Curriculum: Global Business

Curricular Unit: The Global Business Environment

Instructional Unit: A.

- Investigate the global business environment
- Investigate international finance

**Standard Alignments (Section 2)**

| Knowledge: | (CA) 1,4 (MA) 1 (SS) 5 |
| CCSS: | 11-12.W.1d; 11-12.W.2b; 11-12.W.4; 11-12.SL.1c,d; 11-12.SL.5; 11-12.SL.6; 11-12.L.6; 11-12.RST.7; 11-12.WHST.1d; 11-12.WHST.4; 11-12.WHST.7; S-CP.5b; S-CP.6 |
| NETS: | 1a; 2a,d; 3a,b,d; 4a,c; 5a; 6a,b |
| Performance: | 1.4, 1.8, 1.10, 2.3 |

**Unit (Section 3)**

| Learning Targets: |
| Identify distinctive social and cultural factors that affect business activities/etiquette (e.g., gender, time, schedules, holidays, gifts, and attire) |
| Describe how concepts (e.g., ethnocentrism, culture, social institutions, stereotyping, and cultural bias) affect conducting international business |
| Describe how the process of negotiating can be affected by cultural differences |
| Compare international financial markets |
| Calculate currency exchange transactions |
| Describe the impact of direct foreign investments on local |

**Instructional Strategies:**

- Given teacher-created case scenarios, students will collaborate in groups or individually to respond/solve questions of acceptable business etiquette
- The teacher will:
  - generate quiz checkpoints
  - lead:
    - lectures
    - activities
    - class discussions during and after lectures and videos (including YouTube videos) to bring real life examples and applications into the classroom

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- Students will:
  - utilize note worksheets for note taking
  - do Internet research and Country Etiquette Reporting

Assessments/Evaluations:

- Formative:
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
    - Internet research project
  - Quizzes – either:
    - oral
    - written
    or
    - on a computer based program such as Edmodo or Quizlet
  - Journal entries
  - Project scoring guide
  - Summative: Unit written test

Sample Assessment Questions:

- Which of the following statements is an example of a cultural factor that can affect international business?
  A. Consumer protection laws require expensive packaging
  B. The weather is too hot for selling ice cream products without refrigeration units
  C. Many businesses are closed in the afternoon in Mexico while people enjoy a rest period known as a siesta
  D. all of the above

- List the 4 components of the international business environment, and provide one example for each.

Instructional Resources/Tools:

- Course specific apps
- Laptops
- iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos
- Handouts
- Worksheets
Cross Curricular Connections:

- **ELA:**
  - Speaking and listening – discussions/debate
  - Writing:
    - Journalizing
    - Country Reporting on Etiquette
- **Social Studies:**
  - Relationships of individuals to institutions
  - Customs and traditions
- **Math:** Calculate currency exchange rates

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Global Business

Curricular Unit: International Careers

Instructional Unit: B. Identify and explore international career opportunities

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLE/CLE:</td>
<td>MUSWH.3a.Q (Economics)</td>
</tr>
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<td>Knowledge:</td>
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<td>11-12.WHST.1d; 11-12.WHST.4; 11-12.WHST.7; 11-12.W.1d; 11-12.W.2b;</td>
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<td>11-12.W.4</td>
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<td>NETS:</td>
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</tr>
<tr>
<td>Performance:</td>
<td>1.4, 1.6, 1.8, 4.8</td>
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</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Define terms related to international careers
- Identify international career and entrepreneurial opportunities
- List the skills and qualifications needed to enter the global workplace
- Investigate and identify local and state businesses involved in international trade

**Instructional Strategies:**

- Given teacher-created case scenarios, students will collaborate in groups or individually to respond/solve questions of acceptable business etiquette, specifically when applying for a job with an international firm
- The teacher will:
  - generate quiz checkpoints
  - lead:
    - lectures
    - activities
    - class discussions during and after lectures and videos (including YouTube videos) to bring real life examples and applications into the classroom
- Students will:
  - utilize note worksheets for note taking
  - Complete internet research focused on an international career search and complete a career project related to their choice career
### Assessments/Evaluations:

- **Formative:**
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
    - Internet research project
  - Quizzes – either:
    - oral
    - written
    or
    - on a computer based program such as Edmodo or Quizlet
- Project scoring guide
- Summative: Career project and unit written test

### Sample Assessment Questions:

- True/False: The Internet can be a valuable tool for researching international careers
- Historically, international business:
  A. is a relatively new concept made possible by communications technology
  B. probably occurred as long as 15,000 years ago
  C. declined when European countries created colonies on other continents
  D. all of the above
- When a country **exports** more than it imports, the nation has a trade _______.
  A. surplus
  B. deficit
  C. exchange rate
  D. comparison

### Instructional Resources/Tools:

- Course specific apps
- Laptops
- iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos
- Handouts
- Worksheets

### Cross Curricular Connections:

- **ELA:**
  - Speaking and listening – discussions/debate
  - Writing:
    - Journalizing
    - Career project
- Social Studies: Relationships of companies with the global market
Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Global Business

Curricular Unit: International Business Structures

Instructional Unit: C. Identify and describe international business structures

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: MUSWH.3a.W; MUSWH.3a.Q (Economics)</th>
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<tr>
<td>Performance: 1.4, 1.8, 2.1, 3.1</td>
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**Unit (Section 3)**

**Learning Targets:**

- **Identify international business structures**
- Describe various opportunities for conducting international business (e.g., exporting, franchising, and joint ventures)
- Describe internal and external factors that influence a company’s international expansion (e.g., cash flow, demand, and cost of labor resources)
- Develop and examine case scenarios to conclude whether or not countries should begin trade with one another, including what and how much they should

**Instructional Strategies:**

- The teacher will:
  - generate quiz checkpoints
  - lead:
    - lectures
    - debates
    - activities
    - class discussions during and after lectures and videos (including YouTube videos) to bring real life examples and applications into the classroom
- Students will:
  - utilize note worksheets for note taking
  - complete Country Export & Trade project

**Assessments/Evaluations:**

- Formative:
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
    - internet research project
Quizzes – either:
- oral
- written
or
- on a computer based program such as Edmodo or Quizlet

- Project scoring guide (Country Export & Trade project)
- Summative: Unit written test

Sample Assessment Questions:

- List at least 2 new international business jobs that might be created if a computer manufacturer in Germany enters into a joint venture with a software company in Japan.
- True/False: A merger occurs when two or more companies join together.
- Short Answer: What is it called when a portion of a company’s operations is relocated to another country? (answer: offshoring)

Instructional Resources/Tools:

- Course specific apps
- Laptops
- iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions/debate
  - Writing:
    - Journalizing
    - Country Creation and Trade (summative project)
- Social Studies: Relationships between countries, governments, and trade

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Global Business

Curricular Unit: International Trade

Instructional Unit: D. Investigate international trade

Standard Alignments (Section 2)

<table>
<thead>
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Unit (Section 3)

Learning Targets:

• Define terms related to trade

• Recognize the government’s role and assistance in international trade

• Explain why trade barriers are imposed by governments (e.g., quotas, tariffs, licensing requirements, and exchange rate controls)

• Analyze the effects of a trade barrier on the company, product category, and economics involved in a specific transaction

• Develop and examine case scenarios to conclude whether or not companies should begin trade with one another, including what and how much they should trade (completed during this unit)

Instructional Strategies:

• The teacher will:
  • generate quiz checkpoints
  • lead:
    • lectures
    • activities, including debates
    • discussions during and after lectures and viewing videos (including YouTube videos) to bring real life examples and applications into the classroom

• Students will:
  • utilize note worksheets for note taking
  • complete the Country Export & Trade project

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## Assessments/Evaluations:

- **Formative:**
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
    - Internet research project
- **Quizzes – either:**
  - oral
  - written
  - on a computer based program such as Edmodo or Quizlet
- **Project scoring guide (Country Export & Trade project)**
- **Summative:** Unit written test

### Sample Assessment Questions:

- True/False: An advantage of implementing a trade barrier would be to protect domestic employment.
- List 3 reasons why tariffs might be enacted.

## Instructional Resources/Tools:

- Course specific apps
- Laptops
- iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos
- Handouts
- Worksheets

## Cross Curricular Connections:

- **ELA:**
  - Speaking and listening – discussions/debate
- **Writing:**
  - Journalizing
  - Country Creation and Trade (summative project)
- **Social Studies:** Relationships between countries, governments, and trade

### Depth of Knowledge (Section 5)

**DOK:** 4