Department of College and Career Readiness

Introduction to Logistics

Curriculum

5.0 Credits

Unit One
Introduction to Logistics

Course Description

This foundational course engages students in contextual problems that introduce them to the concepts of supply chains, warehouse location, contingency planning, in-sourcing and out-sourcing decisions, and expanding existing supply chains. Students will explore these concepts to learn how professionals examine options to maximize the use of resources in establishing physical networks.

This is the first course in the Global Logistics and the Supply Chain Management sequence. This course is a prerequisite for participation in other AC Global Logistics and Supply Chain Management courses. There are no prerequisites for participation in this class.
Introduction to Logistics

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Understanding and Management of Supply Chains</td>
<td>approx. 8 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Determining Distribution Center Locations and Managing Inventory</td>
<td>approx. 11 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Designing Warehouses</td>
<td>approx. 6 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Operation Logistics (Managing Supply Disruptions and Contingency Plan)</td>
<td>approx. 11 weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
  - **Example from unit:** Students will be learning from the Southern Regional Education Board (SREB) curriculum which is an on-line program.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating presentations after completing each unit.
  - **Example from unit:** Southern Regional Education Board (SREB) curriculum which is an on-line program.
  - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
  - **Example from unit:** Students need to understand system limitations to effectively make use of online course.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
  - **Example from unit:** Students will be learning Sketch It from SREB that will allow them to create a virtual warehouse.
Career Ready Practices

*Career Ready Practices* describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**Example form unit:** In this unit, students will locate a site for a warehouse, then design a warehouse, manage inventory and build a contingency plan. All that is relevant for this career pathway.

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example form unit:** Students will be creating presentations that will be required to present to industry professionals, administration and others from outside the classroom. Students will be working in teams and must communicate clearly to complete assignments and projects.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform
## Career Ready Practices

Strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**Example form unit:** Students are encouraged to find solutions with coding problems online.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**Example form unit:** Students will be working with real-world issues as it relates to disruptions in the supply chain which impacts sales volumes and profit. They will be creating contingency plans to minimize loss.

**CRP11. Use 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 new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**Example form unit:** Students will be using word processing, spreadsheet and presentation software to complete projects in the Southern Board Educational Board (SREB) curriculum.
**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1- Entering</strong></td>
<td>Pictorial or graphic representation of the language of the content areas. Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td><strong>2- Beginning</strong></td>
<td>General language related to the content area. Phrases or short sentences. Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td><strong>3- Developing</strong></td>
<td>General and some specific language of the content areas. Expanded sentences in oral interaction or written paragraphs. Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td><strong>4- Expanding</strong></td>
<td>Specific and some technical language of the content areas. A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td><strong>5- Bridging</strong></td>
<td>Specialized or technical language of the content areas. A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports. Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</td>
</tr>
<tr>
<td><strong>6- Reaching</strong></td>
<td>Specialized or technical language reflective of the content areas at grade level. A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level. Oral or written communication in English comparable to proficient English peers.</td>
</tr>
</tbody>
</table>
Language Development Supports For English Language Learners
To Increase Comprehension and Communication Skills

<table>
<thead>
<tr>
<th>Environment</th>
<th>Sensory Supports*</th>
<th>Graphic Supports*</th>
<th>Interactive Supports*</th>
<th>Verbal and Textual Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming and stress-free</td>
<td>Real-life objects (realia) or concrete objects</td>
<td>Graphs</td>
<td>In a whole group</td>
<td>Labeling</td>
</tr>
<tr>
<td>Respectful of linguistic and cultural diversity</td>
<td>Physical models</td>
<td>Charts</td>
<td>In a small group</td>
<td>Students’ native language</td>
</tr>
<tr>
<td>Honors students’ background knowledge</td>
<td>Manipulatives</td>
<td>Timelines</td>
<td>With a partner such as Turn-and-Talk</td>
<td>Modeling</td>
</tr>
<tr>
<td>Sets clear and high expectations</td>
<td>Pictures &amp; photographs</td>
<td>Number lines</td>
<td>In pairs as a group (first, two pairs work independently, then they form a group of four)</td>
<td>Repetitions</td>
</tr>
<tr>
<td>Includes routines and norms</td>
<td>Visual representations or models such as diagrams or drawings</td>
<td>Graphic organizers</td>
<td>In triads</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>Is thinking-focused vs. answer-seeking</td>
<td>Videos &amp; films</td>
<td>Graphing paper</td>
<td>Cooperative learning structures such as Think-Pair-Share</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Offers multiple modalities to engage in content learning and to</td>
<td>Newspapers or magazines</td>
<td></td>
<td>Interactive websites or software</td>
<td>Guiding questions</td>
</tr>
<tr>
<td>demonstrate understanding</td>
<td>Gestures</td>
<td></td>
<td>With a mentor or coach</td>
<td>Clarifying questions</td>
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<tr>
<td>Includes explicit instruction of specific language targets</td>
<td>Physical movements</td>
<td></td>
<td></td>
<td>Probing questions</td>
</tr>
<tr>
<td>Provides participation techniques to include all learners</td>
<td>Music &amp; songs</td>
<td></td>
<td></td>
<td>Leveled questions such as What? When? Where? How? Why?</td>
</tr>
</tbody>
</table>
<pre><code>                                                                                                     |                                |                                                                                        |                           | Word Banks                  |
                                                                                                     |                                |                                                                                        |                           | Sentence starters           |
                                                                                                     |                                |                                                                                        |                           | Sentence frames             |
                                                                                                     |                                |                                                                                        |                           | Discussion frames          |
                                                                                                     |                                |                                                                                        |                           | Talk moves, including Wait Time |
</code></pre>

### BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>CONTENT INTEGRATION</th>
<th>KNOWLEDGE CONSTRUCTION</th>
<th>PREJUDICE REDUCTION</th>
<th>EQUITABLE PEDAGOGY</th>
<th>EMPOWERING SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
<tr>
<td>This unit / lesson is connected to other topics explored with students.</td>
<td>This unit / lesson provides context to the history of privilege and oppression.</td>
<td>This unit / lesson helps students question and unpack biases &amp; stereotypes.</td>
<td>The instruction has been modified to meet the needs of each student.</td>
<td>There are opportunities for students to connect with the community.</td>
</tr>
<tr>
<td>There are multiple viewpoints reflected in the content of this unit / lesson.</td>
<td>This unit / lesson addresses power relationships.</td>
<td>This unit / lesson helps students examine, research and question information and sources.</td>
<td>Students feel respected and their cultural identities are valued.</td>
<td>My classroom is welcoming and supportive for all students?</td>
</tr>
<tr>
<td>The materials and resources are reflective of the diverse identities and experiences of students.</td>
<td>This unit / lesson helps students to develop research and critical thinking skills.</td>
<td>The curriculum encourages discussion and understanding about the groups of people being represented.</td>
<td>Additional supports have been provided for students to become successful and independent learners.</td>
<td>I am aware of and sensitive to the needs of my students and their families.</td>
</tr>
<tr>
<td>The content affirms students, as well as exposes them to experiences other than their own.</td>
<td>This curriculum creates windows and mirrors* for students.</td>
<td>This unit / lesson challenges dominant perspectives.</td>
<td>Opportunities are provided for student to reflect on their learning and provide feedback.</td>
<td>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</td>
</tr>
</tbody>
</table>

Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Learn about your students' individual cultures.
  - Adapt your teaching to the way your students learn.
  - Develop a connection with challenging students.
  - Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.)

- **Curriculum:**
  - Incorporate student-centered stories, vocabulary and examples.
  - Incorporate relatable aspects of students' lives.
  - Create lessons that connect the content to your students' culture and daily lives.
  - Incorporate instructional materials that relate to a variety of cultures.

- **Instructional Delivery:**
  - Establish an interactive dialogue to engage all students.
  - Continuously interact with students and provide frequent feedback.
  - Use frequent questioning as a means to keep students involved.
  - Intentionally address visual, tactile, and auditory learners.
  - Present relatable real world problems.
# Differentiated Instruction

## Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
<td>• Computer/whiteboard</td>
<td>• Adjusted rubrics for projects</td>
<td>• Consistent daily structured</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
<td>• Video lesson</td>
<td>• Study guides</td>
<td>• Simple and clear classroom</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Timeline with due dates for</td>
<td>• Repeat, clarify or reword</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to</td>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Rules</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>reports and projects</td>
<td>directions</td>
<td>• Provide immediate feedback</td>
<td>promote independence</td>
<td>• Text speech software</td>
<td>• Read directions aloud</td>
<td>• Frequent feedback</td>
<td>• Color code materials</td>
</tr>
<tr>
<td>• Communication system</td>
<td>• Mini-breaks between tasks</td>
<td>• Small group instruction</td>
<td>• Video and verbal reminders</td>
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</tr>
<tr>
<td>between home and school</td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory learning</td>
<td>• Graphic organizers</td>
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<tr>
<td>• Provide lecture</td>
<td>• Video lessons online</td>
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<tr>
<td>notes/assignments, and tutorials</td>
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<tr>
<td>outline</td>
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</tbody>
</table>

## Assistive Technology

- Computer/whiteboard
- Video lesson
- Spell-checker
- Text speech software

## Tests/Quizzes/Grading

- Adjusted rubrics for projects
- Study guides
- Shortened tests
- Read directions aloud
### Differentiated Instruction

**Strategies to Accommodate Students Based on Content-Specific Needs**

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction
# Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
# Assessments

## Suggested Formative/Summative Classroom Assessments

- Storyboards
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game
- Writing reflective essays for current news articles based on Supply Chain Disruptions and other content related.
- Formal presentations
## Interdisciplinary Connections

**English Language Arts**
- Close reading of the current news articles related to content and writing reflective essays. (NJSLSA.W.11-12.10)
- Writing and research content for presentations. (NJSLSA.WW.12.9b2)

**Math**
- Apply geometric methods to solve design problems. (G-CO)
- Solve algebraic problems for layout and design of warehouse space. (G-CO)

**Social Studies**
- Research the history of natural disasters for contingency planning. (6.1.12)
- Use historical references to research trends in the supply chain. (6.2.12)

**Fine & Performing Arts**
- Create graphics using Sketch It for various projects with Global Logistics and Supply Chain Management (1.2.12)
- Use of pictures and sketches of warehouse design in projects. (1.2.12)

**World Language**
- Translate content related to supply chain (7.1.ILA)
- Create a translated index of global logistics and supply chain vocabulary (7.1.ILA)

**Science**
- Analyzing a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (HS-ETS1-1)
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS-ETS1-2)
New Jersey Student Learning Standards
8.2 Technology

TECHNOLOGY OPERATION AND CONCEPTS

- 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

9.1 Personal Financial Literacy


9.2 Career Awareness, Exploration and Preparation

- 9.2.12.C.3: Identify transferable career skills and design alternate career plans.
- 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 Career and Technical Education

CAREER CLUSTER: TRANSPORTATION, DISTRIBUTION AND LOGISTICS (TD)

- 9.3.12.TD.1: Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy.
- 9.3.12.TD.2: Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
- 9.3.12.TD.3: Describe the key operational activities required of successful transportation, distribution and logistics facilities.
9.3.12.TD.4: Identify governmental policies and procedures for transportation, distribution and logistics facilities.
9.3.12.TD.5: Describe transportation, distribution and logistics employee rights and responsibilities and employers’ obligations concerning occupational safety and health.
9.3.12.TD.6: Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.

**PATHWAY: LOGISTICS, PLANNING AND MANAGEMENT SERVICES (TD-LOG)**

- 9.3.12.TD-LOG.1: Develop solutions to provide and manage logistics services for the company and customers.
- 9.3.12.TD-LOG.2: Analyze and improve performance of logistics systems to provide logistics planning and management services.

**PATHWAY: TRANSPORTATION OPERATIONS (TD-OPS)**

- 9.3.12.TD-OPS.1: Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
- 9.3.12.TD-OPS.2: Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
- 9.3.12.TD-OPS.3: Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

**PATHWAY: WAREHOUSING & DISTRIBUTION CENTER OPERATIONS (TD-WAR)**

- 9.3.12.TD-WAR.1: Demonstrate efficient and effective warehouse and distribution center operations.
- 9.3.12.TD-WAR.2: Describe ways to improve the performance of warehouse and distribution operations.
- 9.3.12.TD-WAR.3: Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.

**NJSLS - English-Language Arts**
Range of Writing:

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

- SL.12.1a. Come to discussions prepared, having read material under study; explicitly draw on that preparation by referring to evidence from texts on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Craft and Structure:

- RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Research to Build and Present Knowledge:

- W.12.9b. Draw evidence from informational texts to support analysis, reflection, and research; apply grade 12 Reading standards to literary nonfiction.

NJSLS - Mathematics

Extending to Three Dimensions:

- HSS.G.MG.14 Solve design problems using geometric methods.
- MP1 Make sense of problems and persevere in solving them.
- MP2 Reason abstractly and quantitatively.
- MP4 Model with mathematics.
- MP6 Attend to precision.
• MP7 Look for and make use of structure.
• MP8 Look for and express regularity in repeated reasoning.

**Congruence, Proof, and Construction:**

• HSS. G.CO.2, G.CO.3, G.CO.4, G.CO.5 Develop and perform rigid transformations that include reflections, rotations, translations and dilations using geometric software, graph paper, tracing paper, and geometric tools and compare them to non-rigid transformations.
**Course:** Introduction to Logistics  
**Unit:** 1 - Supply Chains  
**Grade Level:** 9-12

**Unit Overview:** Students will be introduced to the concept of supply chains and their various components, how they are managed, and how businesses handle unexpected disruptions. The enabling learning activities are designed to help students explore supply chains of a familiar commodity and learn about different sourcing options.

**New Jersey Student Learning Standards (NJSLS):**
HSS.G.MG.14, MP1, MP2, MP4, MP6, MP7, MP8, HSS.G. CO.2, G.CO.3, G.CO.4, G.CO.5

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Understand the components of a supply chain. | What is a supply chain?  
How does a supply chain impact everyday life? | ▪ Understand that products start as unprocessed raw material and through processes are made into everyday products.  
▪ Interpret a Supply Chain Management | Choose a simple commodity to research and create the supply chain (examples can be coffee beans, bananas, soy beans or rock salt).  
Create a supply Chain flow diagram based on their choice of | Supply Chain Management  
https://www.youtube.com/watch?v=Mi1QBxVjZAw  
Supply Chain Management  
https://www.youtube.com/embed/WrH19H-J4pU |
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| G.CO.5                            | Evaluate variables that affect the viability of courses for the commodity. | ▪ Explain variables that impact the supply chain.  
▪ Understanding SWOT analysis and the benefits of using it for business decisions.  
▪ Use a variable as an argument.  
▪ Use an Optimization Decision Matrix for problem solving.  
▪ Create math equations to understand counts and needs of company. | Researching and evaluating offshore and onshore resources for the commodity and the financial impact on the supply chain.  
Perform a SWOT analysis to identify strengths and weaknesses of sources for the commodity.  
Identifying SWOT Sort Activity (SREB)  
Complete a Mathematics Pre-Assessment grid to make business decisions (SREB). | Onshore versus Offshore  
https://www.youtube.com/watch?v=Sauc3M-hQ0w&disable_polymer=true  
SWOT Analysis  
https://www.youtube.com/watch?v=0D2fT6obqdg |


ELA-LITERACY.W.11-12.10, ELA-LITERACY.
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| Understand the probability of a supply risk and how to mitigate or avoid it through preemptive action. | What are supply risks? What methods are used to direct an organization to control risk? How to I find alternative items that replace the risk items in the supply chain? | - Identify risks in supply chain.  
- Understand the impact of risk to the supply chain.  
- Implement a pre-disruption plan.  
- Evaluating and estimating the cost of the risk to the supply chain.  
- Understand stockpiling and forward buying techniques for mitigating risks.  
- Buying insurance to cover the risks. | Create a contingency plan for your supply chain in case a disruption occurs.  
Develop a contingency plan that is pre-disruption to minimize risk and financial impact to supply chain.  
Develop a risk management program. |


**Resources**

- **Contingency Plans**  

- **Evaluating Supply Chain Risks**  
<table>
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<td>How to Make a Database Using Microsoft Access <a href="https://www.youtube.com/watch?v=PBhtKTmdH1">https://www.youtube.com/watch?v=PBhtKTmdH1</a></td>
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## Unit Vocabulary

<table>
<thead>
<tr>
<th>Commodity</th>
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<tr>
<td>Embargo</td>
<td>Qualitative</td>
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<td>Forecasting</td>
<td>Quantitative</td>
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<td>Intermodal</td>
<td>Sourcing</td>
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<td>Logistics</td>
<td>Supply Chain</td>
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<tr>
<td>Procurement</td>
<td>Supply Chain Management</td>
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<tr>
<td></td>
<td>Transportation</td>
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</tbody>
</table>

## Suggested Unit Projects

**Choose At Least One**

Students will work collaboratively in teams and create a presentation about a commodity and factors that contribute to disruptions in the supply chain. They will present this information in front of their peers.

Students may complete an online course from Rutgers that teaches them about fundamentals and global logistics.

## Suggested Structured Learning Experiences

| FedEx at Newark International Airport  
155 Scargo Earhart Drive  
Newark, NJ 07114 | Wards Ice Cream  
93 Sherwood Avenue  
Paterson, NJ 07502 |
|-------------------|------------------|
| Port of Newark Container Terminal  
241 Calcutta Street  
Newark, NJ 07114 | Miami Onion Roll Company  
111 Berkshire Avenue  
Paterson, NJ 07502 |