|  |  |
| --- | --- |
| **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** | The Future of 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. The student is expected to:  (B) identify careers in distribution and logistics systems  (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  (C) identify significant historical and current developments  in the distribution and logistics industries |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will…**   * Define supply chain and supply chain activities * Identify supply chain management and other careers in TDL * Define multi modal or intermodal transportation and plant and facility location strategies. |
| **Rationale** | In this LP, students will be introduced to supply chain management and other various careers that are available in transportation, distribution, and logistics. They will also be introduced to supply chain management concepts and strategies though research of current events. |
| **Duration of Lesson** | 2 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * facility * intermodal * multi-modal * plant * supply chain |
| **Materials/Specialized Equipment Needed** | * Computers with internet access |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Discuss the variables that influence how a product moves from one place to another. * Discuss the current events and products that are changing the transportation, distribution, and logistics industry. |
| **Direct Instruction \*** | Introduce this activity by brainstorming as a class a few events or variables that are influencing the TDL industry. Examples could include high unemployment rates, energy prices, political factors, demographic trends, improvements in design, paper-less environment, bankruptcies and mergers, deregulation, aging population, environmental requirements, and new technologies. Talk a little about the topics you want to focus on.  Then, introduce handout 1 – This Week in TDL. Ask the students to use various news and trade web sites and resources to write a three-paragraph report over a current event they found in their research.  Examples of Industry Resources:   * <http://www.dcvelocity.com/> * <http://www.inboundlogistics.com/cms/> * <http://logisticsmgmt.com/> * <http://industryweek.com/>   Students will be required to read, reflect upon, and cite their resource.  *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…**   * Use citation examples and work together with a partner or in small groups to review/master how to cite resources.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Students will…**   * Use various news and trade web sites and resources to write a three-paragraph report about a current event they found in their research. * Cite their resource(s).   *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 findings and reports to the class.   This segment will also 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 \*** | **Students will…**   * Use the Scoring Guide/Rubric to self-evaluate task performance.   Please note: This lesson can be adjusted by the teacher as to length or depth of content. The Scoring Guide/Rubric can be used by both students and teachers to score student performance. The grading rubric may be adapted for content and teacher preferences.  *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** | * Lesson plan, handout, and supporting materials can be found on transportationcareers.org * Examples of how to cite resources can be found on this and/or other sites: <https://owl.english.purdue.edu/owl/resource/747/12/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | ELA II, ELA V  Social Studies III A 3 |
| **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)