

RCOE BUSINESS LOGISTICS FUNDAMENTALS

DATE:

INDUSTRY SECTOR: Business and Finance Sector

PATHWAY: International Business

CALPADS TITLE: Intermediate International Business (Concentrator)

CALPADS CODE: 7430 MVUSD Course #7641

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	180	0

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Logistics Analysts	13-1081.02	Transportation, Storage, and Distribution Managers	11-3071.00
Logisticians	13-1081.00	Supply Chain Managers	11-3071.04

COURSE DESCRIPTION:

RCOE Business Logistics Fundamentals is an interdisciplinary CTE course which explores the intersection of the business and logistics industries. Students will examine on the impact of logistics on business by analyzing the flow of products through the various channels of distribution. Students will be introduced to the technology, innovation, and science that stimulates logistics and fuels business.

A-G APPROVAL: No

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES: None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- The Logistics Novice - Volume 1 (Leo Medina - <https://www.medina.education/ebooks>)

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Introductory	RCOE Business Logistics Fundamentals
10, 11, 12				Concentrator	RCOE Business Logistics Analysis
11, 12				Capstone	RCOE Business Logistics Leadership

I.	UNIT 1: THE PERFECT STORM	CR	Lab/ CC	Standards
	<p>In this unit, students will investigate the rise of the Baby Boomer Generation and the effect of their departure from the workforce. Additionally, students will analyze the skills gap employers experience when seeking workers to replace the Baby Boomers retiring from the field. Students will reflect on and develop the skills needed to bridge said skills gap. These topics will be explored through the lens of e-commerce and its exponential growth. Students will also research potential career pathways in order to identify post-secondary options.</p> <p>Key Assignments:</p> <ol style="list-style-type: none"> Students will develop a bar graph that illustrates the growth of e-commerce in the last five years. Students will identify and measure variables across time-periods including, but not limited to, amount of sales, amount of revenue, or presence of companies in the stock market. Students will analyze a case study and develop a tri-fold pamphlet which responds to the following: <ol style="list-style-type: none"> A description of the skills gap in the United States. Reasons why students graduate from college to enter the workforce. How to obtain the necessary skills to bridge the skills gap and enter the workforce. Students will present both the bar graph and tri-fold for discussion and feedback. <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> Business and Finance Sector <ul style="list-style-type: none"> Business Management Pathway (182) <ul style="list-style-type: none"> C 1.2 C 2.4 C 5.0 C 6.0 	20	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1, 2.5 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>CTE Pathway: C1.2, C2.4, C5.1, C5.2, C5.3, C6.1, C6.2, C6.3, C6.4, C6.5</p>
II.	UNIT 2: WHAT IS LOGISTICS?	CR	Lab/ CC	Standards
	<p>In this unit, students will examine the supply chain of logistics and the management of each aspect. Students will learn how the military utilizes logistics and how companies model those tactics. Students will understand the role of demand forecasting in logistics as well as forecasting methodology such as surveying and statistics. Students will learn about customer service and how the outcomes of effective customer service assist the logistics process. Students will also differentiate between the modes of transportation and the benefits of each when determining the most effective mode.</p> <p>Key Assignments:</p> <ol style="list-style-type: none"> Students will review a case study and develop a plan to forecast demand for a clothing item. The forecast plan will include: <ol style="list-style-type: none"> A new, not on the market clothing item including design and materials. Forecast method (either consumer survey or opinion poll) and rationale for selecting the method. <ol style="list-style-type: none"> Once complete, students will utilize their forecast method to conduct an electronic or in-person poll at their local school. A minimum of 20 respondents are needed. Responses should also be recorded. Students will create a presentation that will describe the product idea, the demand forecasting method, and the results. Students will analyze a case study and develop a 2-3 minute customer service training video. The training video will be to introduce new agents to customer service and equip them to do their job effectively. The video will: <ul style="list-style-type: none"> Outline the basic responsibilities of a customer service agent. Describe some strategies customer service agents can use to fix any 	20	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1, 2.5 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.7, 7.8 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: C1.3, C1.4</p>

	<p>problems with the products and resolve customers' complaints.</p> <p>3. Students will present both the forecast plan and customer service video for discussion and feedback.</p> <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> • Transportation Sector <ul style="list-style-type: none"> • Operations Pathway (223) <ul style="list-style-type: none"> • A 2.3 • A 3.1 • A 4.0 • A 5.0 • A 7.1 			
III.	UNIT 3: A HIGH GROWTH INDUSTRY	CR	Lab/CC	Standards
	<p>In this unit, students will identify the four geographic regions as well as the characteristics and governmental policies of each. Students will analyze growth trends of e-commerce and logistics and the influence of those trends on business and logistics. Furthermore, students will reflect on how customer spending habits affect business and logistics.</p> <p>Key Assignments:</p> <ol style="list-style-type: none"> 1. Students will develop a governmental plan on behalf of the state of California to encourage Mexico to assist with the construction of a new port of entry in the Otay Mesa area of San Diego, CA. The plan will be presented as a tri-fold pamphlet, a slide show presentation, or a video. The plan will include: <ol style="list-style-type: none"> a. Information about the current financial losses that the long delays at the current port of entry are causing businesses in Mexico and the United States. b. Potential benefits that a new border crossing would bring to both countries. 2. Students will create an infographic about the logistics industry which will include the following: <ol style="list-style-type: none"> a. A description of logistics, including a definition, a description of important elements, and a list of important logistics activities. b. A description of the recent growth and the projected growth of the industry. c. A summary of a logistics company such as UPS, FedEx, etc. 3. Students will present both the governmental support plan and infographic for discussion and feedback. <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> • Transportation Sector <ul style="list-style-type: none"> • Operations Pathway (223) <ul style="list-style-type: none"> • A 2.3, 2.5 • A 3.1 • A 7.1 	20	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1, 2.5 Technology: 4.5 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.8 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.4</p> <p>CTE Pathway: C2.3, C3.6, C5.2, C5.1, C5.3, C6.3, C6.1, C6.5, C6.2, C6.4, C7.4, C8.6</p>
IV.	UNIT 4: CAREERS OF THE 21ST CENTURY	CR	Lab/CC	Standards
	<p>In this unit, students will learn about various career options within the logistics industry. Among those options, students will investigate the duties of a supply-chain manager, an inventory manager, a logistics analyst, and a logistics engineer. Students will become familiar with how each position functions within the logistical process, what skills are needed to be successful, and requirements needed for employment.</p> <p>Key Assignments:</p> <ol style="list-style-type: none"> 1. Working as an inventory manager for a small school supply store, students will locate a new, better supplier of pencils. As a result, students will: <ol style="list-style-type: none"> a. Research a new pencil supplier. 	20	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Problem Solving</p>

	<p>b. Compare prices, shipping costs, shipping times, and quality of products. c. Identify several suppliers that your store may choose from, noting the pros and cons of each. d. Rank the suppliers from the best option to the least favorable. e. The results of locating a new pencil supplier will be displayed via a slideshow presentation or video.</p> <p>2. Students will create an advertisement for a job opening in the logistics industry, using those presented in the lesson or another found online. a. The advertisement should list the responsibilities, skills needed, and possible salary. b. Additionally, students will develop a cover letter to respond to the job opening advertisement. i. The cover letter must follow the common cover letter format. ii. The cover letter should include real or invented skills and experiences.</p> <p>3. Students will present the new pencil supplier plan, job advertisement, and cover letter for discussion and feedback.</p> <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> • Business and Finance Sector <ul style="list-style-type: none"> ◦ Business Management Pathway (182) <ul style="list-style-type: none"> ◦ A 2.1 ◦ A 3.4, 3.6 ◦ A 9.1, 9.2 • Transportation Sector <ul style="list-style-type: none"> ◦ Operations Pathway (223) <ul style="list-style-type: none"> ◦ A 2.1, 2.3, 2.5 ◦ A 3.1 ◦ A 6.0 			<p>and Critical Thinking: 5.1, 5.4 Leadership and Teamwork: 9.7 Demonstration and Application: 11.4, 11.5 CTE Pathway: C1.1</p>
V.	UNIT 5: THE AMAZON EFFECT	CR	Lab/CC	Standards
	<p>In this unit, students will evaluate the effect of Amazon and their practices on the world of logistics and business. Students will review the evolution of Amazon and its offerings as well as what practices helped shape their current trajectory. Students will examine the logistical activities of Amazon and the companies that assist Amazon in meeting the needs of their customers. Students will also consider the hiring plans of Amazon in order to meet the logistical demands of its company.</p> <p>Key Assignments:</p> <p>1. Students will create a logistical plan to meet rising demand for the holiday season in response to a carrier's inability to match demand capacity. The plan's solutions will address: a. Whether Amazon can develop a system to deliver packages to its customers during the holiday season. b. The benefits, if any, of using a "sharing-economy model" to deliver to customers. c. Whether "regular" people can deliver Amazon products in their personal vehicles. d. Students will present their findings via a slideshow presentation or video.</p> <p>2. Students will make a 2-3 minute video focused on educating small e-commerce about Amazon's customer-centric practices. The video will discuss: a. The importance of being customer-centric and the results this approach has yielded for Amazon. b. Provide specific methods the companies can apply to encourage customer loyalty, such as but not limited to: i. Product reviews. ii. Different secure payment options. iii. Manufacturer product information.</p> <p>3. Students will present both the logistical plan and video for discussion and</p>	25	0	<p>Academic: LS: 11.1 CTE Anchor: Communications: 2.1, 2.5 Career Planning and Management: 3.4, 3.8 Technology: 4.5 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.7, 7.8 Demonstration and Application: 11.5 CTE Pathway: C1.3, C1.4</p>

	<p>feedback.</p> <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> • Transportation Sector <ul style="list-style-type: none"> ◦ Operations Pathway (223) <ul style="list-style-type: none"> ◦ A 2.3, 2.6, 2.8 ◦ A 3.1 ◦ A 4.1 ◦ A 5.0 ◦ A 7.0 			
VI.	UNIT 6: WALMART SUPPLY CHAIN	CR	Lab/CC	Standards
	<p>In this unit, students will analyze the logistical operations of Walmart. Students will examine the elements of Walmart’s supply chain management activities including the synchronization of collaborative planning, forecasting, and the replenishment system with projected sales. Students will be able to identify the four key features of Walmart’s logistics management: intermediaries, partnerships, cross docking, and technology. Finally, students will consider how these logistical activities assist Walmart’s success in the e-commerce environment.</p> <p>Key Assignment:</p> <ol style="list-style-type: none"> 1. Acting as an executive at Walmart, students will create a 2–3 minute video explaining to investors the benefits of reinvesting profits into a strong e-commerce presence. The video will discuss: <ol style="list-style-type: none"> a. A summary of possible company losses due to a lack of an e-commerce presence. b. Evidence demonstrating the importance of e-commerce. c. A projection of consumer growth in the e-commerce environment. 2. Students will present the video for discussion and feedback. <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> • Business and Finance Sector <ul style="list-style-type: none"> ◦ Business Management Pathway (182) <ul style="list-style-type: none"> ◦ A 2.4 ◦ A 3.4 ◦ A 4.0 ◦ A7.3 ◦ A 9.1 • Transportation Sector <ul style="list-style-type: none"> ◦ Operations Pathway (223) <ul style="list-style-type: none"> ◦ A 2.1, 2.3 ◦ A 4.1 	25	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1, 2.5 Career Planning and Management: 3.4, 3.8 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.8 Demonstration and Application: 11.5</p> <p>CTE Pathway: C1.1, C8.1, C8.2, C8.3, C8.4</p>
VII.	UNIT 7: UPS, FEDEX, DHL, AND THE POSTAL SERVICE	CR	Lab/CC	Standards
	<p>In this unit, students will learn about the four major courier delivery agents. Students will become familiar with each’s history, logistical practices, strengths, and areas of improvement. Through this, students will be able to delineate between the companies as well as identify emerging technologies each could capitalize on.</p> <p>Key Assignment:</p> <ol style="list-style-type: none"> 1. As a co-owner of a small business, students will research and compare the four major courier delivery agents to determine which company will ship their products. The findings will be developed into a slideshow presentation or a poster and the research will include: <ol style="list-style-type: none"> a. A comparison of prices, delivery times, delivery options, and geographical areas served. b. The benefits and disadvantages of each company. 2. Students will present their findings for discussion and feedback. 	25	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1, 2.5 Career Planning and Management: 3.4 Technology: 4.5 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.8 Technical</p>

	Interdisciplinary Standards <ul style="list-style-type: none"> • Business and Finance Sector <ul style="list-style-type: none"> ◦ Business Management Pathway (182) <ul style="list-style-type: none"> ◦ A 2.4 ◦ A 3.4 ◦ A 9.1 • Transportation Sector <ul style="list-style-type: none"> ◦ Operations Pathway (223) <ul style="list-style-type: none"> ◦ A 2.3, 2.6 ◦ A 3.1 ◦ A 4.1 ◦ A 5.0 			Knowledge and Skills: 10.1 Demonstration and Application: 11.5 CTE Pathway: C1.2, C2.4, C3.6, C4.1, C5.1, C5.2, C5.3, C6.1, C6.2, C6.3, C6.4, C6.5, C7.4, C8.1, C8.6
VIII.	UNIT 8: FREIGHT BROKERS AND FREIGHT SHARING APPS	CR	Lab/CC	Standards
	<p>In this unit, students will learn about the impact of the trucking industry on logistics and business. Students will evaluate the “share economy” model and the role of freight brokers on the industry. Additionally, students will analyze freight sharing apps and how each is used to transport goods. As a result, students will explore three freight sharing apps: Cargomatic, Uber Freight, and Amazon Relay.</p> <p>Key Assignment:</p> <ol style="list-style-type: none"> 1. Students will research the benefits of switching from utilizing freight contractors to contacting truck owners directly using freight sharing apps. The research will be presented as a slideshow and will include: <ol style="list-style-type: none"> a. A description of each app (Cargomatic, Uber Freight, and Amazon Relay). b. The benefits and disadvantages of each app. c. A cost comparison for each app. 2. Students will present their findings for discussion and feedback. <p>Interdisciplinary Standards</p> <ul style="list-style-type: none"> • Business and Finance Sector <ul style="list-style-type: none"> ◦ Business Management Pathway (182) <ul style="list-style-type: none"> ◦ A 3.0 ◦ A 7.3 ◦ A 9.1 • Transportation Sector <ul style="list-style-type: none"> ◦ Operations Pathway (223) <ul style="list-style-type: none"> ◦ A 2.3, 2.6 ◦ A 4.1 ◦ A 7.0 	25	0	Academic: LS: 11.1 CTE Anchor: Communications: 2.1, 2.5 Career Planning and Management: 3.4 Technology: 4.5 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.8 Demonstration and Application: 11.5 CTE Pathway: C1.1, C2.4, C5.1, C5.3, C5.2, C8.6

Entered by:

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