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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** | Scope of Transportation, Distribution & Logistics Industries |
| **TEKS Student Expectations** | **130.443. (c) Knowledge and Skills**  (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 |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | After completing this lesson, the student will be able to:   * Identify the importance of transportation to logistics and planning systems. * Define terms associated with the distribution and logistics industries. * Describe the concept of logistics. * Understand the objectives of logistics. |
| **Rationale** | In this lesson, students will discuss and identify the scope and effect of transportation, distribution, and logistics industries on personal as well as societal levels. |
| **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)* | * Logistics * Supply Chain * Rail, Air, Water * Motor * Pipeline * Freight * Procurement |
| **Materials/Specialized Equipment Needed** | * America on the Move: <http://amhistory.si.edu/onthemove/> * Where Everyone is Going: <Http://amhistory.si.edu/onthemove/games/game1/game1.html> * Logistics Introduction Video: <https://www.youtube.com/watch?v=e6zu3TAzSPA> |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Introduce students to the importance of transportation, distribution, and logistics throughout the history of the United States or world. After, have students go to the website <http://amhistory.si.edu/onthemove/games/game1/game1.html> and play the game America on the Move. While playing the game, have students keep a list of the different transportation tools shown, predict if this transportation system is still in use as well as how it can change in the future. 2. Have the student pick an item that they have bought, and in less than three sentences, describe how that product got to the place where they purchased it. |
| **Direct Instruction \*** | Have students watch the following video: <https://www.youtube.com/watch?v=e6zu3TAzSPA>  After watching the video, students should be able to describe the following:   * Describe the concept of logistics * Understand the objectives of logistics * Define the logistics activities * Define Transportation * Explain the warehousing management   While watching the video, have students take notes over the key concepts that are put on the screen. To help, you may want to show the video more than once, and have students review the questions in the activity section.  Have students answer the following questions after taking notes over the video:   1. What is logistics concerned with? 2. What is the operating responsibility of logistics? 3. What is the function of logistics? 4. Logistics is the process that manages what? 5. What is Information Logistics? 6. Logistics management includes the design and administration of systems to control what? 7. What is the formula for the concept of logistics? 8. Logistics is the management for the flow of what? 9. The cost of transportation is directly related to what? 10. Logistics systems are made of what three main activities?   Explain research assignment: Students will research a transportation company and create a presentation or a poster highlighting the following items:   * + 1. Corporate Headquarters     2. Mission statement     3. Brief history     4. Total number of employees     5. Areas of operation   *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…**   * Take notes while watching the video. Instructor will assist/guide/review 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* |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Students will…**   * Answer the following questions after taking notes over the video:  1. What is logistics concerned with? 2. What is the operating responsibility of logistics? 3. What is the function of logistics? 4. Logistics is the process that manages what? 5. What is Information Logistics? 6. Logistics management includes the design and administration of systems to control what? 7. What is the formula for the concept of logistics? 8. Logistics is the management for the flow of what? 9. The cost of transportation is directly related to what? 10. Logistics systems are made of what three main activities?  * Research a transportation company and create a presentation or a poster highlighting the following items:   + 1. Corporate Headquarters     2. Mission statement     3. Brief history     4. Total number of employees     5. Areas of operation   *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…**   * Share and discuss their research presentations and/or posters.   *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…**   * Write a paragraph explaining how transportation, distribution, and logistics influence their lives.   *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** | * Create simple grading rubric/scoring guide to use for assignments. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies 1 (A) (2), 3 (A) (2) |
| **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)