# Students will:

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 1. Identify and examine written industry-specific documents for purpose and audience | • Memo  
• E-mail  
• Fax  
• Telephone message  
• Note to inform: e.g., machine breakdown  
• Note to persuade: e.g., suggestion, complaint  
• HR forms  
• Instructions  
• Work task-related forms  
• Employee newsletter  
• Log  
• Schedule  
• Other forms | • Student examines workplace documents (see content column) and completes chart.  
  ○ Use: **Outcome 1 Activity 1**  
• Student uses website: http://writesite.cuny.edu/work/index.html to practice writing.  
  ○ Use: **Outcome 1 Activity 2**  
• Student maintains an activity log.  
  ○ Use: **Outcome 1 Activity 3**  
• Student reads and discusses various workplace scenarios.  
  ○ Use: **Outcome 1 Activity 4** | Student report of chart completion  
Written e-mail  
Log completion  
Written responses to Think About It! section from each scenario |
## Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
### Contextualized Writing Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 2. Examine the stages of the writing process | - Prewriting: brainstorm with a graphic organizer e.g., clustering or mapping  
- Drafting  
- Revising: e.g., peer review, checklist, rubric  
- Editing  
- Distributing to writer’s audience | - Student completes writing survey and holds up True/False cards.  
  o Use: **Outcome 2 Activity 5**  
- Students engage in paired writing activity, using Writing Mechanics Checklist to peer edit.  
  o Use: **Outcome 2 Activity 6**  
- i-Pathways: Basic Writing – Unit 4 Lesson 4 – Revising and Editing  
  i-Pathways: Basic Writing – Unit 3 – Lesson 2  
- CARS: *Writing*—Unit 3: Essay Writing—Lesson 1: The Writing Process  
  Lesson 2: Essay Development  
  Lesson 3: Writing Strategies | Teacher observation of student responses  
Teacher observation |
## Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
### Contextualized Writing Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Practice writing style appropriate for the workplace</td>
<td>• Clear and concise sentences&lt;br&gt;• Simple language&lt;br&gt;• Precise supporting details&lt;br&gt;• Accurate statements&lt;br&gt;• Readable format&lt;br&gt;• Well-organized thoughts&lt;br&gt;• Reader-centered language with positive approach&lt;br&gt;• Informative</td>
<td>• Student engages in a writing activity related to a Free On Board (FOB) Agreement.&lt;br&gt;  ○ Use: <strong>Outcome 3 Activity 7</strong>&lt;br&gt;• Student practices writing on topics from the <em>OSHA Safety Training Handbook</em> and uses Editing Checklist.&lt;br&gt;  ○ Use: <strong>Outcome 3 Activity 8</strong>&lt;br&gt;• Student reads and discusses various workplace scenarios.&lt;br&gt;  ○ Use: <strong>Outcome 3 Activity 9</strong>&lt;br&gt;• i-Pathways: Basic Writing – Unit 1 Lesson 1 – Introduction to the Writing Process&lt;br&gt;• i-Pathways: Basic Writing – Unit 2 Lesson 2 – Understanding Sentence Structure&lt;br&gt;• i-Pathways: Basic Writing – Unit 4 Lesson 1 – Word Choice &amp; Lesson 2 – Sentence Variety&lt;br&gt;• CARS: <em>Writing</em>—Unit 4: Effective Sentences—Lesson 1: Word Choice Lesson 3: Sentence Variety Lesson 4: Sentence Clarity</td>
<td>Peer editing&lt;br&gt;Teacher evaluation&lt;br&gt;Written responses to Think About It! section from each scenario</td>
</tr>
</tbody>
</table>
## Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
### Contextualized Writing Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Apply the writing process in a workplace context</td>
<td>Write one-step and multi-step instructions</td>
<td>Student completes Bill of Lading and Traffic Accident Report form.</td>
<td>Teacher observation of form completions</td>
</tr>
<tr>
<td></td>
<td>Organize ideas in sequential order</td>
<td>o Use: <strong>Outcome 4 Activity 10</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use linking words: e.g., transitions, conjunctions</td>
<td>Student completes Vacation Request form.</td>
<td>Partner information check</td>
</tr>
<tr>
<td></td>
<td>Create and label a graph</td>
<td>o Use <strong>Outcome 4 Activity 11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use industry-specific vocabulary linked to readings</td>
<td>Students engage in sequencing activities on workplace safety using sentence strips</td>
<td>Accuracy check of sentence strips and graphic organizer</td>
</tr>
<tr>
<td></td>
<td>Fill out or complete forms: e.g., Accident Report form</td>
<td>and Sequence graphic organizer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write a workplace communication: e.g., summarize a work task</td>
<td>o Use: <strong>Outcome 4 Activity 12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student reads and discusses various workplace scenarios.</td>
<td>Written responses to Think About It! section from each scenario</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Use: <strong>Outcome 4 Activity 13</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>i-Pathways: Basic Writing – Unit 2 Lesson 3 – Combining Sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Lesson 4 – Errors in Grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CARS: <strong>Writing</strong>—Unit 2: Sentence Structure/Mechanics—Lesson 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding Sentence Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson 3: Combining Sentences</td>
<td></td>
</tr>
</tbody>
</table>
### Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
#### Contextualized Writing Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 5. Apply mechanics to writing | • Punctuation  
• Spelling  
• Grammar: e.g., sentence structure  
• Capitalization  
• Workplace abbreviations | • Student uses website http://owl.english.purdue.edu/ to practice writing mechanics.  
   o Use: **Outcome 5 Activity 14**  
   • Students engage in paired dictation.  
   o Use: **Outcome 5 Activity 15**  
   • Student reads and discusses various workplace scenarios.  
   o Use: **Outcome 5 Activity 16**  
   • i-Pathways: Basic Writing – Unit 2 Lesson 1 – Identifying Parts of Speech  
   • CARS: *Writing*—Unit 2: Sentence Structure/Mechanics—Lesson 1: Identifying and Using Parts of Speech  
   Lesson 2: Understanding Sentence Structure  
   Lesson 3: Combining Sentences  
   Lesson 4: Errors in Grammar | Printout of scores for completed exercises  
Partner correction  
Written responses to Think About It! section from each scenario |

*Completed student writing activities are compiled in an individual student portfolio.*