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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 Transportation Systems |
| **Lesson/Unit Title** | Department of Transportation (DOT) Careers |
| **TEKS Student Expectations** | **130.442. (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 transportation systems |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   1. Identify various departments within the TDL career cluster 2. Identify careers within the Department of Transportation 3. Identify different positions and levels within the departments 4. Identify responsibilities of each department |
| **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. This lesson will focus on expanding student knowledge and interest in transportation-related careers. |
| **Duration of Lesson** | 3 – 5 45-minute periods (will vary, depending upon size of classes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Department of Transportation: DOT * Federal Aviation Administration: FAA * Federal Highway Administration: FHWA * Federal Motor Carrier Safety Administration: FMCSA * Federal Railroad Administration: FRA * Federal Transit Administration: FTA * Maritime Administration: MARAD * National Highway Traffic Safety Administration: NHTSA * Office of Inspector General: OIG * Office of the Secretary of Transportation: OST * Pipeline and Hazardous Materials Safety Administration: PHMSA * Research and Innovative Technology Administration: RITA * Saint Lawrence Seaway Development Corporation: SLSDC * Surface Transportation Board: STB |
| **Materials/Specialized Equipment Needed** | * Computers with internet access * Any presentation materials and equipment that the teacher wants to use (PowerPoint software, overhead projector, document camera, etc.) * Access to online or in school library resources |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Introduction to the activity and an overview of the website. Instruct the students to go to[*http://www.dot.gov/DOTagencies.htm*](http://www.dot.gov/DOTagencies.htm) and select an agency*.* |
| **Direct Instruction \*** | Students will begin research on their assigned department. Each student/group will create a 5-minute presentation on each department in which they will identify the following information:   * The name of the agency * The agency’s administrator * The mission or goal of the agency * A brief history of the agency * Any future plans or current events that relate to the agency.   Instruct the students to properly document their resources.  Give the student/group a copy of Handout1, Presentation Rubric that will be used to grade the presentation.  *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 begin research on their assigned department. Each student/group will create a 5-minute presentation on each department in which they will identify the following information:   * The name of the agency * The agency’s administrator * The mission or goal of the agency * A brief history of the agency * Any future plans or current events that relate to the agency.   Instruct the students to properly document their resources.  Give the student/group a copy of Handout1, Presentation Rubric that will be used to grade the presentation.  *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 \*** | **Activity/Application/ Student Engagement /Laboratory**  Once everyone has finished, each student/group will give their presentations to the class. The time of this activity will vary based on class size and setup time between presentations.  Students will take time to write a 1-page reflection on the presentations. Students should focus the reflection on an agency that interested them other than their original topic. This accountability will keep the students focused on the presentations and give them a chance to reflect on an agency other than the one they focused on in their presentations.  *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 take time to write a 1-page reflection on the presentations. |
| **Summative/End of Lesson Assessment \*** | RUBRIC (5 Min Presentation Rubric)  Handout 1  **Example of Acceptable Student Performance**  Acceptable student performance for this module will include a student-developed presentation about which Department of Transportation agency they were assigned. Students will be evaluated on their ability to prepare and execute a presentation as well as retain and reflect on information presented. Students may be required to and are expected to listen respectfully, participate in discussion, and ask thought provoking questions.  *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** | **References/Additional Materials / Extended Learning Opportunities/ Enrichment**  Complete lesson available at: <http://www.transportationcareers.org/?page_id=495>  <http://www.dot.gov/DOTagencies.htm> |
| **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)