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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Transportation, Distribution & Logistics |
| **Course Name** | Principles of Distribution and Logistics |
| **Lesson/Unit Title** | Careers in Transportation, Distribution, and Logistics |
| **TEKS Student Expectations** | **130.443. (c) Knowledge and skills**(1) The student demonstrates professional standards/employability skills as required by business and industry. (B) The student is expected to identify careers in distribution and logistics systems(7) The student demonstrates appropriate personal and communication skills. (D) The student is expected to practice written and oral communication skills in formal and informal situations |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will…*** Identify local, regional, and global economy related to TD&L.
* Identify the basic concept of transportation, distribution & logistics.
* Identify a variety of partners involved in the transportation, distribution, and logistics chain.
* 4 Identify various careers that are available in transportation, distribution, and logistics.
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| **Rationale** | The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance. In this lesson, students will explore and identify an array of available careers in TDL. |
| **Duration of Lesson** | 1-2 45-minute periods, based upon size of class |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Grid Systems:** Checkerboard patterns that are placed on a map and are numbered in two directions (horizontal and vertical) in order to calculate the best facility location.
* **Logistics Management:** Negotiating with carriers and organizing packaging and shipping so that freight costs are minimized.
* **Logistician:** Analyzes and coordinates the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources.
* **Supply Chain Management**: The management of a network of interconnected businesses involved in the ultimate provision of product and service packages required by end customers.
* **Transportation Manager:** Manages transportation operations of all types. Typical duties include the tracking and managing of various activities such as vehicle maintenance, fuel costing, routing, and mapping, warehousing, carrier selection and management, communications, traveler/cargo handling, and EDI implementation.
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| **Materials/Specialized Equipment Needed** | * Computers with internet access (Microsoft Excel of comparable spreadsheet software is recommended, but not required. Microsoft Publisher or comparable publication software is also recommended, but not required.)
* Poster board
* Markers, Colors, Colored Pencils
* All Included Handouts Printed
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * Show the video: Transportation Distribution and Logistics (2.:37) <http://www.youtube.com/watch?v=JhPIH8-9CVo>
* Show PowerPoint “What is TDL” <http://www.transportationcareers.org/?page_id=499>
* Show the video: Logistics @ TPC (4.:29) <http://www.youtube.com/watch?v=3DW_OdJZ0Ds>
* Discuss some other TDL careers or positions in your area.
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| **Direct Instruction \*** | Give students Handout 1 – Careers in TDL. Instruct students to take the list of TDL Careers they come up with and research each using the following websites: <http://www.careers.org/><https://www.bls.gov/ooh/>Students’ research will include Career Name, Career Description, Education/Job Training Requirements, Salary, and Career Outlook. (How does the future of this career look?)Instructor note: The instructor can modify the instructions and guidelines as needed. *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | **Students will…*** Complete this project with a partner or on a team.

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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Students will…*** Choose one of the researched careers according to interest, ability and their plans for further education.
* Students will design a poster with their career research information.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE  |
| **Lesson Closure** | **Students will…*** Present their posters to the class.

Instructor note: This segment will vary in time based on the size of class. Each presentation will be very short, maybe 3 minutes with discussion. Also, various topics may be used by more than one student. *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Summative/End of Lesson Assessment \***  | This will be based on participation, following directions, and overall grasp of principles and concepts of Supply Chain Management and TDL Careers. See grading score sheet/ rubric.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **References/Resources/****Teacher Preparation** | Complete lesson plans available at: * <http://www.transportationcareers.org/?page_id=501>
* Transportation Distribution and Logistic s Career Video

<http://www.youtube.com/watch?v=JhPIH8-9CVo>* Logistics @ TPC Video

<http://www.youtube.com/watch?v=3DW_OdJZ0Ds> |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, SkillsUSATexas |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)