

# Logistics Materials and Supply Chain Management, Classification of Instructional Program (CIP) 52.0203

*Units of Instruction and Task Grid Linked to Pennsylvania Core Standards*

## 100 Safety and Ergonomics

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>101</b> Identify common causes of accidents and injuries in a distribution facility.</p> <p><b>102</b> Define and incorporate safety and ergonomics into all activities.</p> <p><b>103</b> Identify and use personal protective devices.</p> <p><b>104</b> Demonstrate proper lifting techniques.</p> <p><b>105</b> Identify types and appropriate uses of fire extinguishers.</p> <p><b>106</b> Explain how to effectively handle gas and hazardous materials.</p> <p><b>107</b> Define the role of OSHA in the workplace.</p> <p><b>108</b> Explain right-to-know laws.</p> <p><b>109</b> Identify safety and hazard symbols.</p> <p><b>110</b> Interpret Safety Data Sheets (SDS).</p> <p><b>111</b> Demonstrate safety when using manual material handling tools.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b></p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p>Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 11-12</b>  <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...  <b>Standard CC.3.5.11-12.E.</b>  Analyze the structure of the relationships among concepts in a text.  <b>Standard CC.3.5.11-12.F</b>  Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10.H.</b>  Assess the reasoning in a text to support the author's claim for solving a technical problem.  <b>Standard CC.3.5.9-10.I.</b>  Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12.H.</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12.I.</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b></p>	<p>focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 11-12</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b>  <b>Standard CC.3.6.11-12.F.</b> Conduct</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p>By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

## 200 Inventory Management

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>201</b> Manage the flow of inventory.</p> <p><b>202</b> Identify various inventory control systems.</p> <p><b>203</b> RESERVED</p> <p><b>204</b> Explain use of inventory storage systems.</p> <p><b>205</b> Distinguish physical characteristics of inventory.</p> <p><b>206</b> Demonstrate the procedures for correct rotation of stock.</p> <p><b>207</b> Complete physical stock counts.</p> <p><b>208</b> Calculate inventory related to gross and stock.</p> <p><b>209</b> Explain inventory shrinkage.</p> <p><b>210</b> Process returns of inventory to vendors.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words... <b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc. <b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words... <b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text. <b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	<p><b>ALGEBRA</b> <b>Standard. 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard. 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard. 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard. 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers. <b>Standard CC.2.4.HS.B.5</b> Make inferences and justify conclusions based on sample surveys, experiments, and observational studies. <b>StandardCC.2.2.HS.D.3</b> Extend the knowledge of arithmetic operations and apply to polynomials. <b>StandardCC.2.2.HS.D.8</b> Apply inverse operations to solve equations or formulas for a given variable. <b>StandardCC.2.2.HS.D.9</b> Use reasoning to solve equations and justify the solution method. <b>Standard CC.2.1.HS.F.3</b> Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays.</p>

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>            Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10.H.</b>            Assess the reasoning in a text to support the author's claim for solving a technical problem.  <b>Standard CC.3.5.9-10.I.</b>            Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>            Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12.H.</b>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12.I.</b>            Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b>            By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>            Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b>  <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.11-12.G.</b>            Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

## 300 Procurement Operations

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>301</b> Describe the procurement process.</p> <p><b>302</b> Describe company buying/purchasing policies.</p> <p><b>303</b> Process purchasing documentation.</p> <p><b>304</b> Review the performance of vendors.</p> <p><b>305</b> RESERVED</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	



Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

## 400 Receiving Operations

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>401</b> Identify and describe the steps involved in receiving shipments.</p> <p><b>402</b> List procedures for unloading shipments.</p> <p><b>403</b> Complete the process of accepting in-bound shipments.</p> <p><b>404</b> Explain the process for checking merchandise.</p> <p><b>405</b> Reconcile merchandise discrepancies against receiving documents.</p> <p><b>406</b> Update merchandise records with received products.</p> <p><b>407</b> Process refused and damaged shipments.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p>an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 500 Stocking Operations

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>501</b> Identify storage locations requiring replenishment.</p> <p><b>502</b> Perform replenishment operations.</p> <p><b>503</b> Perform stocking operations of merchandise in designated locations.</p> <p><b>504</b> Identify optimal merchandise storage methods and equipment.</p> <p><b>505</b> Execute merchandise transactions to update the Warehouse Management System (WMS).</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I AND</b> <b>Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	

## 600 Order Fulfillment

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>601</b> Identify procedures for selection of customer orders.</p> <p><b>602</b> Distinguish among available selection methods.</p> <p><b>603</b> Perform the physical order picking process using material handling equipment.</p> <p><b>604</b> Complete order selection documentation.</p> <p><b>605</b> Identify and process backorders or shortages.</p> <p><b>606</b> Demonstrate adding route order to destination.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	



Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 700 Packing Operations

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>701</b> Identify types of cartons and protective material used in shipping.</p> <p><b>702</b> Demonstrate proper packing procedures.</p> <p><b>703</b> Complete and enclose a packing list.</p> <p><b>704</b> Demonstrate knowledge of packaging documentation and labeling.</p> <p><b>705</b> Complete building of case shipments.</p> <p><b>706</b> Complete building of pallet shipments.</p> <p><b>707</b> Identify pallet designs and patterns.</p> <p><b>708</b> Palletize and secure a unit load.</p> <p><b>709</b> Identify units of measure.</p> <p><b>710</b> Identify quantity pack numbers.</p> <p><b>711</b> Use tables of weights and measurements.</p> <p><b>712</b> Weigh and record items using a scale.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

## 800 Shipping and Transportation Operations

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>801</b> Identify terms used in routing/shipping.</p> <p><b>802</b> Complete shipments for small package carriers.</p> <p><b>803</b> Prepare a bill of lading.</p> <p><b>804</b> Recognize other types of transportation documents.</p> <p><b>805</b> Determine types of loads.</p> <p><b>806</b> Describe methods for securing loads.</p> <p><b>807</b> Identify terms and procedures used in international shipping.</p> <p><b>808</b> Identify modes of transportation.</p> <p><b>809</b> Identify procedures for outbound modes of transportation.</p> <p><b>810</b> RESERVED</p> <p><b>811</b> Identify procedures of shipments of hazardous materials.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	



# 900 Material Handling Equipment

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>901</b> Identify the primary types of hand-operated pieces of warehouse equipment.</p> <p><b>902</b> Demonstrate the use of hand-operated warehouse equipment.</p> <p><b>903</b> Identify the various types and characteristics of powered industrial trucks.</p> <p><b>904</b> Demonstrate procedures for inspecting powered industrial trucks.</p> <p><b>905</b> Demonstrate the operation of various types of powered industrial trucks.</p> <p><b>906</b> Perform certification tests on selected powered industrial trucks.</p> <p><b>907</b> Identify various types of fork lift attachments and modifications.</p> <p><b>908</b> Identify steps for refueling and or recharging forklifts.</p> <p><b>909</b> Identify various types of overhead material handling equipment.</p> <p><b>910</b> Identify types of conveyor systems.</p> <p><b>911</b> Identify various types of automated materials handling equipment.</p> <p><b>912</b> Identify various types of docks and dock equipment.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 1000 Industry Trends and Technology

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>1001</b> Demonstrate the use of technological devices to facilitate operations.</p> <p><b>1002</b> RESERVED</p> <p><b>1003</b> Identify and use logistics and the Warehouse Management System as applicable in operations.</p> <p><b>1004</b> Explain the importance of globalization on the supply chain.</p> <p><b>1005</b> Identify and explain current trends in the supply chain field.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 1100 Logistics and Supply Chain Management

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>1101</b> Identify components of the supply chain.</p> <p><b>1102</b> Identify relationships between supply chain components.</p> <p><b>1103</b> Identify purposes of Third Party Logistics Providers (3PLs).</p> <p><b>1104</b> Define common logistics terminology.</p> <p><b>1105</b> Recognize and identify various facility layouts and designs.</p> <p><b>1106</b> Identify and explain reverse logistics.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	



Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 1200 Marketing

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>1201</b> Distinguish between the functions of marketing.</p> <p><b>1202</b> Distribution: Identify processes to move, store, locate, and /or transfer ownership of goods.</p> <p><b>1203</b> Financing: Identify concepts used in making business decisions.</p> <p><b>1204</b> Marketing-Information Management: identify the systems needed to gather and evaluate information.</p> <p><b>1205</b> Pricing: Identify strategies utilized in determining prices.</p> <p><b>1206</b> Product/Service Management: Identify processes needed to develop a product mix.</p> <p><b>1207</b> Promotion: Identify strategies needed to communicate information about products, services, images, and/or ideas.</p> <p><b>1208</b> Place: Identify how and where a product will be distributed.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 1300 Economics

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>1301</b> Explain the principles of supply and demand.</p> <p><b>1302</b> Explain the types of economic systems.</p> <p><b>1303</b> Identify factors affecting a business's profit.</p> <p><b>1304</b> RESERVED</p> <p><b>1305</b> Explain the concept of productivity.</p> <p><b>1306</b> Explain the nature of international trade.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	

# 1400 Management

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p><b>1401</b> Explain the concept of management.</p> <p><b>1402</b> Describe the role of management in the achievement of quality.</p> <p><b>1403</b> Explain the nature of leadership in organizations.</p> <p><b>1404</b> Explain the nature of management/supervisory training.</p> <p><b>1405</b> Explain the nature of environmental regulations.</p> <p><b>1406</b> Identify ways that technology impacts business.</p> <p><b>1407</b> Plan and organize the work efforts of others.</p>	<p><b>CLUSTER:</b> <i>Human Services</i></p> <p>Choose Cluster Standards from: 1-2-3-4-5-6</p> <p><b>PATHWAY:</b> <i>Logistics and Inventory Control</i></p> <p>Choose Standards from: 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text. etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent</p>	



Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		<p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10</b> <b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b></p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			<p><b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I AND</b>  <b>Standard CC.3.5.11-12.I.</b>            Write routinely over extended time            frames and shorter time frames for a            range of tasks, purposes and            audiences...etc.</p>	