 (SEET)* to predict, analyze and minimize risk. The curriculum is expected to require the student to:

- (A) observe the student driver and other roadway users, including vulnerable roadway users, utilize a space management system while utilizing divided attention performances and safe 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.

5.4. Simulation Instructional Phase. The Simulation Instructional Phase is optional. Schools are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

- 6. Module Six: Environmental Factors.** The student legally and responsibly performs Environmental Factors safe driving practices in the 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 curriculum 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) develop a plan to employ safe 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 curriculum 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 safe 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 safe driving practices when presented with potential verses immediate risk; and
- (D) reduce risk by legally and responsibly minimizing environmental risk factors.

- 6.1.3. 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 curriculum is expected to require the student to:

- (A) practice utilizing a space management system and identifying and analyzing environmental characteristics by utilizing safe 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 curriculum is expected to require the student 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 safe 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 divided attention 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 safe 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 curriculum is expected to require the student to:

- (A) observe student drivers or instructor and other roadway users, including vulnerable roadway users, practice utilizing a space management system by utilizing safe 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 or instructor 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 or instructor 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 or instructor 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 curriculum is expected to require the student to:

- (A) observe student drivers or instructor 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 or instructor and other roadway users, including vulnerable roadway users, identify, analyze, and minimize environmental risk in different driving environments by utilizing safe 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 or instructor and other roadway users, including vulnerable roadway users, execute divided attention performances in different driving environments and discuss observations with the instructor; and
- (D) observe student drivers or instructor 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 safe 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 are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

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

7.1 **Classroom Instructional Phase.**

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

- (A) provide examples of distractions for drivers (new 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 safe 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 new drivers limit passengers, avoid complex risk driving situations such as night driving and driving environments with complex risk;
- (F) develop 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. **Divided Attention Performances.** The student reduces risk by legally and responsibly managing divided attention performances. The curriculum is expected to:

- (A) review the divided attention performances necessary to perform the vehicle operation and control procedures for each vehicle movement;
- (B) explain how and why divided attention performances distract drivers and other roadway users, including vulnerable roadway users, by dividing driver attention;
- (C) illustrate how inappropriate management of divided attention performances and distractions cause the type of crash encountered by new 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; and
- (E) develop countermeasures to limit and manage divided attention performances; and reduce risk by legally and responsibly managing divided attention performances.

- 7.1.3. **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 curriculum is expected to require the student to:

- (A) demonstrate legal and responsible safe 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 divided attention performances on roadways and at intersections in driving environments with moderate and complex risk.

7.2.2. Divided Attention Performances. The student reduces risk by legally and responsibly manage divided attention performances. The curriculum is expected to require the student 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 divided attention 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 blind-spot and mirror checks;
- (I) execute divided attention performances utilizing countermeasures to compensate for divided attention;
- (J) sustain visual attention and communication while executing vehicle maneuvers;
- (K) utilize a space management system;
- (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 divided attention 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 divided attention performances and relate observations to the instructor.

7.3.2 Divided Attention Performances. The student reduces risk by legally and responsibly managing

divided attention performances. The curriculum is expected to require the student to:

- (A) observe student drivers or instructor 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 or instructor 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 or instructor 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 or instructor and other roadway users, including vulnerable roadway users, perform a U- turn at major intersections and mid-block in driving environments with moderate and complex risk;
- (E) observe student drivers or instructor and other roadway users, including vulnerable roadway users, negotiate curves and hills in driving environments with moderate and complex risk;
- (F) observe student drivers or instructor 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 or instructor 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 or instructor and other roadway users perform minimal risk, simulated or real, passing maneuvers utilizing lateral maneuver procedures; and
- (I) observe student drivers or instructor and other roadway users, including vulnerable roadway users, manage, simulated or real, driving environments with various pavement types, bridges, tunnels, and toll roads.

7.4 Simulation Instructional Phase. The Simulation Instructional Phase is optional. Schools are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

- 8. Module Eight: Alcohol and Other Drugs.** The student legally and responsibly performs Alcohol and Other Drugs safe driving practices in the 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 curriculum 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 curriculum 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 HTS. The curriculum 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 diminish an individual's ability to utilize safe 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 curriculum 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 reduce an individual's ability to utilize safe 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 curriculum 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 diminish an individual's ability to utilize safe 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; and
- (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 curriculum 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 lifestyle and develop safe 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. 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 curriculum is expected to require the student 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 curriculum is expected to require the student to:

- (A) observe student drivers or instructor 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 or instructor 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 are encouraged to reference 16 TAC §84.500(b)(1)(P) for further guidance on simulation instruction.

9. **Module Nine: Adverse Conditions.** The student legally and responsibly performs Adverse Condition safe 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 curriculum 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 safe 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 safe driving practices during traction loss. The curriculum 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) develop 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 develop 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 develop plans to compensate for variances including utilizing the vehicle owner's manual as a resource;
- (I) describe and demonstrate the safe 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 safe driving practices during traction loss.

- 9.1.3. **Emergencies.** The student reduces risk by legally and responsibly utilizing safe driving practices in

emergency situations. The curriculum is expected to:

- (A) recognize and assess potential and immediate emergency situations;
- (B) describe the safe driving practices utilized for potential and immediate emergency situations;
- (C) list ways to reduce the consequences of an impending crash;
- (D) identify the safe 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 safe 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 safe driving practices in emergency situations.

9.1.4. 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
- (H) 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 or instructor 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 or instructor 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 are

encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

- 10. Module Ten: Vehicle Requirements.** The student legally and responsibly performs Vehicle Requirements safe 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 curriculum 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 safe 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 curriculum is expected to:

- (A) recognize and identify the purpose for the vehicle, 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 curriculum is expected to:

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

- 10.1.4. 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
- (D) 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 safe 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 safe 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 or instructors practice performing in an off-street, minimal risk, non-damaging, simulated practice session, threshold braking to stop without a skid;
- (B) observe student drivers or instructors 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 or instructors 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 or instructor and other roadway users practice performing in an off-street, minimal risk, non-damaging, simulated practice session, the safe driving practices for controlling consequences of collisions, traction loss, and skids;
- (F) observe student drivers or instructor 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 or instructor and other roadway users practice performing in an off-

street, minimal risk, non-damaging, simulated practice session, the safe driving practices for controlling consequences of vehicular breakdowns, collisions, traction loss, and skids; and

- (H) observe student drivers or instructor 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 are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

11. Module Eleven: Consumer Responsibilities. The student legally and responsibly performs Consumer Responsibilities safe driving practices in the Highway Transportation System (HTS) making wise consumer decisions regarding vehicle use and ownership, vehicle insurance, environmental protection and litter prevention, recreation water safety, anatomical gifts, and information relating to human trafficking prevention.

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 curriculum is expected to:

- (A) recognize immediate and long-term responsibilities and obligations for using and owning a vehicle including its impact on 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 curriculum 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 curriculum 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 safe 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 curriculum 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 safe boating and water safety practices by applying knowledge and understanding of boating laws, regulations, penalties, and consequences to licensing, boating, and lifestyles. The curriculum is expected to:

- (A) provide the recreational water safety video from the Texas Parks and Wildlife; and
- (B) state Texas boating laws and rules for safe operation.

11.1.6. Human Trafficking. The student will safely and responsibly be able to recognize the key indicators of human trafficking by recognizing:

- (A) activities commonly associated with human trafficking;
- (B) potential victims of human trafficking; and
- (C) methods for assisting victims of human trafficking, including how to report human trafficking.

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
- (D) 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 safe 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 or instructor and other roadway users implement a Trip Plan; and
- (B) observe student drivers or instructor and other roadway users utilizing a space management system, applying safe 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 are encouraged to reference 16 TAC §84.500(b)(2)(E) for further guidance on simulation instruction.

12. Module Twelve: Personal Responsibilities. The student legally and responsibly performs Personal Responsibilities safe 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 safe 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 curriculum is to provide an assessment tool for the instructor to assess the student by the following:

- (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 safe driving practices;
- (B) distinguish how Texas Driver Education and Traffic Safety provides a new driver with the foundation of knowledge, understanding, skills, and experiences necessary for the new driver and parent, guardian, or adult mentor to launch and continue the lifelong learning process of legal and responsible safe driving practices in the Highway Transportation System;
- (C) accept personal responsibility for safe 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 safe 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.

12.2. 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 curriculum is to have a Baseline Assessment Tool for instructor use to assess a

student 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) and describe vehicle operating space;
- (D) utilize vehicle devices (control, information, safety, communication, convenience, and comfort- system);
- (E) 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;
- (F) perform blind-spot and mirror checks;
- (G) sustain visual attention and communicate while executing vehicle maneuvers;
- (H) utilize a space management system;
- (I) identify and analyze driving environments;
- (J) minimize environmental risk;
- (K) limit and manage distractions in HTS risk environments;
- (L) utilize safe driving practices and utilize vehicle operation and control tasks to execute vehicle maneuvers in HTS risk environments; and
- (M) 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 are encouraged to reference 16 TAC §84.500(b)(1)(P) for further guidance on simulation instruction.

NOTICE

The Program of Organized Instruction (POI) is not curriculum. It is a manual created for providers, that includes the required course content for the classroom instruction phase and the in-car training phase for the minor/adult driver education course. Providers using a third-party source, or their own curriculum will use that with the POI, Driver Education & Safety laws and rules, and the current Texas Driver Handbook to create a strong driver education course.