

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Objectives

Miami Dade College (GED Prep)



Single Set of Learning Objectives Template

Team Name or Number	Miami Dade College
Team Members	Luis Rodriguez, Karin Miller, Jesus Ranero, Andrea Keener
Workforce Training Program	Logistics and Transportation Specialist (CCC - 0652020901) and GED Prep

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	<p>01.0 Demonstrate an understanding of personal development and professional networking.</p> <p>01.01 Explore career pathways in supply chain management.</p>	<p>CP. GED.01 Develop skills to locate, evaluate, and interpret career information.</p> <p>DL.GED.02/03 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs. Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</p> <p>R.2 Analyze how individuals, events, and ideas develop and interact over the course of a text.</p> <p>W.2 Produce an extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen</p>	<ul style="list-style-type: none"> Communicate clearly, effectively and with reason. Critical thinking Using information Employment 	<p>Career Exploration</p> <p>Go to this site and type in the title Global Logistics and Transportation (with FL under location) in the "Occupational Profile" and then take notes on the various elements found to include: job activities, outlook, related occupations, and pay special attention to details about knowledge, skills, and abilities (ksa's).</p> <p>Create a project that presents a job ladder or career exploration which highlights these specific job titles: Note that the project may be in the form of a slideshow, video clip, chart, poster, booklet, infographic, etc...</p> <p>Transportation, Storage, and Distribution Managers</p> <p>Supply Chain Managers</p> <p>Logistics Analysts</p> <p>View the Logistics Analysts video</p> <p>For your presentation, include details about these jobs:</p> <p>Freight Forwarders</p> <p>View the video.</p> <p>Cargo and Freight Agents</p>	<p>Discuss the current outlook for job prospects in the Transportation, Distribution and Logistics career cluster within the state and explain the types of skills (such as reasoning skills) that the jobs in this career cluster have in common.</p> <p>Search online in the college library database for a current article (within the last 3 years) on why the local community or county is a hub for global logistics and transportation. Example for Miami-Dade County: Explain some of the business practices associated with this area of work.</p> <p>Point out what stands out from the videos regarding careers in this cluster and share why it resonates.</p>

		examples, facts, or details from the text; and maintains a coherent focus.		<p>View the video.</p> <p>For extra credit, list details about the college's college credit certificate program: Logistics and Transportation Specialist and spotlight the 3 types of freight operations (hint: rail, truck, port). Consider why Miami is a magnet for global supply chain companies.</p> <p>Be sure to cite your sources by providing the link/s to information presented. You are encouraged to incorporate graphics or images with text in order to better engage your audience. Note that you can be creative and your presentation can be in the form of a story, infographic, video/audio clip, drawing, slideshow, Pecha Kucha, etc..</p> <p>Note: Use free online resources and be sure to proofread in order to ensure proper grammar and spelling.</p> <p>Work through this page, Click into all headings 1 through 13, send a snippet, screenshot, or pic of your Quiz score. Note that this site offers videos and templates for resumes.</p> <p>Discuss LinkedIn as a professional platform for networking. Ask students to create a LinkedIn profile and have them add the link to the top part of their individual resumes.</p>	<p>Draw or find an image or images that address what global logistics and transportation involve and why it is significant. In other words, how does the acquisition, flow, and distribution of goods and services relate to the need for planning, organizing, negotiating, purchasing, warehousing (inventory), quality control, accounting, and to the import/export of goods? How do these business practices relate to project management?</p> <p>Discuss: Is information from the U.S. Department of Labor, Employment and Training Administration credible? Why or why not? Is CareerOneStop sponsored by the U.S. Department of Labor, Employment and Training Administration? Should this be considered a valid source?</p> <p>Discuss: What stood out most from the resume writing exercises? How does a LinkedIn profile enhance your resume and your online professional presence? How does LinkedIn allow you to network with others in the same industry or occupation?</p>
02.0 Demonstrate an understanding of professional effectiveness.	DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.	R.6. Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Justification Lesson</p> <p>Would You Rather? Icebreaker</p> <p>Use the poll feature in the online classroom platform to present Option A and Option B as questions offer 2 possible choices. Ask students to write about why they selected the option they chose in chat.</p>	<p>Discuss what it means to have or to offer alternatives and what it means when choices are limited. Explain how this relates to resource management, including human resources.</p> <p>Discuss how the time-constraint for the justification activity factors into the decision-</p>

	<p>02.05 Manage stressful situations.</p> <p>02.06 Build professional communication skills.</p> <p>02.07 Disseminate information.</p> <p>02.10 Identify time-management skills.</p>	<p>W.2 Produce an extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p> <p>Science: SP.2 Investigation Design (Experimental and Observational)</p> <p>SP.3 Reasoning from Data</p>		<p>For in-person classes, pass around slips of paper with the options and have students take turns going to the board to write down the why for their choice.</p> <p>Sample ‘Would You Rather?’ lesson that focuses on disability empathy:</p> <p>Complete the Justification lesson from OER Commons with students working in pairs or teams:</p> <p>Review the differing approaches and perspectives revealed in the justification activities and review the role of claim, evidence, reasoning (CER) in proposing solutions.</p>	<p>making process. Explain how this relates to time-management in the workplace.</p> <p>Discuss team aspects of the activity and how leadership plays a role, as well as how justifications and negotiations factor into decision-making.</p>
	<p>07.0 Demonstrate an understanding of inventory and supply planning.</p> <p>07.01 Explain the importance of inventory.</p> <p>07.05 Calculate, analyze, and incorporate various inventory management tools, including spreadsheets, in order to understand the impact on logistics.</p>	<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.6 Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.</p> <p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response</p> <p>Science: SP.2 Investigation Design (Experimental and Observational)</p> <p>SP.3 Reasoning from Data SP.5 Working with Findings</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Worst Case Scenario</p> <p>Review the importance of tools used for inventory tracking such as spreadsheets or lists. Discuss why allocation of resources matters and explain prioritization.</p> <p>Complete Post Visit 1 Activity/Scenario 1 Lost at Sea Exercise.</p> <ul style="list-style-type: none"> • Review items needed for survival. • Place students into groups and read the survival scenario (plane crash and/or water). Doing both scenarios offers more opportunities to explore different aspects of communication. • Hand out the list of supplies and each group should rank them in order of importance, 1 being the most important. They should also give a reason why they ranked it at that number. • Have the groups present their ranking, allow time for debate among the groups about their ranking. 	<p>Review how unexpected or crisis situations affect decision-making and which strategies help when dealing with these situations (such as working with limited resources or having blocks to moving products or services).</p> <p>Offer examples that show what role prioritizing and risk-assessment play in managing things, people, and/or situations.</p> <p>Explore the recycling or reuse part of reverse logistics and engage in role play of trade negotiations.</p> <p>Ask students to share examples of trade negotiations which highlight compromise.</p> <p>Have students explain how communication was important to the Lost at Sea activity.</p> <p>Have students explain how they reasoned about which supplies merited higher rankings</p>

<p>08.01 Assess the nature and scope of reverse logistics.</p> <p>08.02 Explain the waste management process.</p> <p>08.03 Explain the disposition of assets.</p> <p>09.17 Conduct a negotiation.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>16.03 Build interpersonal skills with individuals and teams.</p>				<ul style="list-style-type: none"> Share 'correct' answers with the class. <p>Each team or group is given a list of certain items and is allowed to negotiate a trade with other teams or groups. Wildcards can be included to create additional variables.</p> <p>In each group or team, one person can be appointed as the recorder or note-taker to record the discussions and negotiations of the team or group, another can be the researcher (to look up the details and utility of items they are not familiar with), another can be the supply chain manager to track the team's evaluation of each item to ensure pacing (so that the group has a chance to assess all items which are to be ranked), another can be the import/export specialist while another serves as the inventory control technician so they both work to oversee trade negotiations, and another can serve as an expeditor to handle any glitches or conflicts that may arise. The instructor can explain their role as distribution manager.</p>	<p>and what this activity taught them about prioritizing, negotiating, and working with others.</p> <p>Ask students whether they used logic and how they used problem-solving skills to make decisions.</p> <p>Have students explain how practicing for worst-case scenarios increases a positive preparedness response and invite examples of preparation skills in both logistics work and in daily life.</p>
<p>13.0 Demonstrate an understanding of customer relationship management.</p> <p>13.01 Explain basic customer relationship management (CRM) concepts.</p>		<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p> <p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> Communicate clearly, effectively and with reason. Teamwork Critical thinking Using information Utilizing resources 	<p>Compare and Contrast Customer Service Experiences</p> <p>Ask students to think of and share some insight about a movie or TV show scene that portrays either really bad customer service- such as when Jerry Seinfeld is upset about his car reservation or when Julia Roberts' character in 'Pretty Woman' shows how the sales staff should not judge a book by its cover, or when a scene or shows highlights really great customer service - such as The Office – How Michael Scott Makes a Sale</p>	<p>Ask students if they are consumers of education - of learning- and ask them to list examples that reflect what they are consumers of.</p> <p>Ask students if they expect a return on investment (ROI) for their purchases. For example, as consumers of knowledge, do they expect to make learning gains from their investment in this course with their investment presenting in the form of costs</p>

	<p>13.02 Demonstrate quality customer service focus.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>16.03 Build interpersonal skills with individuals and teams.</p> <p>02.04 Apply problem-solving techniques. 02.05 Manage stressful situations.</p> <p>02.06 Build professional communication skills.</p>	<p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</p> <p>Science: SP.2 Investigation Design (Experimental and Observational) SP.3 Reasoning from Data</p>	<ul style="list-style-type: none"> Self-management 	<ul style="list-style-type: none"> Ask students to think about branding or marketing and to consider the various digital tools and social media platforms that serve as marketing tools. Present the TED Talk: I Was Seduced By Exceptional Customer Service John Boccuzzi, Jr <p>Boccuzzi Jr. discusses why customer service, as opposed to traditional marketing strategies, has the potential to be the greatest form of marketing for a brand. John Boccuzzi Jr. has more than 20 years' experience as a sales, marketing and customer experience executive, with a proven track record of strategic thought leadership in both private and public companies. Present case-based challenges such as a situation where a client or customer is unhappy about a product or service (because the order is incorrect or incomplete or did not arrive on time, or is damaged, etc) and is increasingly raising his/her voice while demanding to speak to a supervisor and wherein the employee raises his/her voice to match that of the client or customer and seems at a loss for how to resolve the problem. Ask students to consider what might be done differently and how the conflict might be defused. Invite teams to present recommendations.</p> <p>Invite students to go on an online scavenger hunt with an elbow partner or peer to locate examples of bad customer service, very bad customer service, good customer service, and great customer service. Sources can be articles, drawings, cartoons, books (according to content snapshots), memes, quotes, and the like. Ask students to provide the link for each source to reinforce the importance of crediting/citing sources.</p> <p>Additional/Alternate Activity: Review</p>	<p>which include monetary/financial (tuition and fees), time and effort (commitment and related expenditures).</p> <p>Invite students to share specific points about what makes for good customer service and what does not; noting similarities and differences from various examples. Have students define what 'good' customer service is as compared to 'great' or 'exceptional' customer service. Invite students to offer examples of both 'bad' and 'good' customer service experiences from personal sharing and/or from TV shows, movies, stories, etc.</p> <p>Have students place their findings from the online scavenger hunt into a slideshow and present it to their peers in order to compare and contrast their team findings with those of other teams as a way to note similarities and differences in perception, business interactions, and the remedy of various situations.</p> <p>Role-play the challenges of responding to unhappy employees or customers, from those in the warehouse to suppliers to CEOs- and to retail customers themselves - along the entire supply chain. Invite peer feedback of the role-play scenarios.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				Swearing, political correctness, and customer service. Play only the first 35 seconds of this video . Ask students if they were surprised by what was revealed and why or why not.	
	<p>02.03 Demonstrate appropriate work ethics as they apply to supply chain management.</p> <p>02.04 Apply problem-solving techniques.</p> <p>02.05 Manage stressful situations.</p> <p>02.06 Build professional communication skills.</p> <p>09.12 Review legal implications of contracting, including the difference between a business decision and legal case.</p> <p>16.06 Examine quality cost implications.</p> <p>17.01 Review and discuss current legal and ethical considerations as</p>	<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.1 Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.</p> <p>L.1 & L.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</p> <p>Science:</p> <p>SP.2 Investigation Design (Experimental and Observational)</p> <p>SP.3 Reasoning from Data</p> <p>SP.7a. Understand and apply scientific models, theories and processes.</p>	<ul style="list-style-type: none">Communicate clearly, effectively and with reason.Critical thinkingUsing informationUnderstanding systemsUtilizing resourcesSelf-management	<p>Ethical/Legal Dilemmas</p> <p>Discuss what is meant by quality and what businesses do to ensure quality assurance.</p> <p>Present the TEDEd Lesson: Video Intro: You founded a company that manufactures meatless burgers that are sold in stores worldwide. But you’ve recently received awful news: three people in one city died after eating your burgers. A criminal has injected poison into your product! The deaths are headline news and sales have plummeted. How do you deal with the crisis? George Siedel and Christine Ladwig explore the different strategies of this ethical dilemma.</p> <p>Review the Dig Deeper link from the above TEDEd lesson: Important vocabulary:</p> <ul style="list-style-type: none">SustainableEco-friendlyRe-usableWaste <p>Although the Three Pillar model (strategy, law, ethics) can be applied within all organizations (public or private, business or nonprofit) and also when making personal decisions as simple as ordering a pizza, this lesson focuses on using the model to make business decisions. The key questions that business decision-makers should address are:</p>	<p>Discuss business decision-making and how the decision-maker faces financial, time, and other resource constraints.</p> <p>Review factors of ‘Customer Protection’, noting application of the following as outlined in the TEDEd video:</p> <ul style="list-style-type: none">Utilitarian TestFamily TestNewspaper TestMentor Test <p>Discuss how the movie Good Burger reflects the various types of infringement (copyright, trademark, patent) and interference(tortious) which a business may face.</p> <p>Have students explain which of the cases from the Three Pillar model paper stood out to them and why.</p> <p>After viewing the Good Burger movie (or movie clips), have students offer examples of other cases that involve similar serious or potential ethical issues and review how they were handled, such as the Tylenol Murder Case which led to improved quality control measures of tamper-resistant packaging : Have students explain how a company’s actions in the face of a crisis is key.</p>

	<p>they relate to supply chain management.</p> <p>17.02 Evaluate policies for managing privacy and ethical issues.</p>			<p>1. Strategy Pillar: What is our value creation goal, and how do we intend to achieve it? (Note: After a strategic plan has been formulated, the remaining two pillars can be considered in either order.)</p> <p>2. Law Pillar: How can we manage the legal risks associated with our strategy?</p> <p>3. Ethics Pillar: Is our proposed strategic decision ethical?</p> <p>Invite students to watch the movie Good Burger to discuss how it relates to lessons learned from the TEDEd video and have students note the legal issues of infringement and interference that take place. The movie and clips from it can be found on Netflix, YouTube, and on various other platforms or channels.</p> <p>Logistics expert Katie Francfort invites us to dream of finding solutions in unexpected places as she explains challenges in logistics such as material handling :</p> <p>Discuss how a company's response to a scandal or negative situation reflects on the company's reputation.</p>	<p>Review the strategy of using problems as solutions- as noted by Katie Francfort - and discuss the role of delivery mechanisms.</p> <p>Discuss how we can challenge researchers and lawmakers to be ahead of the curve when it comes to challenges in logistics.</p> <p>Explain the meaning of the following terms as they relate to the readings and videos:</p> <ul style="list-style-type: none"> • Crisis Response • Analysis • Pricing • Alternatives • Strategies • Stakeholder • Stakeholder Analysis • Branding • Reputation
	<p>02.06 Build professional communication skills.</p> <p>02.07 02.07 Disseminate information.</p> <p>03.01 Define and characterize supply chain management and logistics.</p>	<p>DL.GED.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</p> <p>R.3.2; L.4.2 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Vocabulary Building</p> <p>Discuss why it is important for us to know the jargon or words specific to a certain profession or industry. Review why it is important to communicate clearly and how correct word usage contributes to how others view expertise.</p> <p>Divide students into teams to search an online dictionary to find definitions for a set number of words from the word-list. [Note that students can be invited to write their definitions in chat (if on an online platform) or to write</p>	<p>Explain how using the right words make us more effective in our employment.</p> <p>Explain how the field of logistics shows how pieces fit together to take goods from points of where they are manufactured to points of delivery.</p> <p>Explain how certain terms in logistics tie into each other. Example: Inventory as a method of tracking ties into tracking the transport of goods; tracking cost; tracking damages; and tracking repairs and/or returns.</p>

	<p>03.02 Describe the role of other business functional areas in supply chain management.</p> <p>05.08 Explain the product characteristics that impact logistics.</p> <p>05.09 Explain order fulfillment procedures.</p> <p>06.01 Assess types of packaging including customer requirements, and industry required labels.</p> <p>06.02 Explain the functions of packaging.</p> <p>06.03 Explain how packaging influences other logistic activities.</p> <p>07.01 Explain the importance of inventory.</p>	<p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p> <p>Social Studies: E. 3 Describe common economic terms and concepts.</p>		<p>on easel paper if in an in-person learning environment.] Example: If 4 teams, 10 words per team.</p> <p>Ask students to divide each sheet of paper into sections with the following headings for their assigned word-set:</p> <p>Definition Sentence (using the word) Drawing</p> <p>Guide students in creation of a pamphlet that depicts the learned vocabulary by taking parts from each team and combining them into a finished product .</p> <p>Word List:</p> <ol style="list-style-type: none"> 1. Package 2. Parcel 3. Label 4. Logo 5. Transport 6. Delivery 7. Capacity 8. Shipment 9. Security 10. Freight 11. Rate 12. Port 13. Cargo 14. Warehouse 15. Purchasing 16. Inventory 17. Inspection 18. Tracking 19. Traceability 20. Barcode 21. Accounting 22. Retail 	<p>Explain how the pandemic changed the view of the importance (or essential nature) of transportation/logistics workers.</p> <p>Have students work in teams to present a short piece on whether the pandemic led to more online business transactions or e-commerce and what this means for the future of logistics.</p> <p>Have students explain whether drawing or doodling (or adding online images to their pamphlet piece) helped with learning the vocabulary, particularly with recall of word meanings.</p> <p>Have students explain the benefits of using a pamphlet to present information, explaining whether it is a good marketing tool, and if so, why. Ask students to offer examples of other formats in which the same information could be presented.</p> <p>Have students explain what they noted about the word-list being broken into parts for each team to tackle and then being combined into one finished product.</p> <p>Have students explain any challenges they encountered from engaging in this task and whether they felt each team member carried their weight. Have students report on whether anyone on the team took on a leadership role and how this affected the group dynamics and the outcome.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				<div>23. Order</div> <div>24. Fulfillment</div> <div>25. Return</div> <div>26. Domestic</div> <div>27. Import</div> <div>28. Export</div> <div>29. Systems</div> <div>30. Process</div> <div>31. Global</div> <div>32. Logistics</div> <div>33. Chain</div> <div>34. Supplies</div> <div>35. Material</div> <div>36. Manufacturer</div> <div>37. Marketing</div> <div>38. Management</div> <div>39. Strategy</div> <div>40. Trends</div> <div>Combine all team pieces of the pamphlet into one and have copies made for distribution to all team members.</div> <div>Lead a guided discussion on how the field of logistics uses a system that has processes within that system. Discuss the meaning of “global” as it relates to e-commerce and doing business on a global scale. Mention why it is important to keep up with trends in the field (of logistics).</div> <div>Invite students to search online (with instructor guidance, if needed) for charts, images, and infographics that depict the following:</div> <div>Global Logistics</div> <div>Supply Chain</div> <div>Supply Chain Management</div> <div>Project Management</div>	<div>Have students present their logistics-themed restaurant menus and invite peer feedback.</div>
--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

				<p>Trucking Operations (Rail Freight Operations) (Port Freight Operations)</p> <p>Discuss traditional retail vs. e-commerce and what impact the pandemic has had on these forms of shopping. Mention how technology affects the field of logistics and is affected by it.</p> <p>Alternate/Additional activity: Invite students to work in teams to create a logistics-themed restaurant ‘menu’ that creatively uses terms from the vocabulary list.</p>	
	<p>04.01 Assess the importance of the transportation system.</p> <p>04.02 Explain the scope of the domestic and global transportation system.</p> <p>04.03 Describe various services in the transportation industry and how these services are coordinated.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p>	<p>DL.GED.01 Develop basic keyboarding and numerical keypad skills.</p> <p>R.2 Analyze how individuals, events, and ideas develop and interact over the course of a text.</p> <p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p> <p>Social Studies: E.1 Describe key economic events that have shaped American government and policies.</p>	<ul style="list-style-type: none">Communicate clearly, effectively and with reason.TeamworkCritical thinkingUsing informationUtilizing resourcesSelf-management	<p>Transportation Timeline</p> <p>Discuss how timelines reflect data and how timelines paint a picture of historical information. Explain why it is important to know the sequence of events and of how learning the history of transportation in our nation helps us better understand how the field of logistics got to the place where it is now. Present a searchable interactive timeline of the history of agriculture in the United States</p> <p>Review why timelines serve as important tools and how they help organize information.</p> <p>Review how creation of an online scavenger hunt helps build research and presentation skills.</p> <p>Explain why it is important to offer clues and how clues help us in finding answers.</p> <p>Alternative/Additional: Discuss how the pandemic highlights the ‘essential’ nature of transportation services involving goods and services and invite students to share articles, memes, drawings, cartoons, social media posts, etc. which reflect</p>	<p>Explain the difference between a deadline and a timeline.</p> <p>Discuss how transportation has changed in our nation over its historical timeline and invite students to share insights into how transportation affects trade and business with particular attention to lessons learned from the pandemic.</p> <p>Have teams collect questions from the various points on the searchable interactive timeline to create a scavenger hunt. Ask students to include hints to ease navigation for those who will accept the scavenger hunt challenge.</p> <p>Ask students to share their findings of online pieces that reflect the essential nature of transportation and logistics and have them note which ones reveal a different perspective as a result of the pandemic.</p>

		E. 7 Describe the economic drivers of exploration and colonization in the Americas.		this. (Remind students that they can use the college library's learning resources to locate information).	
	<p>11.01 Plan product/service management strategies.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p>	<p>DL.GED.01 Develop basic keyboarding and numerical keypad skills.</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p> <p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</p> <p>Social Studies: E.1 Describe key economic events that have shaped American government and policies.</p> <p>G.1 Describe how geography affected the development of classical civilizations.</p> <p>G. 3 Describe the concept of borders between peoples and nations. G. 4 Describe the forms of human migration.</p> <p>Science: SP.4 Evaluating Conclusions with Evidence</p>	<ul style="list-style-type: none"> Communicate clearly, effectively and with reason. Critical thinking Using information Utilizing resources 	<p>Moving Along Routes</p> <p>Discuss how maps show connectivity and how they work to 'connect the dots.'</p> <p>Review the movement along points through the history of the 5,000-mile Silk Road, a network of multiple routes that used the common language of commerce to connect the world's major settlements, thread by thread.</p> <p>The Silk Road-History's First World Wide Web</p> <p>Mapping Points on a Line</p> <p>How the Konigsberg Bridge Problem Changed Mathematics (Graph Theory)</p> <p>Network theory</p> <p>Network theory is an area of computer science and network science and part of graph theory. It has applications in many disciplines, including statistical physics, particle physics, computer science, biology, economics, operations research, and sociology. Network theory concerns itself with the study of graphs as a representation of either symmetric relations or, more generally, of asymmetric relations between discrete objects.</p> <p>Video intro.: From social media to massive financial institutions, we live within a web of networks. But how do they work? How does Googling a single word provide millions of results? Marc Samet investigates how these networks keep us connected and how they remain "alive:"</p>	<p>Review what the peaks in graphs reveal and if this is something that can be leveraged to a company's advantage.</p> <p>Explain how maps reflect networks.</p> <p>Discuss why networks are so powerful. Ask students to consider how involved they are in social networks and to discuss which other networks they are involved in.</p> <p>Explain what maps can teach us and discuss what is interesting about flat maps versus other types of maps.</p> <p>Discuss what intersecting points tell us.</p> <p>Ask: What does the intersection of maps and logistics tell us? What about mapping reflects today's on-demand economy and how does technology reveal evolution in the field of logistics, particularly with tools such as GPS?</p> <p>Invite students to consider what other uses for GPS they can think of and to share those with the class.</p> <p>Invite students to present their maps, explaining the significance of what they plotted. Encourage varying formats for the</p>

				<p>What we can learn from inaccurate maps?</p> <p>Have a guided discussion on use of GPS technology noting that many GPS applications are used for mapping and directions.</p> <p>Information Superhighway: Alan Amling · Logistics and marketing expert oversees marketing efforts for UPS’s global logistics and distribution services. With this in mind, Alan Amling reimagines the supply chain of the future. By integrating ideas from the past with today's in-demand economy’s most promising technologies, he paints a surprising picture of how we might manufacture and deliver things in the years to come. Have students create their own maps that reflect intersecting points and movement along paths of various types. Students may work in teams or with partners.</p>	presentations such as slideshow, video clip, audio clip, poster, etc.
	<p>10.05 Explain impact of new production technology for profitability.</p> <p>12.03 Explain how logistics cost can influence pricing decisions.</p> <p>12.04. Determine prices for products/services.</p>	<p>Math: MP.4 Mathematical Fluency A.7 Compare, represent, and evaluate functions</p> <p>Social Studies: E. 4 Describe the principles of Microeconomics and Macroeconomics</p> <p>R.5 Determine an author’s purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text. R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p>	<ul style="list-style-type: none">• Communicate clearly, effectively and with reason.• Critical thinking• Using information• Utilizing resources• Self-management	<p>Value and Quality Control</p> <p>Discuss the time value of money. View this video on calculating future value: Video Intro: We’ve all heard the phrase “Time is money.” But what do these two things actually have to do with one another? German Nande explains the math behind interest rates, revealing the equation that will allow you to calculate the future value of your money (if you wisely put it in the bank, that is).</p> <p>What gives a dollar its value?</p> <p>Video Intro: The value of money is determined by how much (or how little) of it is in circulation. But who makes that decision, and how does their choice affect the</p>	<p>Discuss what interest rates tell us and how they help in daily life. Explain how ‘choice’ and consequences in the market figure into economic decisions.</p> <p>Discuss how supply and demand affect pricing.</p> <p>Ask students to express what we can learn from business cycle peaks.</p> <p>Discuss different ways in which we measure value and explain the paradox of value.</p>

	<p>14.04 Apply sound decision-making strategies.</p> <p>16.04 Explain quality assurance.</p>	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence</p>		<p>economy at large? Doug Levinson takes a trip into the United States Federal Reserve, examining how the people who work there aim to balance the value of the dollar to prevent inflation or deflation.</p> <p>Additional resource</p> <p>Review the peak of a business cycle: Video Intro: During the 1600's, the exotic tulip became a nationwide sensation; some single bulbs even sold for ten times the yearly salary of a skilled craftsman. Suddenly, though, the demand completely plummeted, leaving the tulip market in a depression. What happened? Prateek Singh explains the peak of a business cycle, commonly referred to as a mania.</p> <p>Review supply and demand basics: Video Intro: What is supply and demand? Well, you'll have to watch the video to really understand it, but it's kind of important for everything economically. Supply and demand set prices, and indicates to manufacturers how much to produce.</p> <p>The paradox of value: Video Intro: Imagine you're on a game show and you can choose between two prizes: a diamond ... or a bottle of water. It's an easy choice – the diamonds are more valuable. But if given the same choice when you were dehydrated in the desert, after wandering for days, would you choose differently? Why? Aren't diamonds still more valuable? Akshita Agarwal explains the paradox of value.</p> <p>Review opportunity cost with the parable of the broken window. Video Intro: Paradoxically, while natural disasters clearly destroy wealth, they also seem to create wealth and</p>	<p>Invite students to find and present pieces located online that reflect 'value' and/or 'utility' such as cartoons, memes, news articles, song lyrics, and the like.</p> <p>Invite students to share what they perceive to be the lesson in the broken window story.</p> <p>Have students offer examples of opportunity cost. Ask: What is loss aversion? Review what it means.</p> <p>Discuss how alternatives tie into resource use or allocation.</p> <p>Discuss how behavioral economics helps businesses with placement and pricing decisions and how this works on both an individual consumer level and on a global consumer basis.</p> <p>Review why many marketing strategies seem to rely on known human biases to increase sales and explore ways of controlling our responses to these.</p> <p>Ask: What is the consequent fallacy as explained in the Rebel Supplies video?</p> <p>Review why inspections are important and why labeling of packages is so important. Explore what this says about quality control. Discuss why you think people are better at solving problems in specific social contexts rather than from abstract logical scenarios.</p>
--	----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>employment when the damages are repaired. But 19th century French economist Frédéric Bastiat argued that this idea is a fallacy and fails to take opportunity costs into account. In this video, philosophy professor Dan Russell of the University of Arizona defines opportunity costs and explains the importance of Bastiat’s realization on contemporary economics.</p> <p>Have students present examples of opportunity costs in their personal and/or professional lives to share with classmates.</p> <p>Behavioral economics explains why we procrastinate, buy, borrow, and grab chocolate on the spur of the moment.</p> <p>Have students take turns reading aloud parts of the following Harvard Magazine article that explains behavioral economics:</p> <p>Review/Guided Discussion: Often people make decisions that are not “rational” from a purely economical point of view — meaning that they don’t necessarily lead to the best result. Why is that? Are we just bad at dealing with numbers and odds? Or is there a psychological mechanism behind it? Sara Garofalo explains heuristics, problem-solving approaches based on previous experience and intuition rather than analysis.</p> <p>Lead a discussion about labeling of packages and why that is important when shipping supplies. Be sure to discuss inspection of goods and why this matters. View this video through to the 1:24 mark to allow students to work in teams or groups to solve the problem, then stop the video at the 4:22 mark to skip ads at the end.</p>	<p>Review how do the following terms tie together:</p> <ul style="list-style-type: none">• Utility• Marginal Utility• Diminishing Marginal Utility <p>Ask students to locate local and/or international customs protocols and invite them to work in teams to write one in the If...Then format.</p> <p>Have students work in teams to discuss how the Rebel Supplies riddle addresses challenges in logistics and have them discuss the logical fallacy of affirming the consequent. Then, invite students to offer daily life examples of this with: Can you think of other examples of the affirming the consequent fallacy you might encounter in daily life?</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				<p>Intro. to video: You're overseeing the delivery of supplies to a rebel base in the heart of enemy territory. To get past customs, all packages must follow this rule: if a box is marked with an even number on the bottom, it must be sealed with a red top. One of the four boxes was sealed incorrectly, but they lost track of which one. Can you figure out which box it is and save the day?</p> <p>Note that affirming the consequent, (aka: converse error, fallacy of the converse, or confusion of necessity and sufficiency,) is a formal fallacy of taking a true conditional statement (e.g., "If the lamp were broken, then the room would be dark,") and invalidly inferring its converse ("The room is dark, so the lamp is broken,") even though the converse may not be true. This arises when a consequent ("the room would be dark") has more than one other possible antecedent (for example, "the lamp is not plugged in" or "the lamp is in working order, but is switched off"). Converse errors are common in everyday thinking and communication and can result from, among other causes, communication issues, misconceptions about logic, and failure to consider other causes.</p>	
	<p>11.01 Plan product/service management strategies.</p>	<p>Math: A.7 Compare, represent, and evaluate functions</p> <p>Social Studies: E. 4 Describe the principles of Microeconomics and Macroeconomics</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics. L.2 Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Weights & Measures</p> <p>Why the Metric System Matters Video Intro: For the majority of recorded human history, units like the weight of a grain or the length of a hand weren't exact and varied from place to place. Now, consistent measurements are such an integral part of our daily lives that it's hard to appreciate what a major accomplishment for humanity they've been. Matt Anticole traces the wild history of the metric system.</p> <p>Next, review this NASA Connect Segment explaining the development of the US standard system of measurement and the metric system and how the two</p>	<p>Discuss how consistent measurements are such an integral part of our daily lives and how the metric system evolved.</p> <p>Review which types of measurements are used in daily life and which are used in logistics.</p> <p>Explain the difference between a number and a measurement. Discuss why accuracy is important in business. Discuss why precision is important in business.</p>

		<p>W.3 Write clearly and demonstrate sufficient command of standard English conventions.</p>	<p>systems differ to learn why ‘measurements’ are fundamentally different from numbers:</p> <p>What’s the difference between accuracy and precision?</p> <p>When we measure things, most people are only worried about how accurate, or how close to the actual value, they are. Looking at the process of measurement more carefully, you will see that there is another important consideration: precision. Matt Anticole explains what exactly precision is and how can help us to measure things better:</p> <p>Review here to answer What is accuracy? What is precision?</p> <p>Taking a measurement requires you to use a measuring tool of some sort: a ruler, a thermometer, a graduated cylinder, etc. Check out Bill Nye the Science Guy - S05E17 Measurement.</p> <p>Check out this Chemistry Crash course to learn more about why units are so essential:</p> <p>For further insight into precision and accuracy, to include a look at significant figures, watch this video. For significant figures review.</p> <p>Have students create a chart to show the similarities and differences between the standard and metric systems of measurement and between precision and accuracy, offering an example of each.</p> <p>***William Heuisler explains the history of time and how trains changed everything. Quality vs. Quantity</p> <p>Review What if your arguments don't add up? Niro Sivanathan Niro Sivanathan is a Professor of Organizational Behavior at the London Business School.</p>	<p>Write your own example of a scenario that would give you imprecise but accurate measurements.</p> <p>Write your own example of a scenario that would give you inaccurate but precise measurements.</p> <p>Questions of precision can arise not just from direct measurements, but also when we make decisions about what values are appropriate to plug into calculations. Provide an example of this from the Mars Curiosity lander story.</p> <p>Review how quality control impacts an individual consumer vs. a business. Offer examples of management’s role in ensuring optimal quality control measures.</p> <p>Explain the ‘dilution effect’ and how it works, particularly when evaluating options. What are other examples like the dish set example in the video that address perceived value?</p> <p>Role-play strategies which managers can use to persuade employees and/or customers, particularly when it comes to perceived value.</p> <p>Explain some difficulties that could arise if there were no such thing as standard time (in other words, why is there a need for a global clock?).</p> <p>***Explain how trains sparked a need for standardized time.</p>
--	--	----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				Niro obtained his Ph.D. in Management & Organizations from the Kellogg School of Management at Northwestern University.	<p>Explain some techniques that advertisers use to persuade consumers when it comes to goods and services.</p> <p>Discuss how our global economy affects the way we measure quality and quantity and how the pandemic has affected quantity and quality measures?</p> <p>Discuss anything surprising about the results of the pharmaceutical ad experiment in Niro’s video and what this teaches us about consumer awareness and marketing techniques.</p>
	<p>05.06 Explain the elements that influence space layout in warehousing (e.g. productivity, damage, safety, security, etc.)</p> <p>11.01 Plan product/service management strategies.</p> <p>12.01 Explain pricing fundamentals.</p> <p>12.02 Evaluate pricing fundamentals.</p> <p>13.04 Explain the importance of logistic</p>	<p>Math: MP.5 Evaluating Reasoning and Solution Pathways A.7 Compare, represent, and evaluate functions Q.3 Calculate and use ratios, percent, and scale factors</p> <p>Social Studies: E.2 Explain the relationship between political and economic freedoms</p> <p>Science: SP.4 Evaluating Conclusions with Evidence SP.8 Probability & Statistics</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics. L.2 Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none">Communicate clearly, effectively and with reason.Critical thinkingUsing informationUtilizing resourcesSelf-management	<p>Matrices</p> <p>Organize numbers into a grid, or matrix: Video Intro: When you’re working on a problem with lots of numbers, as in economics, cryptography or 3D graphics, it helps to organize those numbers into a grid, or matrix. Bill Shillito shows us how to work with matrices, with tips for adding, subtracting and multiplying (but not dividing!).</p> <p>Capacity</p> <p>Overbooking Example: Video Intro: Have you ever sat in a doctor’s office for hours, despite having an appointment? Has a hotel turned down your reservation because it’s full? Have you been bumped off a flight that you paid for? These are all symptoms of overbooking, a practice where businesses sell or book more than their capacity. So why do they do it? Nina Klietsch explains the math behind this frustrating practice.</p>	<p>Discuss how a grid or matrix organizes numbers.</p> <p>Explain the strategy of overbooking in regard to optimizing resources.</p> <p>Discuss how statistics and probability factor into business decisions. Explain likelihood and its link to expected revenue.</p> <p>Discuss practical behavior versus ethical behavior in terms of the overbooking strategy.</p> <p>Discuss what you learned about prime numbers and sectors.</p> <p>Review what you learned from working on the cargo riddle and from using a 4-step problem solving approach?</p>

	<p>performance on customer service in generating revenue and managing profit and loss.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p> <p>14.04 Apply sound decision-making strategies.</p>	<p>capitalization and punctuation when writing.</p> <p>W.3 Write clearly and demonstrate sufficient command of standard English conventions.</p>		<p>Note that the amount of tickets to sell for the highest revenue is found by: Multiplying the probabilities by the revenue for each case, adding those all up, and repeating this calculation for various numbers of extra tickets.</p> <p>Added resource to the above.</p> <p>Review the 4-step problem-solving approach:</p> <ul style="list-style-type: none"> • Step 1: Understand the problem. • Step 2: Devise a plan (translate). • Step 3: Carry out the plan (solve). • Step 4: Look back (check and interpret). <p>Situation: Set the scene: As the cargo director on the maiden voyage of the S.S. Buoyant, you've agreed to transport several tanks containing the last specimens of an endangered fish species to their new aquarium. Unfortunately, the boat is battered by a fierce storm, throwing your precious cargo overboard. Can you get the fish to safety and save the day?</p> <p>Present the Cargo Riddle and pause at the 2:25 mark to allow time for students to work in teams or groups to solve the riddle:</p> <p>Guided questions: Which best describes the number of tanks that can fit in the cargo hold? The fish tanks could have landed in any one of how many different sectors? How many total organisms are in the 3 sectors? What do you know about each sector and what do you know about how many fish the tanks hold? Can you think of any real life problems involving partial information that a table might help you solve?</p>	<p>Have students locate relevant infographics and discuss their effectiveness in terms of strategic thinking and attention to task, purpose, and audience.</p> <p>Invite students to present examples of matrices or grids and offer why this method of organization serves the interests of businesses.</p> <p>Added activity/Guided Discussion: After you have solved the riddle, consider this additional scenario. If all of the information in the riddle remains in place, but we added 1 detail – that there is a porpoise in one of the sectors – what effect would that have on the number of possible solutions? Why would such a small detail have such a large impact?</p> <p>Ask students to work in teams to create a grid of the fish tank riddle and to present their reasoning.</p> <p>Ask students the following questions for the TV screen size activity: : Do you think it would be easier to change the way we currently produce televisions in order to fit major cinematic films, or the way we currently produce major cinematic films in order to better fit on the average television? Why? Do larger TVs typically cost more? Why? According to the article on TV pricing, what is meant by production capacity and yield? What is 'manufacturing efficiency'? How does</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				<p>Would it be possible to solve this riddle if we didn't know there were the same number of fish in every tank? Why or why not?</p> <p>Would it be possible to solve this riddle if there were two sectors with an unknown number of fish, but a known number of sharks? Why or why not?</p> <p>Review this lesson on understanding ratio, percent and proportion:</p> <p>Work in teams to consider these questions:</p> <p>If you take a major cinematic film (produced in 2.35:1 aspect frame) and compare it with a television (4:3 screen), we find that how much of the original movie can fit on the television screen? Suppose someone made a TV for your living room that was actually 2.35:1 to show full movies, and the TV was the same height as the average 50" TV. How wide would the new TV have to be?</p> <p>(Solutions found under the Think quiz section of the TEDEd lesson on why the shape of your screen matters).</p> <p>Have students volunteer to take turns reading aloud.</p> <p>Alternate/Additional activity: View the mini-course by Qian Wang on Economies of Scale and Economies of Scope:</p> <p>Note that an mp4 file may be downloaded or use the YouTube video.</p>	<p>this inform us about how supply and demand drive prices?</p> <p>Invite examples to explain how economies of scale and of scope relate to our daily lives?</p> <p>Ask students how a grid could be used to show scale and proportion. Have students refer to this link to point out what stands out to them most about this topic:</p> <p>https://www.asu.edu/cfa/wwwcourses/art/SOACore/scalemain.htm</p>
	<p>09.15 Explain payment problems with suppliers and user departments.</p> <p>11.01 Plan product/service</p>	<p>Math:</p> <p>MP.1 Building Solution Pathways and Lines of Reasoning</p> <p>Q.1 Apply number sense concepts, including ordering rational numbers,</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking 	<p>Working backward to solve problems</p> <p>They always say that you win at chess by being a few moves ahead of your opponent. In this video, chess grandmaster Maurice Ashley talks about some of the strategies chess players use to do that, specifically:</p>	<p>Invite students to share examples of looking backwards to look or solve forward - to include use of chunking, pattern recognition, stepping-stone method and retrograde analysis.</p>

	<p>management strategies.</p> <p>14.01 Explain basic management concepts.</p> <p>14.04 Apply sound decision-making strategies.</p>	<p>absolute value, multiples, factors, and exponents</p> <p>Q.2 Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers</p> <p>Science: SP.2 Investigation Design (Experimental and Observational) SP.4 Evaluating Conclusions with Evidence</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> Using information Utilizing resources Self-management 	<p>Chunking – taking a group of positions and seeing what possibilities are there, the divide and conquer method</p> <p>Pattern recognition – looking for patterns you recognize</p> <p>Stepping-stone method – freeze frame the position and try to guess the next possible moves</p> <p>Retrograde analysis – work backwards. From where you want to go, try to see where you would have had to be to get there, or as he puts it, from the end game, look backwards.</p> <p>Retrograde analysis is a technique that helps solve problems by working backwards from the desired endgame. In game theory at large, this method is called backward induction. Invite students to tell about another situation (a game or a homework assignment, for example) where they had to use their problem-solving skills to succeed</p> <p>Examples of this: The Curious Case of Benjamin Button</p> <p>Problem Solving/Troubleshooting</p> <p>View See What You Think: A recipe for problem solving by Max Sylvester</p> <p>Mark Sylvester has a background as a chef and tends to think about problems as recipes.</p> <p>Discuss how short-term and long-term perspectives fit into stock market investment strategies.</p> <p>Investment: Review this video on how the stock market works.</p> <p>View this video which explores the tactics of different investing strategies:</p> <p>Review: One of the factors working against market efficiency is human irrationality; emotions can influence investor decisions and lead them to make bad decisions.</p>	<p>Discuss the fields that use retro-analysis and why it is so useful.</p> <p>Ask: What do you do to sharpen your problem-solving skills? How can use of retro-analysis help with investments? What is a 'share' and how does this relate to value? What is the difference between profits and worth? What do individuals and institutions achieve by investing in stocks?</p> <p>There are wide arrays of strategies under both the active and passive schools of thought. Discuss which strategies are best for investors looking to manage their own stock positions.</p> <p>Explain what you do to sharpen your problem-solving skills.</p> <p>Discuss how pattern recognition helps us strategize and how thinking of problems as recipes help us plan, especially with 'clustering the chaos' and 'making a map' as Mark Sylvester explains.</p> <p>In researching a company's finances, what might an investor look for to determine whether a company is a good one to buy?</p> <p>What are some examples of how an investor might let their emotions influence their investment decisions?</p>

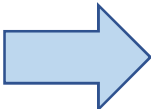

<p>04.05 Determine the costs/benefits of company-owned versus for-hire transportation.</p> <p>04.06 Explain the scope and complexities of international transportation.</p> <p>04.07 Explain the general costs included in transportation rates.</p> <p>05.06 Explain the elements that influence space layout in warehousing (e.g. productivity, damage, safety, security, etc.)</p> <p>05.07 Create a cost-benefit analysis.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>15.01 Explain types of risk.</p> <p>15.02 Explain risk management.</p> <p>15.03 Analyze safety/security risks.</p>	<p>Math:</p> <p>MP.3 Furthering Lines of Reasoning</p> <p>Q.8 Utilize counting techniques and determine probabilities</p> <p>Social Studies:</p> <p>E.2 Explain the relationship between political and economic freedoms</p> <p>Science: SP.4 Evaluating Conclusions with Evidence</p> <p>SP.8 Probability & Statistics</p> <p>R.2 Analyze how individuals, events, and ideas develop and interact over the course of a text.</p> <p>R.6 Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	<p>Quantification, Probability, and Risk</p> <p>Why do UPS trucks provide right-turn only directions to drivers?</p> <p>Video included in above link: https://youtu.be/HV_bJxkdNDE</p> <p>Review what is meant by weighing costs and benefits. Define risk analysis.</p> <p>Intro.: Meet Lucy. She was a math major in college, and aced all her courses in probability and statistics. Which do you think is more likely: that Lucy is a portrait artist, or that Lucy is a portrait artist who also plays poker? How do we know which statement is more likely to be true? Alex Gendler explores our tendency to look for shortcuts and the phenomenon known as the conjunction fallacy.</p> <p>Ask students to pay attention to the conjunction fallacy in terms of probability judgment and to note that systematic violations of the conjunction rule are observed in judgments of lay people and of experts. Point out that this phenomenon is demonstrated in a variety of contexts, including estimation of word frequency, personality judgment, medical prognosis, decision under risk, suspicion of criminal acts, and political forecasting. With this in mind, view this video on situations with added conditions.</p> <p>Should we rely on probabilities and careful analysis when making important decisions? In this quick talk, professional poker player Liv Boeree shares three strategies she's learned from the game and how we can apply them to real life.</p> <p>Discuss how estimation helps with strategic planning and review why it is important to convey probability and to speak in numbers.</p>	<p>Discuss optimization, particularly in terms of insurance and fuel economy? Explain how UPS achieves this?</p> <p>Discuss how models are useful for quantifying things and how probability factors into risk analysis.</p> <p>Review some strategies for weighing benefits and risks.</p> <p>Give examples that show that we are consumers and discuss why we expect a return on investment.</p> <p>Discuss why the same mental process responsible for the conjunction fallacy is helpful in everyday life.</p> <p>Discuss how we know the conjunction fallacy isn't just a matter of unfamiliarity or lack of knowledge and review how the conjunction fallacy contributes to the spread of fake news and conspiracy theories.</p> <p>Discuss how businesses and individuals seek a 'strategic edge' when investing.</p> <p>Discuss why businesses look to make revenue or profit. Explain how profit helps offset loss.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

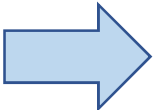
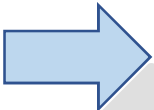
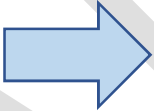
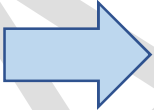
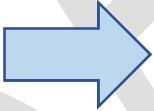
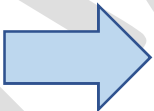
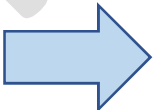
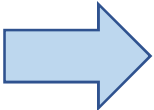
	<p>11.01 Plan product/service management strategies.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p> <p>14.01 Explain basic management concepts.</p> <p>14.04 Apply sound decision-making strategies.</p>	<p>Math: MP2. Abstracting Problems</p> <p>Q.6 Interpret and create data displays</p> <p>Social Studies: SSP.6 Integrate Content Presented in Different Ways SSP.10 Read and Interpret Graphs, Charts and Other Data Representation</p> <p>Science: SP.4 Evaluating Conclusions with Evidence</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	<p>The Beauty of Data Visualization</p> <p>Data Analytics</p> <p>Review this crash course on navigating digital information.</p> <p>David McCandless turns complex data sets (like worldwide military spending, media buzz, Facebook status updates) into beautiful, simple diagrams that tease out unseen patterns and connections. Good design, he suggests, is the best way to navigate information glut -- and it may just change the way we see the world.</p> <p>Discuss how a vision statement works as a piece of data and how it informs and reflects a story or narrative. Discuss how a vision statement bridges the decision makers to the actions a business takes and how it informs strategy for positive results. Explore how data analytics informs business decisions.</p> <p>Video Intro:</p> <p>Vision statements are powerful tools in business and in life. View Vision Statements, in Business, in Stories, in Life Andrew Mancini </p>	<p>Discuss how a visual of data helps us understand what the numbers mean.</p> <p>Explain how data visualizations are like art forms.</p> <p>Discuss how data can be manipulated. Review concepts of information overload, misinformation, and disinformation.</p> <p>Offer examples of data visualizations found online that relate to the field of logistics. (Be sure to cite your sources.)</p> <p>Write your own vision statement and include a data visualization which highlights any aspect of it.</p> <p>Explain how vision statements serve as tools that help build a company's presence and/or an individual's presence. Discuss how the tools of data analytics and vision statements help to bring various elements into alignment to add value to a company's and/or an individual's profile.</p>
	<p>11.01 Plan product/service management strategies.</p>	<p>Math: MP.4 Mathematical Fluency Q.1 Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	<p>The Power of Logistics</p> <p>Professor Terry Esper addresses connections in his life to fundamentals of logistics:</p> <p>Marine Logistics</p> <p>Sometimes a single unlikely idea can have a massive impact across the world. Sir Harold Evans, the author of</p>	<p>Discuss what is meant by the power of logistics.</p> <p>Invite examples of 'connections' that reflect logistics.</p>

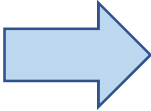
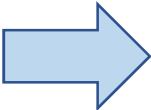
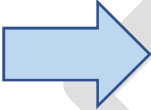




	<p>14.01 Explain basic management concepts.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>15.01 Explain types of risk.</p> <p>15.02 Explain risk management.</p> <p>15.03 Analyze safety/security risks.</p>	<p>A.6 Connect coordinates, lines, and equations</p> <p>Social Studies</p> <p>G. 2 Describe the relationships between the environment and societal development.</p> <p>Science:</p> <p>SP.4 Evaluating Conclusions with Evidence</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p> <p>W.3 Write clearly and demonstrate sufficient command of standard English conventions.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p>		<p>They Made America, describes how frustration drove Malcom McLean, a small-town truck driver, to invent the shipping container. Containerization was born, and it transformed the modern global economy.</p> <p>Have a guided discussion along these lines:</p> <p>About 95% of the cargo that comes into the U.S. arrives by sea. Who's checking it, and how?</p> <p>Is it possible to look after national security without significantly slowing down international trade? How do security measures at the docks compare with airports, train stations, and other places?</p> <p>Do some research and create an infographic with your answers.</p> <p>If you live near an international port, arrange a tour or a conversation with a manager there to learn more.</p> <p>Present your findings or interview to your class.</p> <p>Almost everything we own and use, at some point, travels to us by container ship, through a vast network of ocean routes and ports that most of us know almost nothing about. Journalist Rose George tours us through the world of shipping, the underpinning of consumer civilization.</p> <p><u>Read:</u></p> <p>Discuss what are some of the reasons for safety accidents in the shipping industry?</p> <p>How does the need for speed in delivery drive capacity?</p> <p>What are the various costs associated with cargo accidents? (include human resources) Why is vehicle maintenance so important? Who is in charge of safety measures?</p> <p>Review the U.S. Dept. of Transportation's Freight Rail Overview to include</p> <ul style="list-style-type: none"> • The Freight Rail Network • How, What, and Where Freight Moves 	<p>Discuss how Henry Box Brown fits into the picture of logistics.</p> <p>Explain what the Green Book is.</p> <p>Discuss links between logistics and accessibility.</p> <p>Review how dependent we are on shipping and the role of piracy in the marine logistics industry.</p> <p>Explain sea blindness.</p> <p>Discuss whether container shipping is efficient.</p> <p>Explain the flag of convenience and how it ties into anonymity. Discuss the pros and cons of this.</p> <p>Discuss which form of transportation of goods is the greenest and explore who checks cargo and how.</p> <p>Discuss if it is possible to look after national security without significantly slowing down international trade.</p> <p>Work in teams to create and present a project that shows how security measures at the docks compare with airports, train stations, and other places. (Be sure to cite sources.)</p> <p>Discuss how the supply race caused by the pandemic has raised risks and disrupted</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				<ul style="list-style-type: none">• Fuel Efficiency• The Future <p>Invite a guest speaker working in the field of logistics or with experience in the industry to address students. Take students on a virtual field-trip to sites that offer relevant information about the field. Have students take notes and summarize the presentation/s.</p>	<p>supply chains. Have students find articles online that highlight this to share with the class.</p> <p>Alternate/Additional assessment: Present your interview results from visiting a manager at a major hub of logistics, such as a seaport, cargo airline, or railway station. If unable to speak with a manager, present a report on your field-trip findings or from an online research quest.</p>
	<p>04.08 Calculate and analyze rate structures and transportation possibilities using electronic spreadsheets.</p> <p>07.05 Calculate, analyze, and incorporate various inventory management tools, including spreadsheets, in order to understand the impact on logistics.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p>	<p>Math: MP.4 Mathematical Fluency Q.6 Interpret and create data displays</p> <p>Science: SP.6 Expressing Scientific Information SP.7 Scientific Theories SP.8 Probability & Statistics</p>	<ul style="list-style-type: none">• Communicate clearly, effectively and with reason.• Teamwork• Critical thinking• Using information• Utilizing resources• Self-management	<p>Spreadsheets as Tools of the Trade</p> <p>Create an account for PRDV004: Spreadsheets. You get an email to confirm your account, follow the directions there.</p> <p>Log in or Sign up to track your course progress, gain access to final exams, and get a free certificate of completion!</p> <p>Unit 1: Getting Started with Spreadsheets Completing this unit should take you approximately 1 hour.</p> <p>1.1: Identifying Parts of a Spreadsheet</p> <ul style="list-style-type: none">• Introduction to Excel• Cells, Columns, Rows, and Formulas <p>1.2: Entering and Editing Data in Spreadsheets</p> <ul style="list-style-type: none">• Entering, Editing, and Managing Data <p>Unit 1 Assessment</p> <p>Unit 2: Basic Commands and Functions Completing this unit should take you approximately 2 hours.</p> <p>2.1: Formatting Data</p> <ul style="list-style-type: none">• Basic Features of Spreadsheet Software• Copying and Pasting Data	<p>Discuss how spreadsheets are useful tools.</p> <p>Explain how spreadsheets organize information and calculate certain information and why this matters in today’s global economy.</p> <p>Name some other tools that help those working in logistics to do their jobs more effectively and efficiently.</p> <p>Complete the free online spreadsheets course and take the final exam to earn a free Course Completion Certificate.</p>

				<ul style="list-style-type: none">• How to Add a Note or Comment 2.2: Using Spreadsheets to Create Simple Formulas <ul style="list-style-type: none">• Using Formulas• Basic Functions 2.3: Creating Tables and Graphs of Data <ul style="list-style-type: none">• Graphs and Tables• Charts and Graphs in Microsoft Excel Unit 2 Assessment Unit 3: Spreadsheet Design and Implementation Completing this unit should take you approximately 1 hour. 3.1: Creating a Budget <ul style="list-style-type: none">• Using Microsoft Excel to Create a Family Budget• How to Make A Budget In Google Sheets• How to Create an Income Statement 3.2: Creating an Invoice or Work Estimate <ul style="list-style-type: none">• Sample Work Estimate: Jack's Auto Repair• How to Create Simple Billing Software in Excel Unit 3 Assessment Certificate Final Exam Take this exam if you want to earn a free Course Completion Certificate. PRDV004: Certificate Final Exam/Quiz	
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

IET Single Set of Learning Objectives		Competencies
Students will be able to demonstrate the ability to read, follow directions, and work in teams - to create and present a job exploration project. Individually, students will demonstrate the ability to write effectively by creating a resume which includes their LinkedIn profile link in the contact information section.		<ul style="list-style-type: none">• Demonstrate the ability to read, follow directions, and work individually and in teams.• Demonstrate the ability to write effectively by creating a product that showcases categories and keywords or factors.
Students will demonstrate the ability to effectively manage time as they work in teams to weigh options and discuss alternatives, and to consider ethical implications in providing justifications for actions in a crisis situation.		<ul style="list-style-type: none">• Demonstrate the ability to effectively manage time to work in teams and to weigh options and discuss alternatives

		<ul style="list-style-type: none"> • Demonstrate the ability to consider ethical implications in providing justifications for actions in a crisis situation.
Students will demonstrate skill in prioritizing resources and strategizing to solve problems in a crisis situation while being mindful of resource allocation and teamwork.		<ul style="list-style-type: none"> • Demonstrate skill in prioritizing resources, negotiating and strategizing to solve problems in a crisis situation while being mindful of resource allocation and teamwork.
Students will engage in interpersonal communication and critical thinking in evaluating quality customer service experiences while analyzing aspects of quality control in business and working in teams to analyze details that distinguish levels of meaning.		<ul style="list-style-type: none"> • Demonstrate the ability to engage in interpersonal communication and critical thinking in evaluating quality customer service experiences while analyzing aspects of quality control in business. • Demonstrate the ability of work in teams to analyze details that distinguish levels of meaning.
Students will analyze ethical dilemmas and associated legal implications while considering issues of sustainability and recovery from scandal.		<ul style="list-style-type: none"> • Demonstrate the ability to analyze ethical dilemmas and associated legal implications while considering issues of sustainability and recovery from scandal.
Students will demonstrate the ability to research, collect data, and present information with marketing strategies in mind while investigating what a global economy is and how the pandemic revealed the essential nature of supply chain logistics, forms of transportation for goods and service, and employees in this field.		<ul style="list-style-type: none"> • Demonstrate the ability to research, collect data, and present information with marketing strategies in mind while investigating what a global economy is and how the pandemic revealed the essential nature of supply chain logistics, forms of transportation for goods and service, and employees in this field.
Students will demonstrate research, reasoning, and reporting skills in working in teams to create a project that utilizes interactive timeline information to offer historical context to the evolution of transportation in the United States.		<ul style="list-style-type: none"> • Demonstrate research, reasoning, and reporting skills in working in teams to create a project that utilizes interactive timeline information to offer historical context to the evolution of transportation in the United States with a focus on freight, railway, and port operations.
Students will demonstrate understanding of the role of mapping and networking in daily life and in the field of global logistics.		<ul style="list-style-type: none"> • Demonstrate understanding of the role of mapping and networking in daily life and in the field of global logistics.
Students will evaluate behavioral economic concepts across levels from the individual consumer to mass marketing.		<ul style="list-style-type: none"> • Demonstrate the ability to evaluate behavioral economic concepts across levels from the individual consumer to mass marketing or ecommerce in a global economy.
Students will demonstrate understanding of the role of measurement in quality control, marketing, and logistics.		<ul style="list-style-type: none"> • Demonstrate understanding of the role of measurement in quality control, marketing, and logistics.

Students will demonstrate the role of statistics, probability, ratios, and matrices in organizing and presenting data, as well as in understanding economies of scale and scope.		<ul style="list-style-type: none"> • Demonstrate the role of statistics, probability, ratios, and matrices in organizing and presenting data, as well as in understanding economies of scale and scope.
Students will demonstrate understanding of various types of problem solving strategies and their applications in the workplace as well as in daily life to include the role of working backwards in investment planning and risk-taking.		<ul style="list-style-type: none"> • Demonstrate understanding of various types of problem-solving strategies and their applications in the workplace as well as in daily life to include understanding of the role of working backwards in investment planning, strategizing, negotiating, and risk-taking.
Students will demonstrate knowledge of risk analysis and explore return on investment in relation to strategic decision-making.		<ul style="list-style-type: none"> • Demonstrate knowledge of risk analysis and return on investment in relation to strategic decision-making for pricing and other business decisions.
Students will demonstrate knowledge of the role of data analytics in the current global economy.		<ul style="list-style-type: none"> • Demonstrate knowledge of the increasing role of data analytics and data visualization in the current global economy and its role in global logistics.
Students will demonstrate understanding of factors in the shipping industry and of sustainability and accessibility in logistics.		<ul style="list-style-type: none"> • Demonstrate understanding of factors in the shipping industry and of the role of sustainability and accessibility in logistics.
Students will demonstrate knowledge of the role of digital tools, particularly spreadsheets, for the organization, analysis, and storage of data in tabular form, noting that they are computerized analogs of paper accounting worksheets.		<ul style="list-style-type: none"> • Demonstrate knowledge of the role of digital tools, particularly spreadsheets, for the organization, analysis, and storage of data in tabular form, noting that they are computerized analogs of paper accounting worksheets to inform past, present, and future operations of a business such as one dealing in global logistics.
Students will be able to demonstrate the ability to read, follow directions, and work in teams - to create and present a job exploration project. Individually, students will demonstrate the ability to write effectively by creating a resume which includes their LinkedIn profile link in the contact information section.		<ul style="list-style-type: none"> • Demonstrate the ability to read, follow directions, and work individually and in teams. • Demonstrate the ability to write effectively by creating a product that showcases categories and keywords or factors.

DRAFT



GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.