

Course Outline

Transportation

October/2022

Job Title

Truck Driver

Career Pathway:

Operations

Industry Sector:

Transportation

O*NET-SOC CODE:

53-3032.00

CBEDS Title:

Truck and Bus Driving

CBEDS No.:

5662

79-90-87

Commercial Driver's License Preparation

Credits: 10

Hours: 120

Course Description:

This competency-based course is designed to prepare students to obtain the California Driver's License Class A as a truck driver. This course is theory-based instruction and no behind the wheel component. It provides students with knowledge and skills needed for employment as a truck driver. Instruction includes introduction, safety, commercial drivers license introduction, driving safely, transporting cargo safely, air brakes, combination vehicles, doubles and triples, tank vehicles, hazardous materials, non-driving activities, test-taking strategies, vehicle inspection test, basic control skills, road skills, and employability skills and resume preparation. The competencies in this course are aligned with the Department of Motor Vehicles, Federal Motor Carrier Safety Administration, and the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires a reading level of 6.0 as measured by the CASAS GOALS test, must be at least 18 years of age, must possess a valid Class C Driver's License. Employer will require a physical exam and drug test, and a 10 year DMV printout of all violations and convictions to obtain the CDL commercial driver's license.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-18

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 20

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to PAUL STARK for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

MATTHEW OBERLANDER
Coordinator
Adult Education Instruction

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Transportation Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Transportation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Transportation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Transportation sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Transportation sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Transportation sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Transportation sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Transportation sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Transportation anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organization.

Transportation Pathway Standards

C. Systems Diagnostics and Service Pathway

The Systems Diagnostics and Service pathway prepares students for postsecondary education and employment in the transportation industry, which includes but is not limited to motor vehicles, rail systems, marine applications, and small-engine and specialty equipment.

Sample occupations associated with this pathway:

- ◆ Service Technician/Maintenance Worker/Shop Foreman
- ◆ Technical Writer
- ◆ Dispatcher
- ◆ Engineer
- ◆ Investigator/Inspector

- C1.0 Demonstrate the practice of personal and occupational safety and protecting the environment by using materials and processes in accordance with manufacturer and industry standards.
- C2.0 Practice the safe and appropriate use of tools, equipment, and work processes.
- C3.0 Use scientific principles in relation to chemical, mechanical, and physical functions for various engine and vehicle systems.
- C4.0 Perform and document maintenance procedures in accordance with the recommendations of the manufacturer.
- C5.0 Apply and understand appropriate business practices.
- C6.0 Demonstrate the application, operation, maintenance, and diagnosis of engines, including but not limited to two- and four-stroke and supporting subsystems.
- C7.0 Demonstrate the function, principles, and operation of electrical and electronic systems using manufacturer and industry standards.
- C8.0 Demonstrate the function and principles of automotive drivetrain, steering and suspension, brake, and tire and wheel components and systems in accordance with national industry standards.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Commercial Driver’s License Preparation Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Discuss the scope and purpose of the course. 2. Describe and explain classroom policies and procedures. 3. Discuss and identify the different career paths, occupations, employment outlook, career advancements in the Transportation Industry Sector, which have an impact on the role of the truck drivers. 4. Discuss the opportunities available for promoting gender equity and the representation of non-traditional populations. 5. Describe the duties and job role of the truck drivers as it applies to the transportation industry. 6. Explain the importance of infrastructure in transporting vehicles, goods, and/or equipment. 7. Demonstrate and maintain relationship with public entities: business partners, employers, and federal, state, local agencies. 8. Explain and recognize the importance of teamwork, respecting individual and cultural differences and diversity in the workplace. 	<p>Career Ready Practice: 1, 3, 7, 9, 10</p> <p>CTE Anchor: Anchor 1.0 Career Planning and Management: 3.1, 3.3, 3.5, 3.9 Responsibility and Flexibility: 7.3 Leadership and Teamwork: 9.3, 9.4, 9.6 Demonstration and Application 11.1</p> <p>CTE Pathway: A7.4</p>
<p>B. SAFETY</p> <p>Understand safety procedures and techniques in the transportation industry sector.</p>	<ol style="list-style-type: none"> 1. Define and explain purpose of OSHA as it relates to the trucking industry. 2. Discuss and explain the impact of Environmental Protection Agency (EPA) legislation on Transportation Industry Sector practices in protecting and preserving the environment. 3. Knowledge of the impact of California Air Resources Board (ARB) legislation on Transportation Industry Sector. 4. Discuss and explain the use of the Safety Data Sheet (SDS) as it applies to the transportation industry. 5. Discuss the safety items required by the federal, state, and local regulations. 6. Discuss how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees’ rights as they apply to job safety b. employees’ obligations as they apply to safety c. safety laws applying to tools and equipment 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	7. Discuss and define proper protective tools and equipment such as: <ol style="list-style-type: none"> appropriate clothing and footwear proper pre-trip inspection 8. Pass the safety test with 100% accuracy.	Demonstration and Application: 11.1 CTE Pathway: A2.5, A6.1, A6.4
C. COMMERCIAL DRIVER'S LICENSE INTRODUCTION Understand the commercial driver's license and commercial learner permit license requirements.	1. Identify who must have a Commercial Driver's License (CDL): <ol style="list-style-type: none"> to operate a single vehicle weighing more than 26,001 or more, combination of vehicles, vehicles to carry more than 10 passengers, or a 3-axle vehicle weighing 6,000 lbs. when towing a vehicle/trailer weighing more than 10,001 lbs. or more, transporting hazardous materials which require placards, or towing 2 or more trailers/vehicles 2. Discuss and explain how to get a Commercial Learner's Permit/Commercial Driver's License (CLP/CDL): <ol style="list-style-type: none"> CLP requirements CDL requirements Items to include as part of the CLP/CDL application 3. Define and explain endorsements and restrictions. 4. Explain and discuss the following: <ol style="list-style-type: none"> CDL exceptions special certificate requirements CDL tests medical documentation requirements CDL disqualifications other CDL rules International Registration Plan International Fuel Tax Agreement hours of service medical certificate 5. Pass a CDL introduction assessment with an 80% score or higher.	Career Ready Practice: 1, 2 CTE Anchor: Academics: 1.0 Communications: 2.1 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: A2.2, A2.4, A2.5, A3.3
D. DRIVING SAFELY Understand, apply, and demonstrate the principles of driving a commercial vehicle safely.	1. Discuss and explain the importance of vehicle inspection. 2. Define and explain, the basic control of vehicle such as: <ol style="list-style-type: none"> accelerating steering, sharp turns, and centering stopping backing safely and backing with a trailer safe use of instruments, gauges, seatbelts, and mirrors shifting gears seeing communicating controlling your speed managing space seeing hazards, proper use of headlights, turn signals, four-way flashers, and horns 	Career Ready Practice: 1, 2, 4 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2 Health and Safety: 6.5 6.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> l. distracted driving, improper cell phone use, texting, use of in cab technology m. eyes on the road, hands on the wheel, mind on task n. aggressive drivers/road rage o. driving at night, in the fog, in winter, in very hot weather, heavy traffic p. railroad-highway crossings, requirements, obstructed views, rail signs, signals, and emergency notification systems q. mountain driving r. traffic signals, signs, and markings s. tire chaining procedure <ul style="list-style-type: none"> 3. Explain driving emergencies. 4. Define, identify, and explain the function of the Anti-Lock Braking Systems (ABS). 5. Define and discuss, skid control, recovery, evasive steering, emergency braking, off-road recovery, brake failures, blowouts, hydroplaning, rollovers, and unsafe acts. 6. Discuss and explain accident procedures. 7. Discuss and explain the causes, prevention, fighting of fires relating to the trucking industry. 8. Discuss, explain, and identify how alcohol, other drugs, impairs driving skills such as blood alcohol content. 9. Pass a driving safely assessment with an 80% score or higher. 	<p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A1.2, A7.2</p>
<p>E. TRANSPORTING CARGO SAFELY</p> <p>Understand basic cargo safety rules required to obtain a CDL.</p>	<ul style="list-style-type: none"> 1. Inspecting cargo: <ul style="list-style-type: none"> a. after starting b. re-check the cargo 2. Define and explain the following terms based on the DMV guidelines, rules, and regulations: <ul style="list-style-type: none"> a. cargo weight and balance b. gross vehicle weight c. gross combination weight d. gross vehicle weight rating e. gross combination weight rating f. axle weight g. tire load h. suspension systems i. coupling device capacity 3. Discuss and explain: <ul style="list-style-type: none"> a. weight limits b. cargo piled up high or heavy cargo on top c. balance the weight 4. Discuss and explain securing cargo in a safe and ergonomic physical capability: <ul style="list-style-type: none"> a. blocking and bracing b. cargo tie-down c. header boards d. covering cargo e. sealed and containerized loads 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Health and Safety: 6.5, 6.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.5, A6.4, A7.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> f. spilling loads and damage to the highway 5. Discuss and analyze special attention cargo to include: <ul style="list-style-type: none"> a. dry bulk b. hanging meat c. livestock d. oversized loads e. special markings needed f. projecting loads g. piggyback trailers 6. Discuss and explain loading and unloading procedures. 7. Pass a transporting cargo assessment with an 80% score or higher. 	
<p>F. AIR BRAKES</p> <p>Understand, apply, and evaluate the principles of truck and trailer air brakes.</p>	<ul style="list-style-type: none"> 1. Identify parts of an Air Brake System (ABS): <ul style="list-style-type: none"> a. air compressor b. air compressor governor c. air storage tanks d. air tank drains e. alcohol evaporator f. safety valve g. brake pedal h. foundation brakes i. supply pressure gauges j. application pressure gauge k. low air pressure warning l. stop light switchfront brake limiting valve m. spring brakes n. parking brake controls o. anti-lock braking systems 2. Define and explain dual air brake to include the one-way check valve. 3. Explain inspecting ABS during: <ul style="list-style-type: none"> a. step 2 engine compartment checks b. step 5 walk around inspection c. check drums (or discs), linings and hoses d. step 7 final air brake check e. applied leakage test f. low air warning device g. spring brake test h. spring brake test for triple reservoir vehicles i. check the rate of air pressure buildup 4. Demonstrate, interpret information, and draw conclusions using Air Brakes to include: <ul style="list-style-type: none"> a. normal stops b. braking with anti-lock brakes c. emergency stops d. stopping distance e. brake fading or failure f. proper braking technique 	<p>Career Ready Practice: 1, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Technical Knowledge and Skills: 10.1, Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)	<ul style="list-style-type: none"> g. low air pressure h. parking brakes 5. Pass an air brake assessment with an 80% score or higher.	
<p>G. COMBINATION VEHICLES</p> <p>Understand, apply, and obtain knowledge needed for driving common combination vehicles.</p> <p>(4 hours)</p>	<ul style="list-style-type: none"> 1. Identify techniques involved with driving combination vehicles safely including: <ul style="list-style-type: none"> a. rollover risks b. steer gently c. brake early d. railroad-highly crossings e. prevent trailer skids f. turn wide g. backing with a trailer, backing, and docking, Get Out and Look (GOAL) including use of spotters 2. Define, describe, and explain combination vehicle air brake components including: <ul style="list-style-type: none"> a. trailer hand valve b. tractor protection valve c. trailer air supply control d. trailer air lines e. hose couplers (glad hands) f. trailer air tanks g. shut-off valves h. trailer service, parking, and emergency brakes 3. Explain and discuss anti-lock brake systems: <ul style="list-style-type: none"> a. trailers required to have ABS b. braking with ABS 4. Explain, discuss procedures, and safe practices required in the coupling and uncoupling of combination vehicles: <ul style="list-style-type: none"> a. coupling and uncoupling tractor-semitrailers b. coupling and uncoupling a pintle hook c. coupling and uncoupling a drawbar d. coupling and uncoupling gooseneck hitch 5. Demonstrate the inspection of a combination vehicle including: <ul style="list-style-type: none"> a. additional things to check during a walk around inspection b. combination vehicle brake check 6. Pass a combination vehicles assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 10</p> <p>CTE Anchor: Academics: 1.0 Health and Safety: 6.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.3</p>
<p>H. DOUBLES AND TRIPLES</p> <p>Understand, apply, and obtain knowledge needed for driving with double and triple trailers.</p> <p>(Triple trailers are not legal in California)</p>	<ul style="list-style-type: none"> 1. Explain, discuss, and demonstrate pulling double/triple trailers safely including: <ul style="list-style-type: none"> a. preventing the trailer from rolling b. beware of the crack-the-whip effect c. inspect completely d. look far ahead e. manage space f. adverse conditions g. parking the vehicle 	<p>Career Ready Practice: 1, 10</p> <p>CTE Anchor: Academics: 1.0 Health and Safety: 6.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> h. anti-lock braking systems on converter dollies 2. Explain, discuss procedures, and safe practices required in coupling and uncoupling: <ul style="list-style-type: none"> a. double trailers b. triple trailers c. other combinations 3. Inspecting doubles and triples: <ul style="list-style-type: none"> a. additional checks: coupling system areas, landing gear, double and triple trailers b. additional things to check during a walk around inspection 4. Explain doubles/triples air brake check: <ul style="list-style-type: none"> a. air flows to all the trailers (double and triple trailers) b. test the tractor protection valve c. test the trailer emergency brakes d. test the trailer service brakes 5. Pass the doubles and triples assessment with an 80% score or higher. 	<p>Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A1.3, A2.3</p>
<p>I. TANK VEHICLES</p> <p>Understand, apply, and obtain knowledge needed for safely driving a tank vehicle (tanker).</p> <p>(2 hours)</p>	<ul style="list-style-type: none"> 1. Inspect tank vehicles for: <ul style="list-style-type: none"> a. leaks and its impact on the environment b. check special purpose equipment c. special equipment 2. Explain and identify the issues arising from: <ul style="list-style-type: none"> a. high center of gravity b. danger of surge, bulkheads, baffled and unbaffled tanks c. outage and how much to load d. speeding in a tank vehicle e. hours of service in a tank vehicle 3. Explain and discuss safe driving rules: <ul style="list-style-type: none"> a. drive smoothly b. controlling surge c. curves d. stopping distance e. skids 4. Pass a tank vehicles assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 5, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A5.1</p>
<p>J. HAZARDOUS MATERIALS</p> <p>Understand roles and responsibilities in hauling hazardous materials that pose a risk to health, safety, and property during transportation.</p>	<ul style="list-style-type: none"> 1. Explain the intent of the regulations to include: <ul style="list-style-type: none"> a. containing the material b. communicating the risk c. assuring safe drivers and equipment 2. Explain, discuss, and interpret roles and responsibilities involved in transporting hazardous materials to make informed decisions with: <ul style="list-style-type: none"> a. the shipper b. the carrier c. the driver 3. Define and explain communication rules, to include: 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> a. package labels b. list of regulated products c. shipping paper d. item description e. shipper's certification to include SDS f. package markings and labels g. recognizing hazardous materials h. hazardous waste manifest i. placarding j. placard tables <p>4. Explain and discuss protecting hazardous material containers pertaining to general loading and unloading requirements:</p> <ul style="list-style-type: none"> a. no smoking b. secure against movement c. cargo heater rules d. closed cargo space <p>5. Explain and identify specific hazards:</p> <ul style="list-style-type: none"> a. Class 1 (Explosives) Materials b. Class 4 (Flammable solids) Materials c. Class 5 (Oxidizers) Materials d. Class 8 (Corrosive) Materials e. Class 2 (Compressed Gases) Materials, including Cryogenic Liquids. Division 2.3 (Poisonous Gas) or Division 6.1 (Poisonous) Materials f. Class 7 (Radioactive) Materials <p>6. Define and explain:</p> <ul style="list-style-type: none"> a. bulk packaging marking b. tank loading, and tank unloading c. the difference between permanent and portable tanks d. flammable liquids e. compressed gas <p>7. Discuss and explain hazardous materials requirements concerning driving and parking rules:</p> <ul style="list-style-type: none"> a. parking with division 1.1, 1.2, or 1.3 explosives b. parking a placard vehicle not transporting 1.1, 1.2, or 1.3 explosives c. attending placarded parked vehicles d. no flares e. route restrictions identified by a mapping device f. no smoking g. refuel with engine off h. 10 B:C fire extinguisher i. check tires j. where to keep shipping papers and emergency response information k. equipment for chlorine l. stop before railroad crossings <p>8. Explain and discuss hazardous materials requirements concerning emergencies to solve work-related incidents:</p> <ul style="list-style-type: none"> a. Emergency Response Guidebook (ERG) 	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.5</p> <p>Responsibility and Flexibility: 7.3</p> <p>Ethics and Legal Responsibilities: 8.2</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.2, A2.4, A2.5, A2.8, A3.3, A3.6, A3.7, A5.1, A6.1, A6.2, A6.3, A6.4, A6.6, A7.2, A7.3, A7.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> b. accidents/incidents c. fires d. identify specific hazards and clarify the responses e. required notification 9. Identify environmental hazards and the consequences of them. 10. Review hazardous materials terms listed in glossary section. 11. Pass a hazardous materials assessment with an 80% score or higher.	
K. NON-DRIVING ACTIVITIES Understand, explain, and discuss activities required that are not actual driving related.	<ol style="list-style-type: none"> 1. Discuss and understand handling and documenting cargo: <ol style="list-style-type: none"> a. basic theory of cargo weight distribution, securement, covering, and techniques for safe and efficient loading/unloading b. basic cargo security/cargo theft prevention procedures c. proper handling and documentation of hazardous material cargo 2. Recognize environmental hazards and issues related to the vehicle and its load. 3. Discuss and understand Hours of Service (HOS) requirements: <ol style="list-style-type: none"> a. different HOS requirements applicable to different industries b. complete a driver's daily log (electronic and paper), timesheet and logbook recap c. consequences of violating HOS regulations, including fines and penalties 4. Discuss and understand issues and consequences of chronic and acute driver fatigue, wellness, and basic health maintenance. 5. Discuss and understand appropriate post-crash procedures: <ol style="list-style-type: none"> a. assess his/her physical condition b. notify authorities c. protect the area d. obtain emergency medical assistance e. move on road vehicles off the road f. engage flashers, reflective triangles, flares, and proper use of a fire extinguisher g. post-crash testing requirements related to controlled substances and alcohol 6. Discuss and understand the value of effective interpersonal communication techniques/skills to interact with enforcement officials pertaining to: <ol style="list-style-type: none"> a. specifics of the roadside vehicle inspection process and what to expect b. driver-trainees who are not English speakers will be instructed in Federal Motor Carrier Safety Administration (FMCSA) English language proficiency requirements c. impact that violations have on their driving records and their employers motor carrier records 7. Discuss and understand the right of an employee to question the safety practices of an employer without incurring the risk of 	Career Ready Practice: 1, 2, 5, 6, 7, 8, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.6 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.4 CTE Pathway: A1.2, A3.3, A5.1, A6.4, A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<p>losing a job or being a subject to reprisals:</p> <ul style="list-style-type: none"> a. whistle blower protection regulations 29 CFR Part 1978 including procedures for reporting to FMCSA incidences of coercion <p>8. Discuss and understand the importance of and requirements for planning routes and trips:</p> <ul style="list-style-type: none"> a. safest route b. planning for rest stops c. avoiding heavy traffic areas d. safe railroad-highway grade crossing e. federal and state requirements pursuant to permits, vehicle size, and weight limitations f. correct identification of restricted routes, pros and cons of global positioning system/trip routing software and selecting fuel efficient routes <p>9. Discuss and understand the rules applicable to controlled substances (including prescription drugs) and alcohol use and testing.</p> <p>10. Discuss and understand federal rules on medical certification, medical examination procedures, general qualifications, responsibilities, and disqualifications based on various offenses, orders, and loss of driving privileges 49 CFR Part 391 Subparts B, E.</p>	
<p>L. TEST-TAKING STRATEGIES</p> <p>Understand and use test-taking strategies needed to pass the required vehicle inspection, basic control skills, and road tests.</p> <p>(10 hours)</p>	<ul style="list-style-type: none"> 1. Understand how DMV handbook applies to rules and regulations of the transportation industry. 2. Explain and apply strategies for minimizing test anxiety including affirmations, visualization, and mental association. 3. Identify, clarify, and solve test-related problems using various types of reasoning. 4. Interpret information and draw conclusions to improve strategies to make informed decisions. 5. Demonstrate strategies for answering different types of questions. 6. Employ critical reading, writing, and thinking skills. 7. Demonstrate utilizing discrimination and elimination techniques. 8. Practice timed reading to improve speed and efficiency. 	<p>Career Ready Practice: 1, 2, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.5</p>
<p>M. VEHICLE INSPECTION TEST</p> <p>A skills test to determine if student identifies features and equipment on the test</p>	<ul style="list-style-type: none"> 1. Identify, explain, and analyze features and equipment terminology on the test vehicle: <ul style="list-style-type: none"> a. internal inspection (all vehicles): <ul style="list-style-type: none"> 1. engine compartment (engine off) 2. cab check/engine start 	<p>Career Ready Practice: 1, 2, 4, 5, 8, 10</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>vehicle.</p> <p>(20 hours)</p>	<ul style="list-style-type: none"> b. external inspection (all vehicles): steering, suspension, brakes, wheels, side of vehicle, rear of vehicle, tractor/coupling using bending, stooping, and crawling under the vehicle c. pre and post trip inspection d. trailer: trailer front, side of trailer, remainder of trailer e. taking the CDL vehicle inspection test: Class A, B, C f. exhibit knowledge of DOT rules and regulations pertaining to vehicle inspection including enroute inspections and appropriate locations g. systems and malfunctions h. out of service violations (reference 390.5) <ol style="list-style-type: none"> 2. Communicate with instructor using sender-receiver model to sharpen skills needed for compliance exercises. 3. Define and interpret verbal and nonverbal communications and respond appropriately. 4. Identify and interpret barriers to accurate and appropriate communication when taking the vehicle inspection test with DMV examiner. 5. Pass a vehicle inspection assessment with an 80% score or higher. 	<p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4 Technology: 4.5 Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.4 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A2.5, A6.5</p>
<p>N. BASIC CONTROL SKILLS</p> <p>Evaluate skill in controlling the vehicle and judging the position and relation to other objects while maneuvering through various exercises.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define, explain, and discuss the basic control skills test scored by the examiner based on: <ul style="list-style-type: none"> a. encroachments b. pull ups c. outside vehicle observations (looks) d. final position/inside parallel 2. Explain and discuss the skills test exercises based on: <ul style="list-style-type: none"> a. straight line backing b. offset back/right c. offset back/left d. parallel park (driver side) e. parallel park (conventional) f. alley dock 3. Use communication skills to understand examiner’s instructions when passing the basic control skills test. 4. Explain and identify listening skills when performing specific tasks during the basic control skills test. 5. Define and interpret verbal and nonverbal communications and respond appropriately during the basic control skills test. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A1.1</p>
<p>O. ROAD SKILLS</p> <p>Evaluate skill in performing a road test on specific driving</p>	<ol style="list-style-type: none"> 1. Define, explain terminology, and interpret information obtained from sensory, gauges, and other warning devices to manage vehicle during road test. 	<p>Career Ready Practice: 1, 2, 5, 10</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>maneuvers a well as on general driving behavior.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 2. Explain and identify questions to clarify examiner’s instructions during the road-testing requirements for a Class A CDL: <ol style="list-style-type: none"> a. turns b. intersections c. urban business d. lane changes e. expressway/highway f. stop/start g. curve h. railroad crossing i. bridge/overpass/sign j. general driving behaviors k. steering l. regular traffic checks m. use of turn signals 3. Interpret visual signage and solve other complications that affect the outcome of a safe road test complying with respective rules and regulations. 	<p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A1.2, A2.5, A7.2</p>
<p>P. EMPLOYABILITY SKILLS & RESUME PREPARATION</p> <p>Understand, apply, and evaluate the employability skills required in auto repair and maintenance.</p>	<ol style="list-style-type: none"> 1. Understand employer requirements for soft skills such as: <ol style="list-style-type: none"> a. punctuality and attendance b. time management c. flexibility and adaptability d. interpersonal skills e. work ethic f. communication and collaboration g. teamwork h. critical thinking, problem solving, decision-making i. leadership and responsibility j. ethical behavior k. cultural and diversity differences l. customer service 2. Create/revise a resume, cover letter and/or portfolio. 3. Review the role of online job searching platforms and career websites. 4. Complete and/or review an on-line job application. 5. Understand interview skills to get the job: <ol style="list-style-type: none"> a. do’s and don’ts for job interviews b. how to dress for the job 6. Create sample follow-up letters. 7. Understand the importance of the continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> a. certification, licensure, and/or renewal b. professional organizations/events c. collaborate with industry associations and/or organized labor 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.6, 3.8 Technology: 4.1, 4.3 Problem Solving & Critical Thinking: 5.1 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.2, 8.4 Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		Technical Knowledge and Skills: 10.4 Demonstration and Application: 11.1, 11.2, 11.5 CTE Pathway: A2.1, A2.4, A2.6

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Keller, J. J., Entry-Level Driver Training: Obtaining a CDL – Student Manual, J.J. Keller & Associates, Inc., September 2020

DMV, California Commercial Driver’s Handbook, www.dmv.ca.gov, 2017-2018
<https://www.dmv.ca.gov/portal/file/california-commercial-driver-handbook-pdf/>

SUPPLEMENTAL MATERIALS:

DMV, California Vehicle Code. www.dmv.org

Thomas Reuters, California Code of Regulations, Title 13: Motor Vehicles. <https://govt.westlaw.com/calregs/>

Federal Code of Regulations Part 49: Transportation. Office of the Federal Register National Archives and Records Administration as a Special Edition of the Federal Register, October 2012

RESOURCES

Employer Advisory Board members

California Career Technical Education Model Curriculum Standards

<https://www.cde.ca.gov/ci/ct/sf/documents/transportation.pdf>

U.S. Department of Transportation, <https://www.transportation.gov/>

Federal Motor Carrier Administration, <https://www.fmcsa.dot.gov/>

Entry-level driver training minimum federal curricula requirements, <https://www.fmcsa.dot.gov/newsroom/fmcsa-launches-training-provider-registry-ensure-entry-level-truck-and-bus-drivers>

Occupational Safety and Health Administration (OSHA)

<https://www.osha.gov/trucking-industry>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Projects
- E. Individualized instruction

EVALUATION

SECTION A – Introduction – Pass all assignments with a minimum score of 80% or higher.

SECTION B – Safety – Pass safety test with a minimum score of 100% accuracy.

SECTION C – Commercial Driver’s License Introduction – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Driving Safely – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Transporting Cargo Safely – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Air Brakes – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Combination Vehicles – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Doubles and Triples – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Tank Vehicles – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Hazardous Materials – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Non-Driving Activities – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Test-Taking Strategies – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Vehicle Inspection Test – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION N – Basic Control Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION O – Road Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION P – Employment Skills & Resume Preparation – Pass all assignments and exams with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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