2011 Mississippi Curriculum Framework

Postsecondary Commercial Truck Driving
(Program CIP: 49.0205 – Truck and Bus Driver/Commercial Vehicle Operation)

Direct inquiries to

LaNell Kellum, PhD
Director for Career and Technical Education
Mississippi Community College Board
3825 Ridgewood Road
Jackson, MS 39211
601.432.6518
lkellum@mccb.edu

Jo Ann Watts
Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(662) 325-2510
joann.watts@rcu.msstate.edu

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Acknowledgments

Writing Team

Terry Munn, Copiah-Lincoln Community College, Wesson, MS
David Howell, Northwest Mississippi Community College, Olive Branch, MS
Daniel Cather, Mississippi Delta Community College, Moorhead, MS
Kim Bridges, Jones County Jr. College, Ellisville, MS
Houston Drury, Mississippi Gulf Coast Community College, Lucedale, MS
Daniel Smith, Pearl River Community College, Poplarville, MS
Otis Gowdy, Meridian Community College, Meridian, MS
Irven Skinner, Meridian Community College, Meridian, MS

RCU Staff

Jo Ann Watts – Instructional Design Specialist

Professional Curriculum Advisory Team

Advisory Committees for the following:
Copiah-Lincoln Community College
Northwest Mississippi Community College
Mississippi Delta Community College
Jones County Junior College
Mississippi Gulf Coast Community College
Pearl River Community College
Meridian Community College

Standards in this document are based on information from the following organizations:

Mississippi Professional Driver’s Manual

Mississippi Professional Driver’s Manual for Class A, B, & C Commercial Driver’s License, Department of Public Safety, State of Mississippi

Related Academic Standards


21st Century Skills

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Preface

Postsecondary Commercial Truck Driving Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. The Mississippi Professional Driver’s Manual for Class A, B, & C Commercial Driver’s License was especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Instructors from colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. Specific comments related to this program included statements from Advisory Committee members including the need for a course in transporting hazardous material.

Needs of the Future Workforce

Truck drivers and related occupations currently hold 44 percent of all trucking and warehousing jobs. The occupation is projected to grow about as fast as average in the United States, 11 percent, and Mississippi, 14 percent, over the projection decade (EMSI, 2011). Job prospects will be excellent for most truck drivers. Truck drivers with hazardous material endorsements will increase their marketability and improve their job prospects considerably (US Bureau of Labor Statistics, 2011).

Commercial Truck Driving Employment Projections and Earnings

<table>
<thead>
<tr>
<th>Region</th>
<th>2010 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>2010 Median Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Total</td>
<td>26,278</td>
<td>30,028</td>
<td>3,750</td>
<td>14%</td>
<td>8,912</td>
<td>$16.69</td>
</tr>
<tr>
<td>National Total</td>
<td>1,936,882</td>
<td>2,146,390</td>
<td>209,508</td>
<td>11%</td>
<td>586,627</td>
<td>$18.65</td>
</tr>
</tbody>
</table>

Source: EMSI Complete Employment - 1st Quarter 2011

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC Tests of Adult Basic Education, Forms 9 and 10 Academic Standards
- 21st Century Skills
- Mississippi Professional Driver’s Manual for Class A, B, & C Commercial Driver’s License,

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the February 1, 2010 curriculum revision meeting included:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Commercial Truck Driving Internship course was added.
- References were updated.
- The Recommended Tools and Equipment list was updated.
Assessment
Upon completion of this program, students should be prepared to sit for the national or international assessment aligned with this curriculum or to take another alternative assessment approved by MCCB Office of Career and Technical Education. Make sure to check the MCCB site for the latest approved alternate assessments.

Assessment to be given:
Commercial Drivers License Exam http://www.dmv.org/ms-mississippi/apply-cdl.php#Testing

Professional Learning
It is suggested that instructors participate in professional learning related to the following concepts:
• New topics in curriculum and new standards
• Topics where instructors need help
• How to use the program Blackboard site
• Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.

Program Exceptions
Commercial Truck Driving is a certificate program only to meet industry needs.

Articulation
Presently there are no secondary programs that articulate with the Commercial Truck Driving program.
Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for year 1 and year 2 assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
  - Career–technical core – A required career–technical course for all students
  - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
  - Career–technical elective – An elective career–technical course
  - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
• Academic core – An academic course that is required as part of the requirements for an associate’s degree

• Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

• Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

• Corequisites – A listing of courses that may be taken while enrolled in the course

• Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

• The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  o Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
  o Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  o Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
  o Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
  o Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas

• Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

• Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  o 3 semester credit hours (sch) Math/Science Elective
  o 3 semester credit hours Written Communications Elective
  o 3 semester credit hours Oral Communications Elective
  o 3 semester credit hours Humanities/Fine Arts Elective
• 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and career–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

• Career–technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

• Adding new competencies and suggested objectives
• Revising or extending the suggested objectives for individual competencies
• Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

• Resequencing courses within the suggested course sequence reflecting the new assessment format
• Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
• Utilizing the career technical elective options in many of the curricula to customize programs
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Program Description

This instructional program prepares individuals to drive trucks and other commercial vehicles. It includes instruction in operating diesel powered vehicles, loading and unloading cargo, reporting delays or accidents on the road, verifying loads against shipping records, and keeping necessary records.

Postsecondary Commercial Truck Driving is a certificate program designed to provide advanced skills to its students. The program consists of one level of instruction which must be obtained at the community/junior college level.

Industry standards referenced are from the Mississippi Professional Driver’s Manual for Class A, B, & C Commercial Driver’s License, Department of Public Safety, State of Mississippi.

PROGRAM REQUIREMENTS

ENROLLMENT SHOULD BE LIMITED TO A NUMBER OF FOUR STUDENTS PER INSTRUCTOR WHICH WILL PROVIDE FOR PERSONAL SUPERVISION, TRAINING, AND SAFETY. THE CLASS SIZES ARE SMALL TO ENCOURAGE INDIVIDUAL ATTENTION.

CHECK LOCAL INSURANCE REGULATIONS AND SEAT BEAT LAWS CONCERNING THE NUMBER OF OCCUPANTS IN THE VEHICLE.

A certificate in Commercial Truck Driving will be awarded at the culmination of a minimum of eight semester credit hours of satisfactory study.

This curriculum is based upon data as collected from curricula guides, input from the business, requirements of the Commercial Driver’s License (CDL), and a revision team. Students will be expected to obtain a Commercial Driver’s License and to pass the DOT Commercial Driver Written Examination in order to complete the course. The listing of tasks within these documents served as baseline data for the development of this curriculum.

The program requires a minimum of eight semester credit hours of instruction over a minimum of an eight-week period. Each student is expected to log a minimum of 20 contact hours of driving time under various loads, roads, and driving conditions.

The task list used in this curriculum is based upon the following assumptions:

1. In all areas, appropriate theory, safety, and support instruction will be provided for each task. It is essential that all instruction include the use of appropriate equipment needed to accomplish certain tasks. It is also assumed that each student will receive instruction to locate and use current reference materials from publications which present manufacturers’ recommended or required specifications and procedures for doing the various tasks.

2. The individual program should have written and detailed evaluation standards for each task covered in the curriculum. Learning progress of students should be monitored and evaluated.
against these stated standards. A system should be in place which informs all students of their progress throughout the program.

3. It is recognized that individual courses will differ across the technical programs. The development of appropriate learning activities and tests will be the responsibility of the individual program.

4. These standards require that tasks contained in the list be included in the program to validate that the program is meeting the needs of the business.
Suggested Course Sequence*
Commercial Truck Driving

FIRST YEAR

4-6 sch Commercial Truck Driving I (DTV 1114-6)
4-6 sch Commercial Truck Driving II (DTV 1124-6)

8-12 sch

* Students who lack entry level skills in English, math, science, etc. will be provided related studies.
Suggested Course Sequence*
Commercial Truck Driving Internship Option

FIRST YEAR

4-6 sch Commercial Truck Driving I (DTV 1114-6)
4-6 sch Commercial Truck Driving II (DTV 1124-6)
7 sch   Commercial Truck Driving Internship (DTV 1137)

15-19 sch

* Students who lack entry level skills in English, math, science, etc. will be provided related studies.

The Internship Option may be offered at the discretion of the individual Community College.
Course Name: Commercial Truck Driving I
Course Abbreviation: DTV 1114-6
Classification: Career-Technical Core

Description: Fundamental instruction on safety, rules and regulations, driving practices, air brakes, hazardous materials, and emergencies. Includes instruction and practice in performing vehicle inspections, coupling and uncoupling, maneuvering, backing, and driving a tractor-trailer truck under varying road and climate conditions. (4 sch: 1 lecture, 6-10 hr. lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss safety precautions in the operation of a tractor-trailer truck. DTV1, DTV2, DTV3</td>
</tr>
<tr>
<td>a. Discuss rules of the road.</td>
</tr>
<tr>
<td>b. Discuss precautions to take in driving during daylight and nighttime under various road conditions.</td>
</tr>
<tr>
<td>c. Identify and discuss highway signs and the meaning of each.</td>
</tr>
<tr>
<td>d. Discuss DOT rules and regulations to include CSA2010.</td>
</tr>
<tr>
<td>2. Demonstrate trip planning procedures. DTV1, DTV2, DTV3</td>
</tr>
<tr>
<td>b. Utilize map reading skills.</td>
</tr>
<tr>
<td>3. Perform a satisfactory pre-trip inspection. DTV1, DTV2, DTV3</td>
</tr>
<tr>
<td>a. Identify safety precautions needed prior to a trip.</td>
</tr>
<tr>
<td>b. Discuss the procedures to follow prior to a trip.</td>
</tr>
<tr>
<td>c. Pass a pre-trip inspection.</td>
</tr>
<tr>
<td>4. Perform basic operations of the tractor-trailer truck. DTV1, DTV2, DTV3</td>
</tr>
<tr>
<td>a. Safely couple and uncouple a trailer from a tractor.</td>
</tr>
<tr>
<td>b. Upshift and downshift a manual truck transmission.</td>
</tr>
<tr>
<td>c. Explain and demonstrate the use of rear and side mirrors while driving.</td>
</tr>
<tr>
<td>d. Explain and demonstrate the correct spacing behind vehicles.</td>
</tr>
<tr>
<td>e. Park a combination vehicle.</td>
</tr>
<tr>
<td>5. Safely maneuver a combination vehicle. DTV1, DTV2, DTV3</td>
</tr>
<tr>
<td>a. Maneuver a combination through a 12-foot opening.</td>
</tr>
<tr>
<td>b. Maneuver a combination through a left-hand turn at an intersection.</td>
</tr>
<tr>
<td>c. Maneuver a combination through a right-hand turn at an intersection.</td>
</tr>
<tr>
<td>d. Maneuver a combination through a U-turn.</td>
</tr>
</tbody>
</table>
STANDARDS

Mississippi Professional Driver’s Manual

DTV1 General Knowledge
DTV2 Air Brakes
DTV3 Combination Vehicles

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

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21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, Business and Entrepreneurial Literacy
CS3 Civic Literacy
CS4 Health Literacy
CS5 Environmental Literacy
CS6 Creativity and Innovation
CS7 Critical Thinking and Problem Solving
CS8 Communication and Collaboration
CS9 Information Literacy
CS10 Media Literacy
CS11 ICT Literacy
CS12 Flexibility and Adaptability
CS13 Initiative and Self-Direction
CS14 Social and Cross-Cultural Skills
CS15 Productivity and Accountability
CS16 Leadership and Responsibility

SUGGESTED REFERENCES

Journals


Texts


Videos


The Institute of Driver Behavior. (n.d.). *The name of the game is position*. (Available from The Institute of Driver Behavior, 1507 Tower Avenue Suite 209, Superior, WI 54880, 715-395-0404)


Keller, J.J. (n.d.). *Cargo securement*. (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

Keller, J.J. (n.d.). *Coupling & uncoupling*. (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)
Keller, J.J. (n.d.). *Extreme driving conditions.* (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

Keller, J.J. (n.d.). *Fire extinguisher use.* (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

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Keller, J.J. (n.d.). *Night operation.* (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

Keller, J.J. (n.d.). *Vehicle backing.* (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

Keller, J.J. (n.d.). *CSA: The 7 BASICs.* (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

Keller, J.J. (n.d.). *CSA: What you need to know.* (Available from J.J. Keller, 3003 W. Breezewood Lane, P.O. Box 368, Neenah, WI 54957, 1-800-327-6868)

**Web Sites**


Course Name: Commercial Truck Driving II

Course Abbreviation: DTV 1124-6

Classification: Career-Technical Core

Description: Continuation of Commercial Truck Driving I with additional instruction on safety, rules and regulations, driving practices, air brakes, hazardous materials, and emergencies. Includes instruction and practice in performing vehicle inspections, coupling and uncoupling, maneuvering, backing, and driving a tractor-trailer truck under varying road and climate conditions. (4 sch: 1 lecture, 6-10 hr. lab)

Prerequisite: Commercial Truck Driving I (DTV 1114-6)

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Safely back a combination vehicle.</td>
</tr>
<tr>
<td></td>
<td>a. Perform a straight line back.</td>
</tr>
<tr>
<td></td>
<td>b. Perform an offset back to the left or right.</td>
</tr>
<tr>
<td></td>
<td>c. Perform a parallel park conventional or sight side or a 90° alley dock.</td>
</tr>
<tr>
<td>2.</td>
<td>Make adjustments according to a variety of loads.</td>
</tr>
<tr>
<td></td>
<td>a. Explain the safety procedures needed in making load adjustments.</td>
</tr>
<tr>
<td></td>
<td>b. Position, secure, and balance a variety of loads for transport.</td>
</tr>
<tr>
<td></td>
<td>c. Adjust the fifth wheel and trailer axles to meet load demands.</td>
</tr>
<tr>
<td>3.</td>
<td>Safely operate a combination vehicle on various roads.</td>
</tr>
<tr>
<td></td>
<td>a. Explain the safety procedures in driving on various roads.</td>
</tr>
<tr>
<td></td>
<td>b. Operate a vehicle on a four-lane road.</td>
</tr>
<tr>
<td></td>
<td>c. Operate a vehicle on a three-lane road.</td>
</tr>
<tr>
<td></td>
<td>d. Operate a vehicle on a two-lane road.</td>
</tr>
<tr>
<td></td>
<td>e. Operate a vehicle in urban traffic (two-lane and multi-lane streets).</td>
</tr>
<tr>
<td></td>
<td>f. Operate a vehicle through a railroad crossing.</td>
</tr>
<tr>
<td></td>
<td>g. Perform an emergency roadside stop.</td>
</tr>
<tr>
<td>4.</td>
<td>Utilize technological advances in the trucking industry.</td>
</tr>
<tr>
<td></td>
<td>a. Discuss the newest advances in power trains.</td>
</tr>
<tr>
<td></td>
<td>b. Explore the newest advances in transmission technology.</td>
</tr>
<tr>
<td></td>
<td>c. Discuss computer communication skills.</td>
</tr>
</tbody>
</table>

STANDARDS

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DTV1 General Knowledge
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**Related Academic Standards**

R1 Interpret Graphic Information (forms, maps, reference sources)
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CS2 Financial, Economic, Business and Entrepreneurial Literacy
CS3 Civic Literacy
CS4 Health Literacy
CS5 Environmental Literacy
CS6 Creativity and Innovation
CS7 Critical Thinking and Problem Solving
CS8 Communication and Collaboration

Postsecondary Commercial Truck Driving
CS9 Information Literacy
CS10 Media Literacy
CS11 ICT Literacy
CS12 Flexibility and Adaptability
CS13 Initiative and Self-Direction
CS14 Social and Cross-Cultural Skills
CS15 Productivity and Accountability
CS16 Leadership and Responsibility

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The Institute of Driver Behavior. (n.d.). *The name of the game is position.* (Available from The Institute of Driver Behavior, 1507 Tower Avenue Suite 209, Superior, WI 54880, 715-395-0404)


The Institute of Driver Behavior. (n.d.). *Take your cue from us.* (Available from The Institute of Driver Behavior, 1507 Tower Avenue Suite 209, Superior, WI 54880, 715-395-0404)


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**Web Sites**


**Course Name:** Commercial Truck Driving Internship

**Course Abbreviation:** DTV 1137

**Classification:** Career–Technical

**Description:** Under the supervision of a company trainer, this course will enable the student to apply the training he/she received at the Community/Junior College program they attended with the company of his/her choice. The successful completion of this course will enable the student to drive independently with minimum supervision with the company of his/her choice. (0 hour lecture, 315 hours lab)

**Prerequisites:** Completion of DTV 1114-6 and DTV 1124-6 and Consent of instructor

**Competencies and Suggested Objectives**

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<tr>
<td>1.</td>
<td>Utilize a written plan that details the activities to be completed.</td>
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<td></td>
<td>a. Perform written occupational objectives.</td>
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<tr>
<td>2.</td>
<td>Assess accomplishment of objectives.</td>
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<tr>
<td></td>
<td>a. Prepare weekly written assessment of accomplishment of objectives.</td>
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<td></td>
<td>b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor.</td>
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<td></td>
<td>c. Mail final Safety Procedure Checklist to the instructor (Company Supervisor).</td>
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**STANDARDS**

Specific standards levels for this course will depend upon the nature of the problem under investigation.

**Suggested References**

Specific references for this course will depend upon the nature of the problem under investigation.
Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Computers with CD/DVD capabilities (2)
2. Conventional tractors - 3 axle (1 per 4 students)
3. Drop deck trailer (1)
4. Dry van trailer – 53 ft x 102 in. (1)
5. Dummy load, palletized; 35,000 lb, minimum (1)
6. Flat bed trailer – 48 ft x 102 in. (spread axle) (1)
7. Forklift, 6,000 lb, rubber tires (1)
8. Laptop computer with wireless/satellite Internet capabilities (1)
9. Loading dock (1)
10. Portable hot water, high pressure washer (1)
11. Refrigerated trailer – 48 ft x 102 in. (1)
12. Simulators, driving and shifting accessories (2)
13. Single van trailers, 28 ft, with converter dolly (doubles) (2)
14. Electronic log book (1)

NON-CAPITALIZED ITEMS

1. Orange barrels, plastic (10)
2. Orange traffic cones, 18 in., plastic (50)
3. Pallet jacks (2)
4. Chock blocks (2 per truck)
5. Motor Carrier Road Atlas (1 per student)
6. Printers (2)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Cart, AV (for data projector) (1)
2. Cart, AV (for TV-VCR/CD/DVD) (1)
3. CDL practice test software (1 per computer)
4. Computer and printer (1)
5. Data projector (1)
6. Internet access (1 per computer)
7. Instructional software (1 per computer)
8. Mapping/mileage software (1 per computer)
9. TV-VCR/DVD (1)
Assessment

Blueprint

Students will be expected to obtain a Commercial Driver’s License and to pass the DOT Commercial Driver Written Examination in order to complete the course.
Appendix A: Mississippi Professional Driver’s Manual¹

Mississippi Professional Driver’s Manual for Class A, B, & C Commercial Driver’s License,
Department of Public Safety, State of Mississippi

DTV1  General Knowledge
DTV2  Air Brakes
DTV3  Combination Vehicles


Postsecondary Commercial Truck Driving
Appendix B: Related Academic Standards

Reading
R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations

Applied Mathematics
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)

Language
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

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Postsecondary Commercial Truck Driving
Appendix C: 21st Century Skills

CSS1-21st Century Themes
CS1 Global Awareness
1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business and Entrepreneurial Literacy
1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy
1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy
1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy
1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

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CSS2-Learning and Innovation Skills
CS6 Creativity and Innovation
1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations
CS7 Critical Thinking and Problem Solving
1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems
CS8 Communication and Collaboration
1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills
CS9 Information Literacy
1. Access and Evaluate Information
2. Use and Manage Information
CS10 Media Literacy
1. Analyze Media
2. Create Media Products
CS11 ICT Literacy
1. Apply Technology Effectively

CSS4-Life and Career Skills
CS12 Flexibility and Adaptability
1. Adapt to Change
2. Be Flexible
CS13 Initiative and Self-Direction
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners
CS14 Social and Cross-Cultural Skills
1. Interact Effectively with Others
2. Work Effectively in Diverse Teams
CS15 Productivity and Accountability
1. Manage Projects
2. Produce Results
CS16 Leadership and Responsibility
1. Guide and Lead Others
2. Be Responsible to Others