

Statewide Transportation, Distribution, and Logistics (TDL) Curriculum Academic Success Module

Students will:

| OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|--|---|---|--|
| 1. Listen to speaker in order to paraphrase the contents of the message | Active listening skills | <ul style="list-style-type: none"> • Have students listen to speakers and paraphrase the information • Safety training videos • Instructional videos for new equipment • Videos of employee meetings • Possible source: local TDL companies | Teacher designed observation log |
| 2. Take notes to record information from a presentation | Note-taking strategies | <ul style="list-style-type: none"> • Model a variety of note-taking strategies to students • Use videos of classroom lectures from youtube.com • Use: Cornell Note-taking & Note-taking Skills Use: http://sas.calpoly.edu/docs/asc/ssl/NoteTakingTips.pdf • Invite guest speaker to give a presentation on a topic of interest to students; have students practice taking notes using a strategy of their choice • i-Pathways Reasoning through Language Arts (RLA): Unit 1 Lesson 3 – During Reading | Class discussion of the main points of a lecture or presentation |
| 3. Use questioning and reasoning strategies to actively participate in a class discussion based on a reading passage | Actively participate in class discussions | <ul style="list-style-type: none"> • Have students independently read a passage • Have students state why they agree or disagree with the reading • Students should use questioning and reasoning strategies to express, and respond to, points of view and opinions • Use: SQ3R & KWL Chart • i-Pathways RLA: Unit 1: The Reading Process (Lessons 1 – 4) | Teacher evaluation of student participation |

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| 4. Take a tour of a workplace resource room and participate in a class discussion about the experience | Tour workplace research and development department | <ul style="list-style-type: none"> Take students on a field trip to the research and development department of a local TDL facility | Class discussion of what students learned from the tour |
| 5. Use research skills in order to locate information on a career of interest | Research skills | <ul style="list-style-type: none"> Have students choose a topic related to their current or future TDL career of interest Have students use a library, credible online sites, or a workplace resource room to locate information on that career Have students present their findings to the class i-Pathways RLA: Unit 6: Lesson 2 – Reading Electronic Texts | Student presentations |
| 6. Use think-aloud reading strategies to learn new information | Reading comprehension skills: think aloud | <ul style="list-style-type: none"> Give students a copy of a short reading passage and read it aloud to them Pause while reading to explain aloud your thinking processes Using a different reading passage, have students work in small groups and take turns reading aloud and sharing their thinking processes aloud Circulate while students are working and offer help as needed | Teacher observation log |

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| <p>7. Summarize reading material and present information to classmates; ask questions about peer presentations</p> | <p>Reading comprehension skills: summarizing and questioning</p> | <ul style="list-style-type: none"> • Instructor gives students reading passages excerpted from written materials from local TDL corporations (i.e., Standard Operating Procedures or SOPs, newsletters, memos, training manuals, etc.) • Each student reads a different reading assignment and summarizes it for the class • Students ask questions of peers • Use: SQ3R & KWL Chart • i-Pathways RLA: Unit 1: The Reading Process (Lessons 1 – 4) | <p>Student presentations</p> |
| <p>8. Write descriptive sentences about a current or future manufacturing job</p> | <p>Writing skills: sentence structure</p> | <ul style="list-style-type: none"> • Students write 5-10 sentences describing their current or future TDL job • Students work in small groups to help one another add details and variety to their sentences and to combine sentences using adjectives, phrases, clauses, transition words, and conjunctions • i-Pathways RLA: Unit 7: Lesson 1 – Paragraphs and Sentences | <p>Teacher feedback for improvement</p> |

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| 9. Write a solution to a common workplace problem using proper paragraph form | Writing skills: paragraph form | <ul style="list-style-type: none"> • Give students a common problem encountered in a TDL setting (e.g., management has asked you to support increased production of a model that requires a critical part) • Students write a possible solution to the problem by using proper sentence structure, grammar, and paragraph form • i-Pathways RLA: Unit 7: Lesson 1 – Paragraphs and Sentences | Teacher feedback for improvement |
| 10. Complete an accident report form and production performance report form | Workplace writing skills | <ul style="list-style-type: none"> • Have students complete an incident report form, including a narrative stating the sequence of events leading to the accident • Use: Sample Incident Report Form • Give students a production performance report from a local TDL service operator • Have students complete the form, including a narrative about how production levels were not met or were exceeded for a given day | Student completion of forms; Teacher feedback |
| 11. Make a list of daily goals | Time management skills | <ul style="list-style-type: none"> • Have students list the goals they need to accomplish for the day and/or week and prioritize their list (e.g., work tasks, school assignments, family events, etc.) • Use: Goal setting & G.O.A.L.S. (Go Out And Live Successfully) • Have students work in small groups to review each group member's daily goal list • Use: 13 Tips for More Effective Time Management • i-Pathways RLA: Unit 6 Lesson 1 – Reading Graphics with Understanding | Peer review |

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| 12. Work as a team to solve a variety of common personal and workplace problems | Problem-solving skills | <ul style="list-style-type: none"> • Provide students with a variety of common problems on index cards • Examples might include: your car breaks down; your child has a high fever; you need to attend your child’s school meeting during work hours; you have a production problem at work • Each student is given a different problem to discuss and solve in a small group • Groups present their problems and solutions to the class | Group presentations; Teacher designed rubric |
| 13. Use test-taking strategies to complete sample tests | Test-taking strategies | <ul style="list-style-type: none"> • Facilitate class discussion of effectively preparing for and taking different types of tests: multiple choice, true/false, short answer, essay, open book, etc. • Have students work in small groups to discuss strategies to prepare for and take an example test type distributed by the instructor • Examples of test-taking strategies: budget one’s time; carefully read test directions and test questions; eliminate wrong answers; etc. • Use website: http://www.testtakingtips.com/ • Use: 15 Steps to Test-taking Success & How to be a Master Test-Taker • i-Pathways Test Taking Guide: Resource Section / Study Aids | Student provided strategies; Teacher feedback |