

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 3	<p>Chapter 7: Logistics Information Systems and Technology</p> <ul style="list-style-type: none"> - Defining Information - Information in Logistics - Logistics Information Systems - Supportive Logistics Technology - Autonomous Logistics Technology <p>Chapter 8: Finance in the Supply Chain</p> <ul style="list-style-type: none"> - The Who and What of Finance - Income Statements - The Balance Sheet - Financial Ratios - The DuPont Strategic Model - The Inventory Turnover Ratio - Cost Accounting <p>Chapter 9: Global Supply Chain Management</p> <ul style="list-style-type: none"> - International Market Entry - The Global Supply Chain Environment - Trade Agreements Around the World - International Trade Documentation - INCOTERMS and ISO 9001 	MP3 - 45 days. Chapters 7-9
Life Literacy & Key Skills Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
<p>Creativity and Innovation Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>TECH.9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>TECH.9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p>	<p>Essential Question/s: What is the difference between data and information? What is raw data? What is big data and why has it become an important concept? How do companies handle big data? What is a logistics information system? When is an LIS used? Why would an optimization system be necessary for a company’s supply chain? What is your opinion of autonomous trucking and autonomous vehicles for delivery?</p>
Career Awareness, Exploration, Preparation, & Training Disciplinary Concept:	Performance Expectation/s:	

<i>Core Idea</i>		
<p>Career Awareness and Planning There are strategies to improve one’s professional value and marketability.</p> <p>Career Awareness and Planning Career planning requires purposeful planning, based on research, self-knowledge, and informed choices.</p>	<p>WRK.9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>WRK.9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal growth.</p> <p>WRK.9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>	<p>What is the difference between a publicly traded company and a privately owned company? What are shares of stock, and which of these types of companies are divided into shares? What are financial statements and why might they be necessary? In an income statement, how are purchases different from the total cost of goods sold? What is a balance sheet? What is on each half of a balance sheet? What is the difference between current assets and fixed assets? What is a financial ratio? What is its purpose? What is the inventory turnover ratio and might a business use it? What benefits does international trade offer a company? What is a joint venture? In what situations do companies form joint ventures? What is a wholly owned subsidiary? What are the risks and benefits of forming a wholly owned subsidiary? What is a PESTEL analysis? What are the six factors in a PESTEL analysis? What is a free trade area? What is a free trade agreement? How are the two related? What are the two types of special economic zones? What is the difference between the two? What is the purpose of the INCOTERMS rules? Who uses them? What is ISO? Why is it important for supply chain management?</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making</p>	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. 	<p>Activity Description: Students will complete lecture notes, learn key terminology (interactive practice), complete Summary and Review Questions, and discuss issues for critical thinking and discussion. Other interactive activities will be used to make real-life connections to concepts. In addition, students will explore various web destinations to apply content to the real world examples.</p>

	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others. Develop, implement, and model effective problem solving and critical thinking skills. 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"> Quizzes Tests Thumbs up/down Think Pair Share Exit tickets 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assigned Rubric evaluations <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> District Assessments Case Study Interpretations: Technology Innovation at Walgreens, Working with Financial Statements and Ratios, Disaster Events and Global Supply Management 		
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an individual or classroom 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionaries. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	<p>aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> • Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student’s special education classroom, or the school’s Occupational or Physical Therapists. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist. <p>Other:</p> <ul style="list-style-type: none"> • Textbook: Experience Criminal Justice by Hendrix 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> ● Offer resources to students in a variety of ways to accommodate for multiple learning styles. ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> ● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 	<ul style="list-style-type: none"> ● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> ● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Standard 9

9 Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Attend to financial well-being.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP4. Demonstrate creativity and innovation.
- CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6. Model integrity, ethical leadership and effective management.
- CRP7. Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural global competence.