

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**INTERNATIONAL BUSINESS**

Length of Course: Full Year

Elective/Required: Elective

School: High School

Student Eligibility: Grades 11-12

Credit Value: 5 Credits

Date Approved: August 24, 2015

# INTERNATIONAL BUSINESS

## Table of Contents

Statement of Purpose.....	3
Pacing Guide.....	4
Unit 1: Foundations of International Business.....	5
Unit 2: The Global Business Environment & Organization.....	7
Unit 3: International Banking, Finance and Investment.....	9
Unit 4: International Communications & Culture.....	11
Unit 5: Ethical and Social Responsibilities in a Global Economy.....	13
Unit 6: Global Management and Employment.....	15
Unit 7: Capstone Projects.....	17

**Modifications will be made to accommodate IEP mandates for classified students.**

### Statement of Purpose

The Edison Public School District is committed to improving instruction and providing the most challenging academic opportunities for our students. The district has recently restructured the Business Department curriculum in order to provide students with expanded opportunities in college and career after high school. Supported with new textbooks and on-line resources, the International Business curriculum will be current, rigorous, and aligned with New Jersey standards.

This course will provide students with the foundation necessary to understand International Business and the various aspects of conducting business in a global economy. It will aid students in gaining an understanding about the customs of people from different geographic, cultural, racial, and ethnic backgrounds of the world. Students will study the technological advances of the Internet and e-commerce to provide goods and services worldwide. This course prepares students to work, live, and think in a global environment.

International Business is a full year, Honors course designed to introduce the student to worldwide practices of business. International Business meets the New Jersey mandate of a 21st Century Career requirement for all high school students. International Business will include simulations that mirror the real business world. Emphasis is based on global research, communications, and the Internet for conducting global business transactions. These transactions include procedures to import and export products/services.

International Business encompasses topics such as: Foundations of International Business, The Global Business Environment, International Banking, Finance and Investment, International Business Communications and Culture, and Ethical and Social Responsibilities in a Global Economy. Students will acquire a strong foundation on how businesses use effective strategies in the global business world.

The curriculum guide was revised by:  
Dina Tolba – JP Stevens High School  
Lynne Tierney – Edison High School

Completed under the supervision of Mr. Joseph Ferrara, EHS Assistant Principal, and Dr. Anthony Shallop, JPS Assistant Principal.

**Edison Township School District**  
***International Business***  
**Pacing Guide**

<b>UNIT</b>	<b>TIME FRAME</b>	<b>MP</b>
Unit 1: Foundations of International Business	3 weeks	1
Unit 2: The Global Business Environment	4 weeks	1
Unit 3: International Banking, Finance, and Investment	8 weeks	1,2
Unit 4: International Communications & Culture	6 weeks	2,3
Unit 5: Ethical and Social Responsibilities in a Global Economy	5 weeks	3,4
Unit 6: Project-Based Learning	8 weeks	4

**Unit 1: Foundations of International Business**

**Targeted State Standards:** NJCCCS 21st Century Life & Careers standard 9, 9.1, 9.2; Global Studies standard 6.2

**Unit Objectives/Enduring Understandings:**

- Determine the causes of globalization
- Understand the role of importing, exporting, and trade relations
- Explain how a country’s economic system affects its economic decisions
- Explore international career planning

**Essential Questions:**

- What is International Business?
- Why do companies frequently expand their business operations to the global markets?
- What are the benefits and drawbacks of doing business in other countries?
- How do the environmental factors of a nation impact its economic decisions?

**Unit Assessment:** Written responses, presentations, vocabulary and lesson quizzes, long-term projects

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.A.16.c 6.1.12.B.16.a 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c 9.1.12.D.12 9.1.12.D.14 9.1.12.E.3 9.1.12.E.10	How domestic business differs from international Business.  The types of risk facing companies doing business in other countries.  Why a country would decide to trade goods and services with another country.	Identify examples of international business activities occurring before 1800 vs today.  Explain social and cultural factors affecting a particular company’s international business activities.  Compare direct and indirect communication.	Activities may include: <ul style="list-style-type: none"> <li>• Vocabulary games</li> <li>• Pair/Share</li> <li>• Case studies</li> <li>• Ethical analysis</li> <li>• Global entrepreneur mock business plan</li> <li>• Research paper</li> <li>• Interview/guest speaker</li> <li>• Cultural charades</li> <li>• Career exploration/mock job search</li> </ul>	Pretest/Review terms and concepts  Oral presentations  Written papers  PBL projects  Vocabulary assessments  Lesson assessments

## Unit 1: Foundations of International Business (Con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1.12.F.1 9.1.12.F.2 9.1.12.F.3 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7	<p>Why countries might impose trade barriers and the resulting effect of those barriers.</p> <p>How the internet and other technologies are expanding international trade and global business activities.</p> <p>Actions that global managers can take to identify and avoid ethical problems.</p> <p>Communication barriers between cultures.</p>	<p>Describe the influence of nonverbal communication.</p> <p>Describe risks a company may encounter when doing business in other countries.</p> <p>Identify at least two types of international business activities that are faster and easier because of technology.</p> <p>Analyze natural resources of a geographic region, and how the terrain impacts international trade.</p> <p>Map key trading partners of the United States.</p>		<p>Unit assessments</p> <p>Homework</p> <p>Class activities</p>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> <li>• Primary text: International Business 4<sup>th</sup> Edition, Dlabay &amp; Scott, South-Western Cengage 2011</li> <li>• Cengage Brian website and related online resources</li> <li>• Class website</li> <li>• News television, magazines, papers, web video</li> </ul>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Knowledge of history and geography will be important for students in this course. Use formative assessments early in the program and adapt teaching as necessary. Provide one-on-one teacher support when necessary, Teacher may utilize pre- assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles.</p>	

**Unit 2: The Global Business Environment & Organization**

**Targeted State Standards:** NJCCCS 21st Century Life & Careers standard 9, NJCCCS Global Studies standard 6.2

**Unit Objectives/Enduring Understandings:**

- Explore the government’s role in Global Business
- Understand the various forms and structures of International Business organizations
- Explain the importance of International Trade Organizations in global business
- Identify the role of political forces in the developing global environment.
- Analyze type of risks inherent in international business

**Essential Questions:**

- What are the various forms of ownership?
- How do governments encourage and /or discourage global business?
- What is the importance of exporting?
- Does International Law endanger state sovereignty?

**Unit Assessment:** Written responses, presentations, vocabulary and lesson quizzes, long-term projects

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.A.16.c 6.1.12.B.16.a 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c 9.1.12.D.12 9.1.12.D.14 9.1.12.E.3 9.1.12.E.10 9.1.12.F.1	Advantages and disadvantages of the different forms of business ownership.  Characteristics of multinational companies.  The types of risks inherent in international business, and how to identify and avoid them.  Varying-risk methods of getting involved in international business.	Differentiate between sole proprietorship, partnership, and corporation.  Indicate the methods of global business activities utilized by businesses in case studies or other examples.  Perform SWOT analysis to determine Strengths, Weaknesses, Opportunities and threats in an international business situation.	Activities may include: <ul style="list-style-type: none"> <li>• Terminology games</li> <li>• Balance of trade contests</li> <li>• Pair/Share</li> <li>• SWOT analysis</li> <li>• Case studies</li> <li>• Ethical analysis</li> <li>• Research paper</li> <li>• Interview/guest speaker</li> <li>• Career exploration/mock job search</li> <li>• Entrepreneur mock</li> <li>• Business plan</li> </ul>	Oral presentations  Written papers  PBL projects  Vocabulary assessments  Lesson assessments  Unit assessments  Homework

## Unit 2: The Global Business Environment &amp; Organization (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1.12.F.2 9.1.12.F.3 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7	<p>Apply guidelines for ethical analysis to international business operations.</p> <p>The relationship between importing and exporting.</p> <p>How countries agree on trade.</p> <p>Differences between monopolies, oligopolies, monopolistic competition and pure competition.</p> <p>The origins and role of the World Trade Organization.</p> <p>The emergence, benefits, and drawbacks to economic alliances.</p>	<p>Identify low-risk methods for getting involved in international business.</p> <p>Itemize the four steps for importing and identify the five steps in the exporting process.</p> <p>Describe the exporting of services.</p> <p>List the four types of competitive situations.</p> <p>Research and analyze the benefits and drawbacks of such regional economic alliances as NAFTA, EU, LAFTA, ASEAN, ECOWAS.</p>		Class activities
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> <li>• Primary text: International Business 4<sup>th</sup> Edition, Dlabay &amp; Scott, South-Western Cengage 2011</li> <li>• Cengage Brian website and related online resources</li> <li>• Class website</li> <li>• News television, magazines, papers, web video</li> </ul>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Knowledge of history and geography will be important for students in this course. Use formative assessments early in the program and adapt teaching as necessary. Provide one-on-one teacher support when necessary, Teacher may utilize pre- assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles.</p>	



**Unit 3: International Banking, Finance and Investment**

**Targeted State Standards:** 6.12.C.1.b , 6.1.12.C.5.a, 6.1.12.C.6.b, 6.2.12.C.1.d, 6.2.12.C.2.a, 6.2.12.C.3.b, 9.1.12.A.1, 9.1.12.B.1, 9.1.12.C.4, 9.2.12.A.7, 9.2.12.D.11, 9.2.12.G.1

**Unit Objectives/Enduring Understandings:**

- Understand global financial activities
- Describe International Banking Systems
- Understand the implications of the international stock markets
- Discuss scope of currency transactions between nations
- Identify sources of international investment
- Explain transfer and flow of monies in a global market

**Essential Questions:**

- What are the factors that influence the value of a country's currency?
- How do International Financial Agencies encourage economic development and trade?
- What modes of entry are available to businesses seeking investments in international markets?

**Unit Assessment:** Currency project assessing currency stabilization and global currency issues

	<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
6.1.12.C.1.b 6.1.12.C.5.a 6.1.12.C.6.b 6.2.12.C.1.d 6.2.12.C.2.a 6.2.12.C.3.b 9.1.12.A.1 9.1.12.B.1 9.1.12.C.4 9.2.12.A.7 9.2.12.D.11 9.2.12.G.1	What differentiates markets from one another?  How currency is created, supported, and used.  What types of markets exist in the world, where they can be found, and what their relative strengths and weaknesses are?  How to assess unique currency from around the globe.	List various types of banks and services available to support international activities.  Compare and contrast foreign stock markets and exchanges.  Identify ways payments are made on international sales.  Calculate foreign exchange rates of various currencies.	Activities may include: <ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Journal assessment of consumption trends and the markets they encompass</li> <li>• Current Events</li> <li>• Role play</li> <li>• Currency research project</li> <li>• Magazine/Internet article research and summary</li> <li>• E-Flash Cards/On-line self-checks</li> <li>• Webisodes</li> </ul>	Chapter tests  Quizzes  Assessment of projects  Cooperative learning activities  Student presentations  Class participation

## Unit 3: International Banking, Finance and Investment (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	What currency stabilization is and how currency issues transcend nations.	<p>Explain the primary sources of investment capital available to International businesses.</p> <p>Analyze modes of entry and investment opportunities in foreign markets.</p>	<ul style="list-style-type: none"> <li>• Written response to the essential questions using correct information, key vocabulary, and insight</li> <li>• Enter and Exit tickets relating to essential questions and learning goals</li> <li>• Quia.com Tests/Quizzes</li> </ul>	Homework
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook materials, Teacher-guided class discussions, Project based learning, Guest speakers</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Multimedia presentations for visual learning styles, Cooperative learning structures, Provide one-on- one teacher support when necessary, Teacher may utilize pre-assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles.</p>	

**Unit 4: International Communications & Culture**

**Targeted State Standards:** 6.2.12 B.2, 3, 4, 6.2.12 C.1, 6.2.12 E. 7, 9, 10, 11, 12, 13, 6.6.12 E.7, 8.1.12 A.5, 6, 9, 8.1.12 B. 2, 3, 4, 5, 7, 9, 12, 8 .2.12 A. 2, 9.1.12 A. 2, 5, 9.1.12 B.1, 2, 3, 5.

**Unit Objectives/Enduring Understandings:**

- Develop an understanding of diverse cultures
- Examine cultural and religious influences on global business
- Understand marketing strategies for a global economy
- Understand the importance of verbal and nonverbal communication skills in advertising and promotion
- Examine strategies for developing effective international product offerings

**Essential Questions:**

- How do cultural influences affect the global environment?
- How do businesses communicate effectively across cultures?
- How do domestic businesses develop and distribute products that satisfy the needs of international customers?

**Unit Assessment:** Students will demonstrate knowledge of the relationship between cultural influences on the global environment through a unit test and a culminating Disney research project.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.2.12 B.2, 3, 4 6.2.12 C.1 6.2.12 E. 7, 9, 10, 11, 12, 13 6.6.12 E.7 8.1.12 A.5, 6, 9 8.1.12 B. 2, 3, 4, 5, 7, 9, 12 8.2.12 A. 2 9.1.12 A. 2, 5 9.1.12 B.1, 2, 3, 5	Because of economic, political, legal and cultural differences across nations, the problems encountered in international operations are often different from those experienced locally.  The use of technology can preserve or destroy a culture.  Knowing another language, as well as indirect and non-verbal.	Define culture.  Describe influences of culture on global business activities.  Explain how the subculture of a country affects the selection of business partners.  Examine the importance of knowing another language in global business success.	Activities may include: <ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Conduct SWOT analysis of countries and companies.</li> <li>• Conduct a PEST analysis of different economies.</li> <li>• Disney Theme Parks Project</li> <li>• Supply and demand game</li> <li>• Current Events Research and Reporting</li> </ul>	Chapter tests  Quizzes  Assessment of projects  Cooperative learning activities  Student presentations  Class participation

Unit 4: International Communications & Culture (Con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	<p>communication, is essential for success in a global business.</p> <p>A SWOT analysis is an important factor in determining what a company does well and what areas are weak.</p> <p>A PEST environmental scan is used to evaluate marketing opportunities or threats.</p> <p>The theory of supply and demand.</p>	<p>Describe effective communications and promotional strategies.</p> <p>Identify factors that influence consumer behavior in different countries.</p> <p>Create promotional mixes that are effective across borders.</p>	<ul style="list-style-type: none"> <li>Student debates dealing with the positive or negative effects of technological innovation and commerce.</li> </ul>	<p>Chapter tests</p> <p>Quizzes</p> <p>Assessment of projects</p> <p>Cooperative learning activities</p> <p>Student presentations</p> <p>Class participation</p>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook materials, Teacher-guided class discussions, Project based learning, Guest speakers</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Multimedia presentations for visual learning styles, Cooperative learning structures, Provide one-on- one teacher support when necessary, Teacher may utilize pre-assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles.</p>	

**Unit 5: Ethical and Social Responsibilities in a Global Economy**

**Targeted State Standards:** 6.2.12 A. 3, 5, 14, 6.2.12 B. 6, 6.5.12 B. 4, 7, 6.2.12.C.5.D, 6.6.12 E. 6, 7, 8, 8.1.12 A.1,2, 5, 6, 9, 8.1.12 B. 2, 3, 4, 5, 7, 9, 12, 9.1.12 A. 2, 5, 9.1.12. B. 1, 2, 3, 5

**Unit Objectives/Enduring Understandings:**

- Explore strategies for managing ethical behavior across borders
- Explore strategies for managing Corporate Social Responsibility across boarders
- Identify International Environmental concerns

**Essential Questions:**

- What constitutes ethical versus unethical behavior in a country?
- What are the consequences of unethical behavior?
- Is there a benefit to a company of being socially responsible?
- Can a business be profitable and environmentally conscious?
- How do you prevent global businesses from exploiting your personal data?

**Unit Assessment:** Students will demonstrate knowledge of managing ethical behavior across borders through a unit test and a culminating research project.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.2.12 A. 3, 5, 14 6.2.12 B. 6 6.5.12 B. 4, 7 6.2.12.C.5.D 6.6.12 E. 6, 7, 8 8.1.12 A. 1, 2, 5, 6, 9 8.1.12 B. 2, 3, 4, 5, 7, 9, 12 9.1.12 A. 2, 5 9.1.12. B. 1, 2, 3, 5	To build a truly great, global business, business leaders need to adopt a global standard of ethical practices.  Wages and the working environment in overseas locations are often inferior to those in the United States, even when you fulfill all local legal requirements.  Income and labor trends vary amongst societies and	Compare and contrast ethical and unethical behavior in various countries.  List the factors that account for differences in ethical behavior within a culture.  List the advantages and disadvantages of outsourcing.  Provide examples of socially responsible behavior.	Activities may include: <ul style="list-style-type: none"> <li>• Design Lay's potato chip flavor based on PEST of County given</li> <li>• Define key terms: write about promotions in marketing processes; research different company strategies</li> <li>• Role play</li> <li>• Magazine/Internet article research and summary</li> <li>• Supply and demand game</li> </ul>	Chapter tests  Quizzes  Assessment of projects  Cooperative learning activities  Student presentations  Class participation

## Unit 5: Ethical and Social Responsibilities in a Global Economy (Con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	<p>significantly affect global commerce.</p> <p>Governments and the laws they produce play an integral role in global commerce trends.</p>	<p>Evaluate the effectiveness of regulating ethics and social responsibility.</p> <p>List the steps that businesses can take to be environmentally conscious.</p>	<ul style="list-style-type: none"> <li>● E-Flash Cards/On-line self-checks</li> <li>● Webisodes</li> <li>● Enter and Exit tickets relating to essential questions and learning goals</li> <li>● Kahoot pre-assessments</li> </ul>	Homework
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook materials, Teacher-guided class discussions, World Fact Book, Project based learning, Guest speakers</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Multimedia presentations for visual learning styles, Cooperative learning structures, Provide one-on-one teacher support when necessary, Teacher may utilize pre-assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles.</p>	

**Unit 6: Global Management and Employment**

**Targeted State Standards:** NJCCCS 21st Century Life & Careers standard 9, 9.1, 9.2; Global Studies standard 6.2

**Unit Objectives/Enduring Understandings:**

- Characteristics of successful managers
- The impact of different approaches to human resources management
- Careers in international business can include nonprofits as well as for-profit organizations
- Factors impacting migrant labor
- The process of beginning a career in global business

**Essential Questions:**

- What are the major components of the managerial process?
- How do you develop an organizational chart?
- How can international businesses retain valuable staff when faced with culture shock?
- Why do employees from parent countries often fail in new global locations?
- What are some strategies to minimize repatriation problems?
- Why do some countries need migrant labor?
- How would you find, apply and be hired for an international business position?

**Unit Assessment:** Written responses, presentations, vocabulary and lesson quizzes, long-term projects

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.A.16.c 6.1.12.B.16.a 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c 9.1.12.D.12	Hiring managers look for specific competence, adaptability and personal characteristics that fit the culture of the organization.  Supportive training and development programs are critical to reduce the chance of employee failure.	Draw an organizational chart.  Analyze managerial styles.  Identify human resource management approaches.  Describe factors to consider when hiring job applicants.	Activities may include: <ul style="list-style-type: none"> <li>• Pair/Share</li> <li>• Organizational charts</li> <li>• Case Study/Analysis of labor/management relations in particular country</li> <li>• Research paper</li> <li>• Interview/guest speaker</li> <li>• Debate on migrant labor immigration</li> </ul>	Chapter tests  Quizzes  Assessment of projects  Cooperative learning activities  Student presentations

## Unit 6: Global Management and Employment (Con't)

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
9.1.12.D.14 9.1.12.E.3 9.1.12.E.10 9.1.12.F.1 9.1.12.F.2 9.1.12.F.3 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7	Each country has factors that make it accessible or inaccessible to migrant laborers.  How labor unions and local labor laws impact international business.	Explain who migrant laborers are, and why some countries need them.  Discuss impact of migrant labor policies on different countries.  Explore labor union participation in different countries.  Research job opportunities in international business.  Role play job search	<ul style="list-style-type: none"> <li>• Resume/Cover letter</li> <li>• Mock interview</li> <li>• Entrepreneur mock</li> <li>• Business plan</li> </ul>	Class participation  Homework	
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  <ul style="list-style-type: none"> <li>• Primary text: International Business 4th Edition, Dlabay &amp; Scott, South-Western Cengage 2011</li> <li>• Cengage Brain website and related online resources</li> <li>• Class website</li> <li>• News television, magazines, papers, web video</li> </ul>			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings  Teacher may utilize pre-assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles. Provide one-on-one teacher support when necessary, Modifications as required for individual IEPs.		



**Unit 7: Capstone Projects**

<p><b>Targeted State Standards:</b> NJCCCS 21st Century Life &amp; Careers standard 9, 9.1, 9.2; Global Studies standard 6.2</p> <p><b>Unit Objectives/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand scope, impact, and importance of the global economy</li> <li>• Examine challenges and opportunities of International Business</li> <li>• Apply knowledge of business management and global culture, regulation and finance to entrepreneurial ventures</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is globalization and how does it affect consumers, citizens, workers and nations?</li> <li>• What challenges do organizations face when they do business with suppliers from different countries?</li> <li>• What opportunities arise when organizations do business with suppliers from different countries?</li> </ul> <p><b>Unit Assessment:</b> Written responses, presentations, vocabulary and lesson quizzes, long-term projects</p>
--

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.A.16.c 6.1.12.B.16.a 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c 9.1.12.D.12 9.1.12.D.14 9.1.12.E.3 9.1.12.E.10 9.1.12.F.1	International business plans must address risk analysis, currency concerns, cultural issues, and human resource challenges.  Strong research, writing, and presentation skills improve the likelihood that a business manager will be successful in attracting funding and forging new international business relationships.	Create a business plan for an international business.  Use effective leadership skills to encourage active participation of business partners in a new venture  Demonstrate presentation skills  Negotiate policies and regulations.  Formulate clear, cohesive, substantiated arguments in support of position.	Activities may include: <ul style="list-style-type: none"> <li>• International Day, Students organize a trade show featuring materials produced by the World languages classes, with items for sale open to the public.</li> </ul>	Assessment of project steps  Cooperative learning activities  Student presentations  Written assessments  Class participation  Homework

## Unit 7: Capstone Projects (Con't)

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
9.1.12.F.2 9.1.12.F.3 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7	International businesses must understand local laws and regulations.  Trade between nations has positive and negative effects.		<ul style="list-style-type: none"> <li>Debate: pros and cons of free trade. After readings and research, students will identify and discuss major arguments for and against globalization, particularly policies that encourage free trade among nations.</li> <li>Global Entrepreneur: Student groups develop a business plan involving international opportunity, and present it will request for funding to a team of students role-playing as potential investors. (ie: Shark Tank)</li> </ul>		
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices <ul style="list-style-type: none"> <li>Primary text: International Business 4th Edition, Dlabay &amp; Scott, South-Western Cengage 2011</li> <li>Cengage Brain website and related online resources</li> <li>Class website</li> <li>News television, magazines, papers, web video</li> </ul>			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings  Knowledge of history and geography will be important for students in this course. Use formative assessments early in the program and adapt teaching as necessary. Provide one-on-one teacher support when necessary, Teacher may utilize pre- assessment, flexible grouping, adjusted questions, product choices, scaffolding, compacting, contracts, and anchoring activities to support individual student learning styles.		