Scope & Sequence

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| Course Name: Principles of Distribution and Logistics **TSDS PEIMS Code:** 13039260 | | | **Course Credit:** 1.0  **Course Requirements:** Course Requirements: Recommended for students in Grades 9-12.  **Prerequisites:** None. |
| **Course Description:** In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems and settings. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.443. (c)** **Knowledge and skills** | |
| **Unit 1: Career Exploration**  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. In this introductory unit, students will focus on expanding their knowledge base and interest in careers and entrepreneurship opportunities in distribution and logistics systems and industries. Students will identify individual goals and develop plans and strategies for a successful career in distribution and logistics. | 6 periods  270 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify career development and entrepreneurship opportunities in distribution and logistics;  (B) identify careers in distribution and logistics systems; and  (H) explore career goals, objectives, and strategies as part of a plan for future career opportunities. | |
| **Unit 2: Leadership and Individual Industry-Based Experience**  Students will propose and begin to conduct an individualized occupational experience in an area in or related to distribution and logistics. Students will create a work plan and budget as well as keep records of their experiences throughout the course and present their occupational experiences and evaluations as part of a culminating leadership project at the end of the course. | 6 periods  270 minutes | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:   (D) discuss certification opportunities.  (2) The student develops leadership experience as it relates to distribution and logistics systems. The student is expected to:  (A) plan, propose, conduct, and evaluate industry-based occupational experiences;  (B) apply proper record-keeping skills as they relate to industry-based occupational experiences;  (C) use a customized record-keeping system for the individual industry-based occupational experiences;  (D) discuss youth leadership opportunities to create a well-rounded industry-based occupational experience; and  (E) develop a work plan and budget. | |
| **Unit 3: History and Significance of Distribution and Logistics Systems**  Students will expand their understanding of the historical impact and significance of distribution and logistics systems and industries by creating timelines that identify historical events in transportation, distribution and logistics. Students will explore, discuss, and describe how distribution and logistics affect societies and correctly identify related terms and vocabulary associated with the field. | 11 periods  495 minutes | (4) The student understands the historical, current, and future significance of the distribution and logistics industries. The student is expected to:  (A) define terms associated with the distribution and logistics industries;  (B) identify the scope and effect upon society of the distribution and logistics industries; and  (C) identify significant historical and current developments in the distribution and logistics industries. | |
| **Unit 4: Current Issues and Events Affecting Distribution and Logistics Systems**  Students will examine and explore how current events, laws and public opinion affect distribution and logistics systems and industries. Students will also examine and explore how distribution and logistics can affect individuals and societies at local, state, national and international levels. After reading about a transportation-related current event or events, students will conduct mock polls and/or use surveys to collect, present and discuss their data. | 11 periods  495 minutes | (6) The student explains the distribution and logistics industries at the local, state, national, and international levels. The student is expected to:  (B) identify the political impact of distribution and logistics;  (C) review regulations and major laws to evaluate their impact on distribution and logistics;  (D) read appropriate written material to stay abreast of current issues impacting distribution and logistics;  (E) collect public opinion and data in order to make informed decisions; and  (F) use critical-thinking skills to identify and organize alternatives and evaluate public policy issues related to distribution and logistics. | |
| **Unit 5: Future Trends in Distribution and Logistics Systems**  Students will explore how emerging technologies, environmental issues, international trade, employment issues, and safety could affect distribution and logistics systems in the future. Potential future scenarios and issues will be discussed and/or presented. | 11 periods  495 minutes | (4) The student understands the historical, current, and future significance of the distribution and logistics industries. The student is expected to:  (D) identify potential future scenarios for the distribution and logistics industry systems;  (E) describe how emerging technologies and globalization impact the distribution and logistics industries; and  (F) compare and contrast issues affecting the distribution and logistics industries such as international trade, employment, safety, and environmental issues. | |
| **Unit 6: World Trade, Cultural Diversity, and Globalization**  Students will explore concepts related to cultural diversity, world markets, marketing factors and practices and globalization. Students will identify reasons for world trade and globalization as well as similarities and differences in international cultures. In small groups and/or as whole class activities, students will discuss and describe a variety of world markets and marketing factors. | 11 periods  495 minutes | (3) The student explores concepts related to cultural diversity. The student is expected to:  (A) identify significant similarities and differences in international culture;  (B) explain the variety of world markets; and  (C) describe marketing factors and practices that impact other cultures.  (6) The student explains the distribution and logistics industries at the local, state, national, and international levels. The student is expected to:  (A) identify reasons for world trade and globalization. | |
| **Unit 7: Business Management**  Students will explore business management principles, team dynamics, leadership development, and strategic planning processes. One or more class periods will be used to read and develop personal, industry-related or institutional goal and mission statements. | 11 periods  495 minutes | (5) The student analyzes the structure of distribution and logistics organizations. The student is expected to:  (A) describe common business management principles;  (B) identify opportunities for leadership development and personal growth;  (D) describe team dynamics; and  (E) describe the development of organizational vision, mission, and goals through the strategic planning process. | |

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| **Unit 8: Workplace Ethics and Communication**  Students will explore and discuss workplace ethics, responsibilities and appropriate personal appearance, habits and communication skills. Effective meetings using democratic principles and proper workplace etiquette will be modeled in whole class activities to reinforce the practice of effective listening skills. Meetings will focus on appropriate communication skills, conduct, citizenship and/or other course-related topics. | 11 periods  495 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.  (5) The student analyzes the structure of distribution and logistics organizations. The student is expected to:  (C) demonstrate democratic principles in conducting effective meetings.  (7) The student demonstrates appropriate personal and communication skills. The student is expected to:  (A) examine workplace ethical and legal responsibilities;  (B) define the uses of proper etiquette;  (C) identify appropriate personal appearance and health habits; and  (E) practice effective listening skills in formal and informal situations. |
| **Unit 9: Formal and Informal Communication in the Workplace**  Students will explore, practice and demonstrate appropriate formal and informal oral and written communication skills in various business and workplace scenarios and presentations. Students will also demonstrate effective speaking and listening skills in classroom activities and/or in small groups as they present and discuss course-related technical information in these activities and scenarios. | 11 periods  495 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in distribution and logistics.  (7) The student demonstrates appropriate personal and communication skills. The student is expected to:  (D) practice written and oral communication skills in formal and informal situations;  (F) employ writing and preparation skills using technical information; and  (G) demonstrate speaking skills. |
| **Unit 10: Safety and Health**  Students will explore and identify safety, personal and occupational health, emergency situations, response plans and procedures, and rules and laws designed to promote safety and health in distribution and logistics environments, as well as demonstrate the proper use of safety equipment. Students will also learn and demonstrate first aid and CPR procedures. Students will demonstrate leadership and effective speaking skills in classroom activities and/or in small groups as they model, present and discuss health and safety workplace scenarios as well as response plans to potential emergency situations. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (E) demonstrate knowledge of personal and occupational health and safety;  (F) discuss response plans to emergency situations.  (2) The student develops leadership experience as it relates to distribution and logistics systems. The student is expected to:  (A) plan, propose, conduct, and evaluate industry-based occupational experiences;  (11) The student discusses methods to reduce sources of workplace hazards in order to promote a safe working environment. The student is expected to:  (A) discuss safe work practices and emergency procedures;  (B) identify rules and laws designed to promote safety and health in the distribution and logistics environments;  (C) demonstrate first aid and cardiopulmonary resuscitation procedures; and  (D) demonstrate proper use of safety equipment. |
| **Unit 11: Material Handling**  Students will be given multiple opportunities for hands-on discussions and analysis of packages, package design and size, weight, and shape requirements. Students will also identify, research, draw and/or present different types of warehouse and distribution centers. | 12 periods  540 minutes | (12) The student examines material handling in warehouses and distribution centers. The student is expected to:  (A) discuss handling practices for goods and materials;  (B) explain size, weight, and shape requirements for packaging;  (C) discuss material handling, storage, and shipping methods;  (D) analyze visual design and appearance requirements for packages;  (E) discuss layout plans for processing packages;  (F) identify material handling and storage equipment; and  (G) identify types of warehouses and distribution centers. |
| **Unit 12: Distribution and Logistics Research**  Students will explore and apply appropriate research methods for their culminating project. Students will define and describe the scientific methods of research they will use for their course project activities and in distribution and logistics industries. | 11 periods  495 minutes | (8) The student applies appropriate research methods for distribution and logistics systems. The student is expected to:  (A) define major fields of research and development;  (B) identify and apply scientific methods of research in distribution and logistics industries;  (C) use a variety of resources for research and development; and  (D) describe the scientific methods of research. |
| **Unit 13: Applying Problem-Solving, Mathematical, and Organization Skills**  Students will explore applying their problem-solving, mathematical and organizational skills to maintain the records appropriate to distribution and logistics systems and their final project. Students will also discuss and develop their course culmination final projects, which must include data from a graph, table, chart and/or plot. | 11 periods  495 minutes | The student applies problem-solving, mathematical, and organizational skills in order to maintain financial and logistical records. The student is expected to:  (A) discuss project proposals;  (B) maintain records appropriate to distribution and logistics system industries;  (C) collect and organize data in graphs, tables, charts, and plots; and  (D) analyze and interpret data from graphs, tables, charts, and plots. |
| **Unit 14: Technology Tools**  Students will successfully use technology tools such as word processing and presentation software to complete their course culmination leadership project. Students will also explore technology tools specific to distribution and logistics industries, such as GIS and GPS. Students will discuss other computer-based tools and technology used in this and other industries. | 16 periods  720 minutes | (10) The student uses information technology tools specific to distribution and logistics industries to access, manage, integrate, and create information. The student is expected to:  (A) use management software, email applications, and Internet applications;  (B) use word-processing, database, spreadsheet, and presentation software;  (C) examine collaborative, groupware, and virtual meeting software;  (D) discuss Geographic Information Systems and Global Positioning Systems; and  (E) discuss other computer-based equipment in distribution and logistics systems. |
| **Unit 15: Leadership Project**  Students will participate in project-based culminating activities which include a description of their industry-based experiences, a record-keeping system for their experiences, a work plan and budget, and an evaluation of a contractor or service provider. The project should also identify employer expectations regarding appropriate work habits, ethical conduct and legal responsibilities and should include data from a graph, table, chart and/or plot. | 16 periods  720 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.  (2) The student develops leadership experience as it relates to distribution and logistics systems. The student is expected to:  (A) plan, propose, conduct, and evaluate industry-based occupational experiences;  (B) apply proper record-keeping skills as they relate to industry-based occupational experiences; and  (C) use a customized record-keeping system for the individual industry-based occupational experiences.  (6) The student explains the distribution and logistics industries at the local, state, national, and international levels. The student is expected to:  (G) evaluate performance and contract compliance of contractors and service providers. |