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RULES OF THE ROAD

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RECOMMENDED GRADE LEVEL	MIDDLE – EARLY HIGH SCHOOL
ACADEMICS	MATH, LANGUAGE ARTS
TEKS ADDRESSED	<p>1.10.10.1.1 {110.24.10.A} USE PERSONAL KNOWLEDGE AND EXPERIENCE TO COMPREHEND.</p> <p>1.10.10.1.11 {110.24.10.K} ANSWER DIFFERENT TYPES AND LEVELS OF QUESTIONS (SUCH AS OPEN-ENDED, LITERAL, AND INTERPRETATIVE) AS WELL AS TEST-LIKE QUESTIONS (SUCH AS MULTIPLE CHOICE, TRUE-FALSE, AND SHORT ANSWER).</p> <p>1.10.10.1.13 {110.24.10.M} USE STUDY STRATEGIES (SUCH AS PREVIEW, QUESTION, REREAD, AND RECORD) TO LEARN AND RECALL IMPORTANT IDEAS FROM TEXTS.</p> <p>1.10.10.1.2 {110.24.10.B} ESTABLISH AND ADJUST PURPOSES FOR READING (SUCH AS READING TO FIND OUT, TO UNDERSTAND, TO INTERPRET, TO ENJOY, AND TO SOLVE PROBLEMS).</p> <p>1.10.10.1.6 {110.24.10.F} DETERMINE A TEXT'S MAIN (OR MAJOR) IDEAS AND HOW THOSE IDEAS ARE SUPPORTED BY DETAILS.</p> <p>1.10.10.1.7 {110.24.10.G} PARAPHRASE AND SUMMARIZE TEXT TO RECALL, INFORM, OR ORGANIZE IDEAS.</p> <p>1.10.8.1.3 {110.24.8.C} READ FOR VARIOUS PURPOSES (SUCH AS TO BE INFORMED, TO BE ENTERTAINED, TO APPRECIATE THE WRITER'S CRAFT, AND TO DISCOVER MODELS FOR ONE'S OWN WRITING).</p> <p>1.10.8.1.4 {110.24.8.D} READ TO TAKE ACTION (SUCH AS TO COMPLETE FORMS, TO MAKE INFORMED RECOMMENDATIONS, AND TO WRITE A RESPONSE).</p>
DESCRIPTION	<p>Students will learn the rules of driving in the state of Texas and demonstrate driving skills using remote-controlled cars.</p> <p>Day 1 Distribute Texas Driver's Manuals to students and introduce unit. Students will be guided through Chapters 1-3 of the manual and complete the questions at the end of each chapter in groups of three. A remote-controlled car will be assigned to each student. Students will begin practicing driving the cars in straight lines.</p> <p>Day 2 Continue through Chapters 4-6 of the manual. Complete questions at the end of each chapter in groups of three. Students will continue to practice driving the cars in straight lines.</p> <p>Day 3 Continue through Chapter 7 of the manual. Complete questions at the end of the chapter in groups of three. If students have successfully completed the manual, they will be given an official Remote Controlled Car License. In groups of three or four, students will draw a planned roadway that will be used to construct roads on Day 4. Students will practice (with cars) negotiating four-way stops.</p> <p>Day 4 Using a designated area (preferably a hallway or an area with lots of space!), students will create roads with yellow tape. Instructor will oversee as students tape areas. Students will begin driving on roads, negotiating stop signs, traffic lights, caution lights, and passing.</p> <p>Day 5 Students will use cars to practice parallel parking and diagonal parking. A simulated "drag race" will be held on Day 5.</p>
TIME REQUIRED	6-9 weeks
MATERIALS	<ul style="list-style-type: none"> • Texas Drivers Handbooks (available from the DPS office) • Remote-controlled cars and controllers, batteries, storage boxes (from Walmart) • Yellow and white tape to create driving areas • Review questions for Chapters 1-7 • Remote-Controlled (RC) Driver's License, Part I
APPROXIMATE COST	\$5.00 per student
TEACHER TIPS	<p>Engaging Focus As each chapter in the handbook is completed, students will be given time to test their skills with the remote-</p>

	<p>controlled cars. Teacher may choose to spend one day presenting a chapter and the next day driving the cars. On the day the cars are used, the first part of the period will be used to create roads, etc.</p> <p>Experience Students will practice:</p> <ul style="list-style-type: none"> • Driving in a straight line forward and backwards • Negotiating properly marked roadways • Parallel parking • Negotiating obstacle courses created with traffic cones, rocks, accidents, etc. • Diagonal parking • Drag racing. <p>Synthesis Teacher will present students with RC Driver’s License Part I, which will be their ticket to sign up for RC Highway Driving/Map Reading and RC Racing and Competition.</p> <p>Suggestions</p> <ul style="list-style-type: none"> • To save time, the cars, controllers, and boxes should be numbered. This will make it much easier to get everything back together at the end of the class period. • It will also save time if students write a number for each car and sign a checkout sheet at the beginning of the period. This will eliminate arguing over who gets which car. When they sign for the car they receive, you will know who is responsible for damage or misuse. One type of misuse would be failing to put the car and controller away properly.
ADAPTATIONS	1. The depth of the science, social studies, and art contents can be adapted to grade level, settings, and focus of the students.
CONTACT	Atlanta ISD