

# Project 5: Sales and Operations Planning

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Standards

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12.9.3.12.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.
12.9.3.12.TD.2	Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
12.9.3.12.TD.3	Describe the key operational activities required of successful transportation, distribution and logistics facilities.
12.9.3.12.TD.4	Identify governmental policies and procedures for transportation, distribution and logistics facilities.
12.9.3.12.TD.5	Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
12.9.3.12.TD.6	Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.
12.9.3.12.TD-LOG.1	Develop solutions to provide and manage logistics services for the company and customers.
12.9.3.12.TD-LOG.2	Analyze and improve performance of logistics systems to provide logistics planning and management services.
12.9.3.12.TD-OPS.1	Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
12.9.3.12.TD-OPS.2	Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
12.9.3.12.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.
12.9.3.12.TD-SYS.1	Develop plans to maintain and/or improve the transportation infrastructure.
12.9.3.12.TD-SYS.2	Assess, plan and manage the implementation of transportation services.
12.9.3.12.TD-SYS.3	Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
12.9.3.12.TD-WAR.1	Demonstrate efficient and effective warehouse and distribution center operations.
12.9.3.12.TD-WAR.2	Describe ways to improve the performance of warehouse and distribution operations.
12.9.3.12.TD-WAR.3	Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## Business Standards

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CRP.K-12.CRP2.1	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.
CRP.K-12.CRP4.1	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.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform 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.
CRP.K-12.CRP8.1	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.
CRP.K-12.CRP11.1	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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TRAN.9-12.9.4.12.P.(3).2	Assess performance of warehousing and distribution operations to meet customer and business requirements.
TRAN.9-12.9.4.12.P.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.2	Demonstrate mathematics knowledge and skills required to pursue the full range of

	postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
TRAN.9-12.9.4.12.P.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
TRAN.9-12.9.4.12.P.6	Locate, organize, and reference written information from various sources to communicate with others.
TRAN.9-12.9.4.12.P.7	Evaluate and use information resources to accomplish specific occupational tasks.
TRAN.9-12.9.4.12.P.8	Use correct grammar, punctuation, and terminology to write and edit documents.
TRAN.9-12.9.4.12.P.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
TRAN.9-12.9.4.12.P.10	Interpret verbal and nonverbal cues/behaviors to enhance communication.
TRAN.9-12.9.4.12.P.11	Apply active listening skills to obtain and clarify information.
TRAN.9-12.9.4.12.P.12	Develop and interpret tables, charts, and figures to support written and oral communications.
TRAN.9-12.9.4.12.P.13	Listen to and speak with diverse individuals to enhance communication skills.
TRAN.9-12.9.4.12.P.14	Exhibit public relations skills in order to increase internal and external customer satisfaction.
TRAN.9-12.9.4.12.P.15	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
TRAN.9-12.9.4.12.P.17	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TRAN.9-12.9.4.12.P.18	Conduct technical research to gather information necessary for decision-making.
TRAN.9-12.9.4.12.P.19	Formulate ideas, proposals, and solutions related to problems with this cluster to ensure effective and efficient delivery of products or services to consumers.
TRAN.9-12.9.4.12.P.20	Analyze and evaluate ideas, proposals, and solutions related to problems in this cluster and select the best deliverable to meet business objectives.
TRAN.9-12.9.4.12.P.21	Develop, implement, and evaluate solutions related to problems in this cluster using a structured problem-solving process to improve business functioning.
TRAN.9-12.9.4.12.P.23	Operate electronic mail applications to communicate.
TRAN.9-12.9.4.12.P.24	Operate Internet applications to perform tasks.
TRAN.9-12.9.4.12.P.25	Operate writing and publishing applications to prepare communications.
TRAN.9-12.9.4.12.P.26	Operate presentation applications to prepare and deliver presentations.
TRAN.9-12.9.4.12.P.27	Employ spreadsheet applications to organize and manipulate data.
TRAN.9-12.9.4.12.P.28	Employ database applications to manage data.
TRAN.9-12.9.4.12.P.29	Employ collaborative/groupware applications to facilitate group work.
TRAN.9-12.9.4.12.P.30	Employ computer operations applications to manage tasks.
TRAN.9-12.9.4.12.P.61	Employ leadership skills to accomplish goals and objectives.
TRAN.9-12.9.4.12.P.62	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
TRAN.9-12.9.4.12.P.63	Employ teamwork skills to achieve collective goals and use team members' talents effectively.

TRAN.9-12.9.4.12.P.64	Establish and maintain effective relationships in order to accomplish objectives and tasks.
TRAN.9-12.9.4.12.P.67	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
TRAN.9-12.9.4.12.P.86	Employ planning and time management skills and tools to enhance results and complete work tasks.
TRAN.9-12.9.4.12.P.87	Analyze and assess the roles and functions of transportation-related technological systems used in this cluster in order to demonstrate awareness of necessary technical skills.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will gain an understanding of logistics and supply chain management which will help them understand how products they use and purchase make their way from the manufacturer to the end user.

Students will gain an understanding of the wide range of jobs available in the logistics and supply chain management field.

Students will gain 21st Century skills and related experiences which will benefit them in this career cluster in the future

### **Concepts**

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### **Essential Questions**

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How will you schedule manufacturing table-and-chairs sets to meet company sales projections?

### **Understandings**

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Students will understand how to deliver results in the form of a Master Production Schedule with inventory projections. If the MPS determines that there is not enough capacity to meet demand or that there will be excess capacity, students will understand how to resolve this imbalance.

### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- what a Material Production Schedule (MRP) is and how this tool is used to plan requirements for the materials that you will need to produce your product(s)
- how to create a MPS in Microsoft Excel
- how to analyze a MPS and use time, materials, capacity to create an MPS

## **Skills**

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Students will be able to:

- Use sales forecasts and production information to create a MPS for a real-world situation

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Professional Notebook - summarizing notes and articles
- Classwork activities - project management plans, optimization matrix, SWOT Analysis worksheets

### **School Summative Assessment Plan**

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- Formal Presentation of Completed Project to stakeholders
- End of Project Assessment - test

## **Primary Resources**

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PowerPoint Presentation

## **Supplementary Resources**

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- Online research
- Professional articles
- Professional videos

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH – Students will apply algebra and statistical concepts learned in math courses to their projects.**

**SCIENCE** – Students use scientific information and processes as appropriate to complete the projects.

**SOCIAL STUDIES** – Students will apply social skills learned through psychology when interacting in group projects.

**LANGUAGE ARTS** – Students will use appropriate writing skills in taking notes, as well as the creation of a formal written document for their unit project.

**APPLIED TECHNOLOGY** – Students will use technology through online resources, class website, Microsoft and Google applications, and email applications.

**GLOBAL AWARENESS** – Students will learn about individuals from different cultures and backgrounds through their research.

### **Learning Plan / Pacing Guide**

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<b>Week</b>	<b>Lesson</b>	<b>Teacher Prep</b>	<b>Student Activity</b>
<b>1</b>	1	Read Introduction, Driving Question, Project Description and Problem Statement	Read Introduction, Driving Question, Project Description and Problem Statement
	2	Prepare props and review videos	Complete Engaging Activity
	3-5	Read relevant readings and fundamental concepts	Read relevant readings and watch assigned videos
<b>2-3</b>	6-7	Prepare Math lesson if included, Review Essential Vocabulary Definitions	Discussion as needed Find definitions for Essential Vocabulary Complete Math lesson when included
	8-15	Monitor student progress	Conduct authentic research relevant to topic
		Invite authentic audience and schedule presentations	Share research findings with team members
<b>4</b>	16		Develop a solution Present solution to an authentic audience
	17	Monitor student progress	Revise solution and create Final Deliverable
	18-19	Print End-of-Project Assessment	Take End-of-Project Assessment
	20		Project Reflection



# Project 7: International Trade / Importing

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Standards

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12.9.3.12.TD-WAR.2	Describe ways to improve the performance of warehouse and distribution operations.
12.9.3.12.TD-WAR.3	Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## Business Standards

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CRP.K-12.CRP2.1

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.

CRP.K-12.CRP4.1

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.

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Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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CRP.K-12.CRP8.1

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.

CRP.K-12.CRP11.1

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.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TRAN.9-12.9.4.12.P.(3).2

Assess performance of warehousing and distribution operations to meet customer and business requirements.

TRAN.9-12.9.4.12.P.1

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## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will gain an understanding of logistics and supply chain management which will help them understand how products they use and purchase make their way from the manufacturer to the end user.

Students will gain an understanding of the wide range of jobs available in the logistics and supply chain management field.

Students will gain 21st Century skills and related experiences which will benefit them in this career cluster in the future

### **Concepts**

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### **Essential Questions**

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How will you develop a training video and assessment test to illustrate the key elements of international trade compliance?

### **Understandings**

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Students will understand how to develop a training video to provide basic training on the proper procedures for importing products into the US. The training video should emphasize the process as well as the rules and regulations which must be followed, outline the consequences to the company and to the individual of a trade compliance violation. To ensure that the training is successful, you and your team will create an assessment test covering the main concepts outlined in your training video and then administer this test to your new associates following the training session.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- what importing and exporting to the United States means
- what the general rules of importing and exporting are
- what the processes of importing and exporting are
- what tariffs are and how they effect imports to the United States
- what the security procedures are for importing to the United States

### **Skills**

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Students will be able to:

- explain the opportunities and challenges of International Trade Management
- create a training video and assessment test

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Professional Notebook - summarizing notes and articles
- Classwork activities - project management plans, optimization matrix, SWOT Analysis worksheets

## **School Summative Assessment Plan**

---

- Formal Presentation of Completed Project to stakeholders
- End of Project Assessment - test

## **Primary Resources**

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Fundamentals of Supply Chain Management: A Practitioner's Perspective by William McLaury and Eugene Spiegle

PowerPoint Presentation

## **Supplementary Resources**

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- Online research
- Professional articles
- Professional videos

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

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- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

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## • Additional Support Videos

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## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH** – Students will apply algebra and statistical concepts learned in math courses to their projects.

**SCIENCE** – Students use scientific information and processes as appropriate to complete the projects.

**SOCIAL STUDIES** – Students will apply social skills learned through psychology when interacting in group projects.

**LANGUAGE ARTS** – Students will use appropriate writing skills in taking notes, as well as the creation of a formal written document for their unit project.

**APPLIED TECHNOLOGY** – Students will use technology through online resources, class website, Microsoft and Google applications, and email applications.

**GLOBAL AWARENESS** – Students will learn about individuals from different cultures and backgrounds through their research.

## **Learning Plan / Pacing Guide**

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<b>Week</b>	<b>Lesson</b>	<b>Teacher Prep</b>	<b>Student Activity</b>
<b>1</b>	1	Read Introduction, Driving Question, Project Description and Problem Statement	Read Introduction, Driving Question, Project Description and Problem Statement
	2	Prepare props and review videos	Complete Engaging Activity
	3-5	Read relevant readings and fundamental concepts	Read relevant readings and watch assigned videos
<b>2-3</b>	6-7	Prepare Math lesson if included, Review Essential Vocabulary Definitions	Discussion as needed Find definitions for Essential Vocabulary
		8-15	Monitor student progress
		Invite authentic audience and schedule presentations	Share research findings with team members
<b>4</b>	16		Develop a solution
	17	Monitor student progress	Present solution to an authentic audience
	18-19	Print End-of-Project Assessment	Revise solution and create Final Deliverable Take End-of-Project Assessment
	20		Project Reflection





# Project 8: Supply Chain Optimization

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Standards

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12.9.3.12.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.
12.9.3.12.TD.2	Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
12.9.3.12.TD.3	Describe the key operational activities required of successful transportation, distribution and logistics facilities.
12.9.3.12.TD.4	Identify governmental policies and procedures for transportation, distribution and logistics facilities.
12.9.3.12.TD.5	Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
12.9.3.12.TD.6	Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.
12.9.3.12.TD-LOG.1	Develop solutions to provide and manage logistics services for the company and customers.
12.9.3.12.TD-LOG.2	Analyze and improve performance of logistics systems to provide logistics planning and management services.
12.9.3.12.TD-OPS.1	Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
12.9.3.12.TD-OPS.2	Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
12.9.3.12.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.
12.9.3.12.TD-SYS.1	Develop plans to maintain and/or improve the transportation infrastructure.
12.9.3.12.TD-SYS.2	Assess, plan and manage the implementation of transportation services.
12.9.3.12.TD-SYS.3	Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
12.9.3.12.TD-WAR.1	Demonstrate efficient and effective warehouse and distribution center operations.
12.9.3.12.TD-WAR.2	Describe ways to improve the performance of warehouse and distribution operations.
12.9.3.12.TD-WAR.3	Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## Business Standards

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CRP.K-12.CRP2.1

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.

CRP.K-12.CRP4.1

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.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform 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.

CRP.K-12.CRP8.1

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.

CRP.K-12.CRP11.1

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.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TRAN.9-12.9.4.12.P.(3).2

Assess performance of warehousing and distribution operations to meet customer and business requirements.

TRAN.9-12.9.4.12.P.1

Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

TRAN.9-12.9.4.12.P.2

Demonstrate mathematics knowledge and skills required to pursue the full range of

	postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
TRAN.9-12.9.4.12.P.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
TRAN.9-12.9.4.12.P.6	Locate, organize, and reference written information from various sources to communicate with others.
TRAN.9-12.9.4.12.P.7	Evaluate and use information resources to accomplish specific occupational tasks.
TRAN.9-12.9.4.12.P.8	Use correct grammar, punctuation, and terminology to write and edit documents.
TRAN.9-12.9.4.12.P.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
TRAN.9-12.9.4.12.P.10	Interpret verbal and nonverbal cues/behaviors to enhance communication.
TRAN.9-12.9.4.12.P.11	Apply active listening skills to obtain and clarify information.
TRAN.9-12.9.4.12.P.12	Develop and interpret tables, charts, and figures to support written and oral communications.
TRAN.9-12.9.4.12.P.13	Listen to and speak with diverse individuals to enhance communication skills.
TRAN.9-12.9.4.12.P.14	Exhibit public relations skills in order to increase internal and external customer satisfaction.
TRAN.9-12.9.4.12.P.15	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
TRAN.9-12.9.4.12.P.17	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TRAN.9-12.9.4.12.P.18	Conduct technical research to gather information necessary for decision-making.
TRAN.9-12.9.4.12.P.19	Formulate ideas, proposals, and solutions related to problems with this cluster to ensure effective and efficient delivery of products or services to consumers.
TRAN.9-12.9.4.12.P.20	Analyze and evaluate ideas, proposals, and solutions related to problems in this cluster and select the best deliverable to meet business objectives.
TRAN.9-12.9.4.12.P.21	Develop, implement, and evaluate solutions related to problems in this cluster using a structured problem-solving process to improve business functioning.
TRAN.9-12.9.4.12.P.23	Operate electronic mail applications to communicate.
TRAN.9-12.9.4.12.P.24	Operate Internet applications to perform tasks.
TRAN.9-12.9.4.12.P.25	Operate writing and publishing applications to prepare communications.
TRAN.9-12.9.4.12.P.26	Operate presentation applications to prepare and deliver presentations.
TRAN.9-12.9.4.12.P.27	Employ spreadsheet applications to organize and manipulate data.
TRAN.9-12.9.4.12.P.28	Employ database applications to manage data.
TRAN.9-12.9.4.12.P.29	Employ collaborative/groupware applications to facilitate group work.
TRAN.9-12.9.4.12.P.30	Employ computer operations applications to manage tasks.
TRAN.9-12.9.4.12.P.61	Employ leadership skills to accomplish goals and objectives.
TRAN.9-12.9.4.12.P.62	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
TRAN.9-12.9.4.12.P.63	Employ teamwork skills to achieve collective goals and use team members' talents effectively.

TRAN.9-12.9.4.12.P.64	Establish and maintain effective relationships in order to accomplish objectives and tasks.
TRAN.9-12.9.4.12.P.67	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
TRAN.9-12.9.4.12.P.86	Employ planning and time management skills and tools to enhance results and complete work tasks.
TRAN.9-12.9.4.12.P.87	Analyze and assess the roles and functions of transportation-related technological systems used in this cluster in order to demonstrate awareness of necessary technical skills.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will gain an understanding of logistics and supply chain management which will help them understand how products they use and purchase make their way from the manufacturer to the end user.

Students will gain an understanding of the wide range of jobs available in the logistics and supply chain management field.

Students will gain 21st Century skills and related experiences which will benefit them in this career cluster in the future

### **Concepts**

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### **Essential Questions**

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What are the value added, and non-value added, process steps in the supply chain and how will you create a map showing management where improvements can be made?

### **Understandings**

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Students will understand how to complete a value stream map of their supply chain focusing on information flows, material flows, and lead-time. They will map the current supply chain showing the Value-Added steps and the Non-Value-Added steps and review the current state of a fictional company to identify any opportunities to eliminate bottlenecks and waste in the process to develop a future state map of the optimized supply chain to present to senior management at *Brunswick Bistro* highlighting any projected enhancements to the customer experience and any associated cost reductions.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- the difference between value added and non-value added activities
- the principles of optimizing a supply chain
- the principles of value stream mapping
- how a company's supply chain works

### **Skills**

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Students will be able to:

- explain a supply chain flow through the use of a value stream map
- explain bottlenecks and potential solutions

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Professional Notebook - summarizing notes and articles
- Classwork activities - project management plans, optimization matrix, SWOT Analysis worksheets

### **School Summative Assessment Plan**

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- Formal Presentation of Completed Project to stakeholders

- End of Project Assessment - test

## **Primary Resources**

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Fundamentals of Supply Chain Management: A Practitioner's Perspective by William McLaury and Eugene Spiegle

PowerPoint Presentation

## **Supplementary Resources**

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-Online research

-Professional articles

-Professional videos

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)



## **Interdisciplinary Connections**

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**MATH** – Students will apply algebra and statistical concepts learned in math courses to their projects.

**SCIENCE** – Students use scientific information and processes as appropriate to complete the projects.

**SOCIAL STUDIES** – Students will apply social skills learned through psychology when interacting in group projects.

**LANGUAGE ARTS** – Students will use appropriate writing skills in taking notes, as well as the creation of a formal written document for their unit project.

**APPLIED TECHNOLOGY** – Students will use technology through online resources, class website, Microsoft and Google applications, and email applications.

**GLOBAL AWARENESS** – Students will learn about individuals from different cultures and backgrounds through their research.

## **Learning Plan / Pacing Guide**

---

<b>Week</b>	<b>Lesson</b>	<b>Teacher Prep</b>	<b>Student Activity</b>
<b>1</b>	1	Read Introduction, Driving Question, Project Description and Problem Statement	Read Introduction, Driving Question, Project Description and Problem Statement
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<b>2-3</b>	6-7	Prepare Math lesson if included, Review Essential Vocabulary Definitions	Discussion as needed Find definitions for Essential Vocabulary
		8-15	Monitor student progress
		Invite authentic audience and schedule presentations	Share research findings with team members
<b>4</b>	16		Develop a solution Present solution to an authentic audience
	17	Monitor student progress	Revise solution and create Final Deliverable
	18-19	Print End-of-Project Assessment	Take End-of-Project Assessment
	20		Project Reflection



# Project 9: Reverse Logistics

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Standards

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12.9.3.12.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.
12.9.3.12.TD.2	Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
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12.9.3.12.TD.5	Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
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12.9.3.12.TD-OPS.1	Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
12.9.3.12.TD-OPS.2	Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
12.9.3.12.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.
12.9.3.12.TD-SYS.1	Develop plans to maintain and/or improve the transportation infrastructure.
12.9.3.12.TD-SYS.2	Assess, plan and manage the implementation of transportation services.
12.9.3.12.TD-SYS.3	Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
12.9.3.12.TD-WAR.1	Demonstrate efficient and effective warehouse and distribution center operations.
12.9.3.12.TD-WAR.2	Describe ways to improve the performance of warehouse and distribution operations.
12.9.3.12.TD-WAR.3	Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## Business Standards

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CRP.K-12.CRP2.1

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.

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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.

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Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform 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.

CRP.K-12.CRP8.1

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CRP.K-12.CRP11.1

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.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Assess performance of warehousing and distribution operations to meet customer and business requirements.

TRAN.9-12.9.4.12.P.1

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TRAN.9-12.9.4.12.P.2

Demonstrate mathematics knowledge and skills required to pursue the full range of

	postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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TRAN.9-12.9.4.12.P.13	Listen to and speak with diverse individuals to enhance communication skills.
TRAN.9-12.9.4.12.P.14	Exhibit public relations skills in order to increase internal and external customer satisfaction.
TRAN.9-12.9.4.12.P.15	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
TRAN.9-12.9.4.12.P.17	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TRAN.9-12.9.4.12.P.18	Conduct technical research to gather information necessary for decision-making.
TRAN.9-12.9.4.12.P.19	Formulate ideas, proposals, and solutions related to problems with this cluster to ensure effective and efficient delivery of products or services to consumers.
TRAN.9-12.9.4.12.P.20	Analyze and evaluate ideas, proposals, and solutions related to problems in this cluster and select the best deliverable to meet business objectives.
TRAN.9-12.9.4.12.P.21	Develop, implement, and evaluate solutions related to problems in this cluster using a structured problem-solving process to improve business functioning.
TRAN.9-12.9.4.12.P.23	Operate electronic mail applications to communicate.
TRAN.9-12.9.4.12.P.24	Operate Internet applications to perform tasks.
TRAN.9-12.9.4.12.P.25	Operate writing and publishing applications to prepare communications.
TRAN.9-12.9.4.12.P.26	Operate presentation applications to prepare and deliver presentations.
TRAN.9-12.9.4.12.P.27	Employ spreadsheet applications to organize and manipulate data.
TRAN.9-12.9.4.12.P.28	Employ database applications to manage data.
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TRAN.9-12.9.4.12.P.87	Analyze and assess the roles and functions of transportation-related technological systems used in this cluster in order to demonstrate awareness of necessary technical skills.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will gain an understanding of logistics and supply chain management which will help them understand how products they use and purchase make their way from the manufacturer to the end user.

Students will gain an understanding of the wide range of jobs available in the logistics and supply chain management field.

Students will gain 21st Century skills and related experiences which will benefit them in this career cluster in the future

### **Concepts**

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### **Essential Questions**

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How will you create a cost-effective returns policy and procedure that will ensure customer satisfaction?

### **Understandings**

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Students will understand how to create a returns policy and a returns procedure for processing customer returns, keeping the underlying goal of customer satisfaction in mind, while also considering the impact on costs and revenue. The policy must cover the “what”, “when” and “why” aspects of returns, while the procedure will cover the “how” aspects including any projected impact (positive or negative) on labor, facilities, and systems.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- the concepts of processing customer returns
- the concepts of reverse logistics
- about returns policies and procedures

### **Skills**

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Students will be able to:

- explain reverse logistics
- create a returns policy and procedures plan for a company

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Professional Notebook - summarizing notes and articles
- Classwork activities - project management plans, optimization matrix, SWOT Analysis worksheets

### **School Summative Assessment Plan**

---

- Formal Presentation of Completed Project to stakeholders
- End of Project Assessment - test

## **Primary Resources**

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Fundamentals of Supply Chain Management: A Practitioner's Perspective by William McLaury and Eugene Spiegle

PowerPoint Presentation

## **Supplementary Resources**

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-Online research

-Professional articles

-Professional videos

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

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The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0



online textbook from the teachers' login.

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Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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Work with ELL Teacher to allow for all assignments to be completed with extra time.

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## **Learning Plan / Pacing Guide**

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<b>Week</b>	<b>Lesson</b>	<b>Teacher Prep</b>	<b>Student Activity</b>
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		Invite authentic audience and schedule presentations	Share research findings with team members
<b>4</b>	16		Develop a solution Present solution to an authentic audience
	17	Monitor student progress	Revise solution and create Final Deliverable
	18-19	Print End-of-Project Assessment	Take End-of-Project Assessment
	20		Project Reflection



# Project 10: e-Commerce

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Standards

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12.9.3.12.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.
12.9.3.12.TD.2	Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
12.9.3.12.TD.3	Describe the key operational activities required of successful transportation, distribution and logistics facilities.
12.9.3.12.TD.4	Identify governmental policies and procedures for transportation, distribution and logistics facilities.
12.9.3.12.TD.5	Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
12.9.3.12.TD.6	Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.
12.9.3.12.TD-LOG.1	Develop solutions to provide and manage logistics services for the company and customers.
12.9.3.12.TD-LOG.2	Analyze and improve performance of logistics systems to provide logistics planning and management services.
12.9.3.12.TD-OPS.1	Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
12.9.3.12.TD-OPS.2	Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
12.9.3.12.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.
12.9.3.12.TD-SYS.1	Develop plans to maintain and/or improve the transportation infrastructure.
12.9.3.12.TD-SYS.2	Assess, plan and manage the implementation of transportation services.
12.9.3.12.TD-SYS.3	Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
12.9.3.12.TD-WAR.1	Demonstrate efficient and effective warehouse and distribution center operations.
12.9.3.12.TD-WAR.2	Describe ways to improve the performance of warehouse and distribution operations.
12.9.3.12.TD-WAR.3	Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## Business Standards

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CRP.K-12.CRP2.1

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.

CRP.K-12.CRP4.1

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.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform 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.

CRP.K-12.CRP8.1

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.

CRP.K-12.CRP11.1

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.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TRAN.9-12.9.4.12.P.(3).2

Assess performance of warehousing and distribution operations to meet customer and business requirements.

TRAN.9-12.9.4.12.P.1

Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

TRAN.9-12.9.4.12.P.2

Demonstrate mathematics knowledge and skills required to pursue the full range of

	postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
TRAN.9-12.9.4.12.P.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
TRAN.9-12.9.4.12.P.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
TRAN.9-12.9.4.12.P.6	Locate, organize, and reference written information from various sources to communicate with others.
TRAN.9-12.9.4.12.P.7	Evaluate and use information resources to accomplish specific occupational tasks.
TRAN.9-12.9.4.12.P.8	Use correct grammar, punctuation, and terminology to write and edit documents.
TRAN.9-12.9.4.12.P.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
TRAN.9-12.9.4.12.P.10	Interpret verbal and nonverbal cues/behaviors to enhance communication.
TRAN.9-12.9.4.12.P.11	Apply active listening skills to obtain and clarify information.
TRAN.9-12.9.4.12.P.12	Develop and interpret tables, charts, and figures to support written and oral communications.
TRAN.9-12.9.4.12.P.13	Listen to and speak with diverse individuals to enhance communication skills.
TRAN.9-12.9.4.12.P.14	Exhibit public relations skills in order to increase internal and external customer satisfaction.
TRAN.9-12.9.4.12.P.15	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
TRAN.9-12.9.4.12.P.17	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TRAN.9-12.9.4.12.P.18	Conduct technical research to gather information necessary for decision-making.
TRAN.9-12.9.4.12.P.19	Formulate ideas, proposals, and solutions related to problems with this cluster to ensure effective and efficient delivery of products or services to consumers.
TRAN.9-12.9.4.12.P.20	Analyze and evaluate ideas, proposals, and solutions related to problems in this cluster and select the best deliverable to meet business objectives.
TRAN.9-12.9.4.12.P.21	Develop, implement, and evaluate solutions related to problems in this cluster using a structured problem-solving process to improve business functioning.
TRAN.9-12.9.4.12.P.23	Operate electronic mail applications to communicate.
TRAN.9-12.9.4.12.P.24	Operate Internet applications to perform tasks.
TRAN.9-12.9.4.12.P.25	Operate writing and publishing applications to prepare communications.
TRAN.9-12.9.4.12.P.26	Operate presentation applications to prepare and deliver presentations.
TRAN.9-12.9.4.12.P.27	Employ spreadsheet applications to organize and manipulate data.
TRAN.9-12.9.4.12.P.28	Employ database applications to manage data.
TRAN.9-12.9.4.12.P.29	Employ collaborative/groupware applications to facilitate group work.
TRAN.9-12.9.4.12.P.30	Employ computer operations applications to manage tasks.
TRAN.9-12.9.4.12.P.61	Employ leadership skills to accomplish goals and objectives.
TRAN.9-12.9.4.12.P.62	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
TRAN.9-12.9.4.12.P.63	Employ teamwork skills to achieve collective goals and use team members' talents effectively.

TRAN.9-12.9.4.12.P.64	Establish and maintain effective relationships in order to accomplish objectives and tasks.
TRAN.9-12.9.4.12.P.67	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
TRAN.9-12.9.4.12.P.86	Employ planning and time management skills and tools to enhance results and complete work tasks.
TRAN.9-12.9.4.12.P.87	Analyze and assess the roles and functions of transportation-related technological systems used in this cluster in order to demonstrate awareness of necessary technical skills.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will gain an understanding of logistics and supply chain management which will help them understand how products they use and purchase make their way from the manufacturer to the end user.

Students will gain an understanding of the wide range of jobs available in the logistics and supply chain management field.

Students will gain 21st Century skills and related experiences which will benefit them in this career cluster in the future

### **Concepts**

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### **Essential Questions**

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What e-Fulfillment strategy will you recommend to meet the needs of your customers today and in the future?

### **Understandings**

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Students will understand how to develop an e-Fulfillment strategy that will meet the needs of your customers which considers the rapid response that today's consumers expect and be agile enough meet their future needs as well.

### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- the concepts of e-Commerce and e-Fulfillment
- the basics of shipping and transit times
- how e-Commerce companies use different types of shippers to fulfill customer orders

## **Skills**

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Students will be able to:

- create an e-Commerce e-Fulfillment strategy for a company
- explain what shipping methods and options should be used to satisfy customers' expectations

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Professional Notebook - summarizing notes and articles
- Classwork activities - project management plans, optimization matrix, SWOT Analysis worksheets

### **School Summative Assessment Plan**

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- Formal Presentation of Completed Project to stakeholders
- End of Project Assessment - test



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