

**Randolph Township Schools
Randolph High School**

International Business

“The domestic companies that are likely to see incremental growth in the coming decades are those that . . . are developing the strategic skill set to master doing business across cultures.”

-Denise Pirotti Hummel

Department of Science, Technology, Engineering and Math

**Curriculum Committee:
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August 21st, 2018**

**Randolph Township Schools
Department of Social Studies
International Business**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Science, Technology, Engineering and Math

International Business

Introduction

International Business explores the nature and continuing importance of international institutions and how they affect business. Students explore trends and traits of international trade and foreign direct investment. Students will learn the uncontrollable sociocultural, political, legal, socioeconomic and financial forces at work in all business environments and their inevitable impact on business practice. This course is available to juniors and seniors who want to explore and understand the complexities that face us in today's ever more global business world. No prerequisite required. The application of the following Career Readiness Practices will be utilized throughout the course.

CRP1-Career Ready Practices: All students will act as a responsible and contributing citizen and employee.

CRP2-Career Ready Practices: All students will apply appropriate academic and technology skills.

CRP4-Career Ready Practices: All students will communicate clearly and effectively and with reason.

CRP5-Career Ready Practices: All students will consider the environmental, social and economic impacts of decisions.

CRP6-Career Ready Practices: All students will demonstrate creativity and innovation.

CRP7-Career Ready Practices: All students will employ valid and reliable research strategies.

CRP8-Career Ready Practices: All students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Career Ready Practices: All students will model integrity, ethical leadership and effective management.

CRP11-Career Ready Practices: All students will use technology to enhance productivity.

CRP12-Career Ready Practices: All students will work productively in teams while using global competence.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
International Business

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1.5 weeks	I	The Challenging Context of International Business
2 weeks	II	International Trade and Investment
2.5 weeks	III	Sociocultural Forces
2 weeks	IV	Sustainability and Natural Resources
1.5 weeks	V	Political Forces that Affect Global Trade
2 weeks	VI	Intellectual Property Rights and Other Legal Forces
2 weeks	VII	Economic and Socioeconomic Forces
2.5 weeks	VIII	The International Monetary System and Financial Forces

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT I: The Challenging Context of International Business

TRANSFER: Students will be able to interpret how international business and internationalization has influenced our global economy.		
<p>STANDARDS / GOALS:</p> <p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p> <p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p> <p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p> <p>Standard 9.3.12.BM-MGT.8-Business Management and Administration:</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	International business is business whose activities are carried out across national borders.	<ul style="list-style-type: none"> • Is internationalization of business a new trend and will it continue?
	Society has been profoundly influenced by the goods and ideas that have come with international trade.	<ul style="list-style-type: none"> • Why is foreign direct investment and exporting growing rapidly?
	Political, technological, market, cost, and competitive drivers are leading firms to internationalize their operations.	<ul style="list-style-type: none"> • What is driving the internationalization of business?
	Key arguments for and against the globalization of business determine the merits of international integration.	<ul style="list-style-type: none"> • Why is there opposition to globalization of trade and integration of the world’s economy?
	KNOWLEDGE	SKILLS
<p>Students will know: The influence of external and internal environmental forces on an international firm.</p>	<p>Students will be able to: Differentiate between international business and domestic business.</p> <p>Describe the history and theoretical future of international business.</p> <p>Relate the dramatic internationalization of business to our growing economy.</p>	

<p>Create strategic plans used to manage business growth, profit and goals.</p> <p>Standard 9.3.12.BM-OP.1– Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>The key drivers affecting the internationalization of business.</p> <p>Arguments supporting globalization and concerns with globalization.</p> <p>KEY TERMS: Controllable forces, economic globalization, exporting, foreign direct investment, importing, international business, self-reference criterion, transnational corporation, uncontrollable forces.</p>	<p>Analyze the kinds of drivers that are leading firms to internationalize their operations.</p> <p>Compare the key arguments for and against the globalization of business.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Research project, analysis and presentation involving a company that specializes in health food grocery stores that wants to expand their stores into a different country.

KEY LEARNING EVENTS AND INSTRUCTION:

- Illustrate the cultural adaptations of a domestic product/service to sell internationally.
- Class debate: Arguments for and against the globalization of business.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
Unit I: The Challenging Context of International Business

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1.5 Weeks	<p>Unit I: The Challenging Context of International Business</p> <ul style="list-style-type: none"> • International business • Internationalization of business • Growth of international firms and international business • Major drivers of the internationalization of business • Globalization 	<ul style="list-style-type: none"> • Global Edge Research Task https://gloaledge.msu.edu/ • IB in Practice: Adapting Listerine to Meet the Different Requirements of International Markets • Mini Case: Are You Really Buying American?

RANDOLPH TOWNSHIP SCHOOL DISTRICT

International Business

UNIT II: International Trade and Investment

TRANSFER: Students will be able to utilize the theories of international trade and investment to give a country’s government recommendations on its outsourcing and trade activities in order to improve their international competitive position.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p>	<p>Out of the 198 exporting and importing countries 10 account for over half the world’s exports and imports.</p>	<ul style="list-style-type: none"> • How might future trends in international trade be of value to a manager? • Why is knowing the source and end location of merchandise exports valuable to a marketing analyst?
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>The rise of regional trade agreements, as well as other factors is transforming the volume and direction of world trade in merchandise and services.</p>	<ul style="list-style-type: none"> • Who are the major trading partners of the United States? • How do trade associations and agreements affect the regionalization of trade?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Economic theories exist explaining why certain goods are traded internationally.</p>	<ul style="list-style-type: none"> • What are the differences between international trade theories and theories of international investment?
	<p>Foreign direct investments are direct investments in equipment, structures and organizations in a foreign country at a level sufficient to obtain significant management control.</p>	<ul style="list-style-type: none"> • According to the theories presented why might companies engage in foreign direct investment rather than international trade? • What are the possible explanations and implications for the observed decline in the proportion of foreign direct investment accounted for by the United States and Japan?

<p>Standard 9.3.12.BM-MGT.8- Business Management and Administration: Create strategic plans used to manage business growth, profit and goals.</p>		<ul style="list-style-type: none"> • How has the level and direction of foreign direct investment changed over the past two or three decades?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Standard 9.3.12.BM-OP.1- Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Students will know: The volume of international trade and its growth rate.</p> <p>Major trading partners of the United States.</p> <p>Key characteristics of the three theories of international investment.</p> <p>The effect of foreign investment on trade.</p> <p>How to differentiate among the four theories of international foreign direct investment.</p> <p>KEY TERMS: Absolute advantage, comparative advantage, currency devaluation, direct investment, dynamic capability theory, eclectic theory of international production, economies of scale, exchange rate, experience curve, internationalization theory, international product life cycle, mercantilism, monopolistic advantage theory, oligopolistic industry, perfect competition, portfolio investment, strategic behavior theory, trade deficit, trade surplus.</p>	<p>Students will be able to: Describe the magnitude of international trade and how it has grown.</p> <p>Illustrate who participates in trade.</p> <p>Distinguish among the three theories that explain why certain goods are traded internationally.</p> <p>Interpret the size, growth, and direction of foreign direct investment.</p> <p>Compare several of the theories of foreign direct investment.</p>

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will participate in the International Trade Game: https://www.economicsnetwork.ac.uk/showcase/sloman_game

KEY LEARNING EVENTS AND INSTRUCTION:

- Whole class discussion on the benefits and pitfalls of outsourcing service jobs to low-cost nations such as India.
- Students will create a chart with two countries' commodities illustrating perfect competition, absolute advantage, comparative advantage and monopolistic advantage.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT II: International Trade and Investment

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit II: International Trade and Investment <ul style="list-style-type: none"> • Direction of trade • Foreign investment • Theories of international investment • Theories of foreign direct investment 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: Are Economic and Social Development Affected by Trade and Investment? • Mini Case: Can Brazil Become a Global Competitor in the Information Technology Outsourcing Business?

RANDOLPH TOWNSHIP SCHOOL DISTRICT

**International Business
UNIT III: Sociocultural Forces**

TRANSFER: Students will be able to determine cultural differences in order to enhance successful business opportunities. Students’ cultural understanding will allow them to figure out the basic cultural patterns needed to effectively interact with foreign clients and colleagues.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p>	<p>Culture is the sum total of the beliefs, rules, techniques, institutions, and artifacts that characterize human populations.</p>	<ul style="list-style-type: none"> • How does culture show itself?
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>Culture affects everything we do, and thus, national cultural differences affect international business functions.</p>	<ul style="list-style-type: none"> • How does culture affect all business functions? • What are rules of thumb for managers doing business across cultures?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>A global mind-set is open to diversity and is needed in international management.</p>	<ul style="list-style-type: none"> • When does culture matter? • How do you evaluate your own mind-set levels?
<p>Standard 9.3.12.BM-MGT.8-Business Management and Administration:</p>	<p align="center">KNOWLEDGE</p>	<p align="center">SKILLS</p>
	<p>Students will know: The important role culture plays in conducting international business.</p> <p>Culture’s impact on marketing, human resources, production and procurement, accounting and finance.</p>	<p>Students will be able to: Explain what culture is and why it’s important.</p> <p>Analyze the ways culture affects all business activity.</p>

<p>Create strategic plans used to manage business growth, profit and goals.</p> <p>Standard 9.3.12.BM-OP.1– Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Culture encompasses aesthetics, religion, language, artifacts, social relationships and international business etiquette.</p> <p>International managers can quickly build a general sense of what to expect in a culture by using analytical frameworks developed by researchers.</p> <p>Frameworks are sophisticated stereotypes of the complex culture we are trying to understand.</p> <p>Map-Bridge-Integrate model (MBI) is linked with the global mind-set to help managers map cultural differences.</p> <p>KEY TERMS: Aesthetics, artifacts, cultural paradox, ethnocentricity, global mind-set, monochronic, polychromic, universalism.</p>	<p>Determine how culture shows itself.</p> <p>Compare and contrast the four frameworks for analyzing culture.</p> <p>Analyze a culture utilizing cultural frameworks.</p> <p>Utilize the MBI to synthesize across diversity boundaries.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Research project, analysis and presentation involving a foreign country’s aesthetics, religion, material culture (artifacts), language, societal organization and international business etiquette.

KEY LEARNING EVENTS AND INSTRUCTION:

- Socratic seminar: When in Rome, Should You Do as the Romans Do... and Feel Comfortable About It?
- Reaction paper on Ted Talk: <https://www.youtube.com/watch?v=VMwjscSCcf0>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT III: Sociocultural Forces

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2.5 Weeks	Unit III: Sociocultural Forces <ul style="list-style-type: none"> • Cultural importance • Effects of culture on all business functions • Cultural manifestation • Cultural frameworks • Global mind-set • Cultural paradoxes 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: Cultural Issues Engulf BP? • Mini Case: Who Will Staff Up the China Operations?

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT IV: Sustainability and Natural Resources

TRANSFER: Students will be able to analyze, critique and develop sustainability practices for an international business.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p>	<p>Sustainability is development that meets the needs of the present without compromising the ability of future generations to meet their needs.</p>	<ul style="list-style-type: none"> • Why is the practice of sustainable business both local and global?
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>Life cycle assessment is an evaluation of the environmental aspects of a product or service through its life cycle.</p>	<ul style="list-style-type: none"> • How do cradle-to-grave and cradle-to- cradle design approaches affect consumption patterns?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Businesses that accept their responsibility for environmental sustainability can increase their profit.</p>	<ul style="list-style-type: none"> • Why is it challenging to measure how successfully a business is practicing sustainability?
<p>Standard 9.3.12.BM-MGT.8-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>The stakeholder model helps businesses achieve sustainability by creating relationships amongst stakeholders.</p>	<ul style="list-style-type: none"> • How does the stakeholder model apply to a sustainable business?
<p>Standard 9.3.12.BM-MGT.8-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Geographic features of a country or region contribute to natural capital.</p>	<ul style="list-style-type: none"> • How might being landlocked slow a country’s development? • Why is knowing a country’s natural capital important for political and trade relationships?
	<p>Businesses that explore renewable sources are establishing a competitive advantage.</p>	<ul style="list-style-type: none"> • Why should a business transfer to renewable energy sources?

<p>Create strategic plans used to manage business growth, profit and goals.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Standard 9.3.12.BM-OP.1– Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Students will know: Sustainability calls on businesses to develop new approaches to the way we design, produce, distribute and consume goods and services.</p> <p>Frameworks have been developed to help us evaluate sustainability.</p> <p>Measuring and comparing the impacts of our actions will help determine the success of our sustainability efforts.</p> <p>Limits and interdependence are part of sustainability context.</p> <p>Stakeholder theory forces a business to address underlying values and principles.</p> <p>A country’s location, its neighbors and the location of its capital and major cities explain many of its political and trade relationships.</p> <p>The two major categories of natural resources are renewable and nonrenewable.</p> <p>KEY TERMS: Biomass, carbon disclosure project, carbon footprint, climate, cradle-to-cradle, cradle-to-grave, environmental sustainability, geothermal power, inland waterway, lifecycle assessment, natural capital, natural resources, nonrenewable energy, renewable energy, stakeholder theory, water footprint.</p>	<p>Students will be able to: Determine the effects of environmental sustainability and its potential influence on business.</p> <p>Describe frameworks for sustainability.</p> <p>Summarize ways to measure sustainability achievements.</p> <p>Identify the characteristics of environmentally sustainable businesses.</p> <p>Explain how the stakeholder theory can help businesses achieve sustainability.</p> <p>Analyze how geographic features of a country or a region contribute to natural capital.</p> <p>Diagram nonrenewable and renewable energy options available and their potential impacts on business.</p>

ASSESSMENT EVIDENCE: Students will show their learning by:

- Explore and present a foreign country's sustainability efforts in comparison to the United States.

KEY LEARNING EVENTS AND INSTRUCTION:

- Create a diagram of nonrenewable and renewable energy options available and their potential impacts on business.
- Research an existing product with sustainable features and peer share findings.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
Unit IV: Sustainability and Natural Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit IV: Sustainability and Natural Resources <ul style="list-style-type: none"> • Environmental sustainability • Sustainability frameworks • Measuring sustainability • Stakeholder model for sustainable business • Natural capital • Natural resources 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: Europe Leads the Way: Why the EU Gets It On Environmental; Issues. • Mini Case: The Blue Green Alliance: A new Way of Sustainability Thinking?

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT V: Political Forces That Affect Global Trade

TRANSFER: Students will be able to compare tariffs and quotas of a commodity and determine the impact on a country’s economy. Students will develop rationale for removing trade barriers and evaluate the consequence of this action.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p>	<p>Governments nationalize and privatize organizations to raise cash for the government and reduce the government’s size.</p>	<ul style="list-style-type: none"> • Why might a government-owned firm have an unfair advantage over privately owned companies? • Why do countries that are committed to open market and capitalism have publicly owned enterprises? •
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>Businesses flourish in environments where change is predictable and the government is stable.</p>	<ul style="list-style-type: none"> • How do unstable governments present challenges to businesses?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Country Risk Assessment (CRA) is an evaluation that assesses a country’s economic situation, policies, and politics to determine how much risk exists of losing an investment.</p>	<ul style="list-style-type: none"> • What role would CRA play in developing a country’s international strategy?
	<p>The main reasons governments are involved in trade are national defense, sanctions, protection of jobs, and fair competition.</p>	<ul style="list-style-type: none"> • Why would a government be opposed to its citizens or businesses being able to obtain products at lower costs? • In what ways do tariff and nontariff barriers make it difficult to determine export pricing for business and consumer products?

<p>Standard 9.3.12.BM-MGT.8- Business Management and Administration: Create strategic plans used to manage business growth, profit and goals.</p> <p>Standard 9.3.12.BM-OP.1- Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know: Why governments get involved in nationalization and privatization.</p> <p>Government stability issues stem from lack of peace and predictability.</p> <p>Measures can be taken to protect a business from unfair competition, terrorism, cybercrime and other threats.</p> <p>Types of information a firm will need to judge country risk vary according to the nature of its business and the length of time required for the investment, loan, or other involvement to yield a profit.</p> <p>Governments intentionally restrict trade.</p> <p>.</p> <p>KEY TERMS: Ad valorem duty, compound duty, counter vailing duties, country risk assessment, cybercrime, dumping, instability, nationalization, nontariff barriers, privatization, quotas, specific duty, subsidies, tariffs, terrorism, variable levy, voluntary export restraints.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to: Differentiate the goals of nationalizing and privatizing business.</p> <p>Analyze and explain government protection and stability and their importance to business.</p> <p>Discuss how businesspeople deal with unfair competition, terrorism, cybercrime and other threats.</p> <p>Evaluate the role of country risk assessment in international business.</p> <p>Explain the political motivations for government intervention in trade.</p> <p>Identify the major types of government trade restrictions and their implications.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- U.S. Sugar Policy: A Sweet Deal? <https://www.fte.org/teachers/teacher-resources/lesson-plans/tradelessons/u-s-sugar-policy-a-sweet-deal/>
Students will examine the impact of trade barriers on various participant groups in the sugar market and determine who benefits from and who bears the costs of market restrictions.

KEY LEARNING EVENTS AND INSTRUCTION:

- Create a graphic organizer illustrating U.S. tariffs on import and export goods versus another foreign country's tariffs.
- Think, Pair, Share on predatory dumping products in the United States.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
Unit V: Political Forces That Affect Global Trade

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1.5 Weeks	Unit V: Political Forces That Affect Global Trade <ul style="list-style-type: none"> • Governments and the ownership of business • Government stability and protection • Country risk assessment • Counter measures to threats • Government intervention and trade 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: International Companies as Unequal Partners for Many Countries. • Mini Case: Chocolate: Is Your Treat the Result of Unfair Labor and the Exploitation of Child Labor? • https://www.fte.org/teachers/teacher-resources/lesson-plans/tradelessons/resource-list/

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT VI: Intellectual Property Rights and Other Legal Forces

TRANSFER: Students will be able to apply international law and international dispute settlements, including disputes dealing with intellectual property and other key company assets, to real world scenarios.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts and resent ideas for feedback through social media or in an online community.</p>	<p>The legal system of a country follows one of three distinct approaches that are found in civil law, common law or in religious law.</p>	<ul style="list-style-type: none"> • How might a country’s type of legal system be helpful in conducting international business?
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>Countries that follow the rule of law tend to protect the human rights of local citizens, an increasing concern of global companies.</p>	<ul style="list-style-type: none"> • Why doesn’t the concept of the rule of law have the same meaning in different countries?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Interpretation of contract language in an international setting becomes complex in dispute cases because there is no ready resolution for them.</p>	<ul style="list-style-type: none"> • How is international law enforced when there is no international police or military force?
	<p>Rights to intellectual property can be protected by patents, trademarks, trade names, copyrights, and trade secrets.</p>	<ul style="list-style-type: none"> • Why is plagiarism considered an intellectual property right violation? • How are intellectual property rights governed internationally? • How does national culture influence the meaning of intellectual property?
	<p>There are widely differing legal standards among countries.</p>	<ul style="list-style-type: none"> • How would you explain to a foreign country’s employees that you have to follow U.S. law?

<p>Standard 9.3.12.BM-MGT.8- Business Management and Administration: Create strategic plans used to manage business growth, profit and goals.</p>	<p>National-level legal forces can have a significant impact on the practice of business.</p>	<ul style="list-style-type: none"> • Why do understandings of appropriate limits to competition differ among nations? • Why would accounting law convergence across nations be a valuable achievement?
<p>Standard 9.3.12.BM-OP.1- Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know: The three types of legal systems are common law, civil law and religious law.</p> <p>Certain countries are governed by the rule of law, others by the rule of a political dictatorship or a powerful elite.</p> <p>Extraterritoriality, performance of contracts, and litigation are the major legal concerns in global business.</p> <p>Organizations that form the international framework for intellectual property protection.</p> <p>Potential advantages of the standardization of laws around the world.</p> <p>Trade obstacles are not only political and financial but legal as well.</p>	<p>Students will be able to: Compare and contrast the three types of legal systems.</p> <p>Describe the rule of law and its sources.</p> <p>Analyze the general legal concerns in global business.</p> <p>Utilize methods to protect intellectual property for international business.</p> <p>Discuss the standardization of laws among nations.</p> <p>Compare the impacts of the national-level legal forces in the areas of competition, trade, tort, ethics, and accounting for various countries.</p>

	KEY TERMS: Antitrust laws, arbitration, competition laws, copyright, extraterritorial application of laws, Foreign Corrupt Practices Act, Inco terms, intellectual property, litigation, patent, private international law, product liability, public international law, strict liability, tort, trademark, trade name, trade secret, treaties.	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Intellectual Property Rights PowerPoint presentation: research and analyze past and present real-world examples.

KEY LEARNING EVENTS AND INSTRUCTION:

- Student generated Kahoot: Chapter concepts
- Students develop and implement Quiz-Quiz-Trade (<http://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade>).

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
Unit VI: Intellectual Property Rights and Other Legal Forces

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>Unit VI: Intellectual Property Rights and Other Legal Forces</p> <ul style="list-style-type: none"> • Types of legal systems • International legal forces • General legal concerns in global business • Intellectual property rights • Standardizing laws around the world • National legal forces 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: Virtually Ripped Off? Intellectual Property Issues in Second Life and Maple Story • Mini Case: Deterring Country of Jurisdiction for International Business Disputes? • https://www.fte.org/teachers/teacher-resources/lesson-plans/tradelessons/resource-list/

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT VII: Economic and Socioeconomic Forces

TRANSFER: Students will be able to examine the critical economic and socioeconomic forces that shape business opportunities around the world. Students will conduct economic analysis and categorize nations in order to determine where to conduct international business.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p>	<p>To keep abreast of the latest economic developments and plan for the future, firms regularly assess and forecast economic conditions at the local, state, and national levels.</p>	<ul style="list-style-type: none"> • What impacts do economic forecasts have on a firm’s functional areas?
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>A nation’s level of economic development affects all aspects of business.</p>	<ul style="list-style-type: none"> • When might a country’s level of economic development mislead a marketer? • What might the differences between economically developing and developed nations mean to an international company considering entry into a foreign market?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Gross National Income (GNI) and Gross Domestic Product (GDP) are important economic dimensions used to describe a country’s economy.</p>	<ul style="list-style-type: none"> • Why should managers of international companies be concerned about purchasing power parity? • What limitations or potential problems can arise when using GNI per capita and population density in an analysis?
<p>Standard 9.3.12.BM-MGT.8-Business Management and Administration:</p>	<p>Socioeconomic dimensions are relevant to analysts to estimate market potential.</p>	<ul style="list-style-type: none"> • What social, political and economic conditions might signal the existence of a large underground economy? • Why is income distribution important to marketers in international companies?

<p>Create strategic plans used to manage business growth, profit and goals.</p>		<ul style="list-style-type: none"> • What implications might the rural-to-urban shift in developing countries have for international companies?
<p>Standard 9.3.12.BM-OP.1– Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know: Economic analysis is used to assess the overall outlook for the economy and the impact of economic changes on an international business.</p> <p>A nation’s level of economic development affects all aspects of business conducted there, and international managers encounter markets with differing levels of development.</p> <p>International managers measure the value of an economy by using Gross National Income or Gross Domestic Product.</p> <p>To estimate market potentials and provide input to the other functional areas of the business, managers require data on the sizes and rates of change for a number of economic and socioeconomic factors.</p> <p>KEY TERMS: Developed economies, developing economies, discretionary income, disposable income, emerging market economies, foreign environment, Gini index, gross domestic product (GDP), gross national income (GNI), income distribution, international environment, population density, population distribution, purchasing power parity (PPP), rural-to-urban shift,</p>	<p>Students will be able to: Explain the purpose of economic analysis.</p> <p>Compare different countries, based on levels of national economic development.</p> <p>Outline the dimensions used to describe the economy and their indicators.</p> <p>Discuss the socioeconomic dimensions of economies and the indicators used to assess them.</p>

	underground economy, unit labor cost, vertical integration.	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Economic Analysis Project (<https://data.worldbank.org/country>): Research one country in each global regional outlook section and create a report determining if the economic and socioeconomic warrant conducting business there. Utilize GDP, GNI, population, life expectancy and school enrollment charts to assist in the findings.

KEY LEARNING EVENTS AND INSTRUCTION:

- Class discussion on the impact of economic and socioeconomic force in conducting international business.
- Debate: Which country will emerge as the largest economy by 2050?
- Quizlet on key terms (quizlet.com).

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
Unit VII: Economic and Socioeconomic Forces

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit VII: Economic and Socioeconomic Forces <ul style="list-style-type: none"> • International economic analysis • Levels of economic development • Measuring the size of an economy • Socioeconomic dimensions of the economy 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: Assessing PPP Using the Big Mac Index? • Mini Case: The Impact of Galawi’s Development Policy?

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT VIII: The International Monetary System and Financial Forces

TRANSFER: Students will be able to determine factors that weaken a country’s currency and formulate pro and con arguments for a fixed rate regime. Students will participate in a simulated foreign exchange market.

	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 8.1.12.C.1-Educational Technology Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p>	<p>Floating currency exchange rates are determined by market forces.</p>	<ul style="list-style-type: none"> • What factors would influence a US business to pay a foreign company in US dollars? • Why are floating currency exchange rates determined by supply and demand?
<p>Standard 9.3.12.BM-MGT.3-Business Management and Administration: Apply economic concepts fundamental to global business operations.</p>	<p>Governments can restrict the exchange of their currencies for other currencies, set tax rates, and through monetary policy influence interest rates and inflation rates.</p>	<ul style="list-style-type: none"> • Why does the differing interest rates policy of the Federal Reserve and the European Central Bank influence the strength of the dollar against the Euro? • Why would a government limit the amount of its currency that can be exchanged for another currency in any given transaction?
<p>Standard 9.3.12.BM-MGT.4-Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships.</p> <p>Standard 9.3.12.BM-MGT.8-Business Management and Administration:</p>	<p>By monitoring the balance of payments data, a business can predict the level of demand for a country’s currency.</p>	<ul style="list-style-type: none"> • Why should managers regularly monitor the balance of payments of the countries in which their business operates? • How does the balance of payments trend help managers predict changes in the economic environment in a foreign country?

<p>Create strategic plans used to manage business growth, profit and goals.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Standard 9.3.12.BM-OP.1– Business Management and Operations: Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Students will know: Current currency arrangements.</p> <p>How exchange rates are calculated.</p> <p>Supply and demand have an effect on the value of currency.</p> <p>Methods of currency exchange controls.</p> <p>KEY TERMS: Arbitrage, ask price, balance of payments (BOP), Bank for International Settlements (BIS), bid price, Bretton Woods system, efficient market approach, fundamental approach, reciprocal currency, reserve, spot rate, technological analysis and vehicle currency.</p>	<p>Students will be able to: Describe today’s floating currency exchange rate system.</p> <p>Discuss the IMF current currency arrangements.</p> <p>Analyze the factors that influence exchange rate movement.</p> <p>Predict the value assigned to goods traded amongst countries.</p> <p>Examine financial forces governments can exert.</p>

ASSESSMENT EVIDENCE: Students will show their learning by:

- Monetary Mania: http://www.imf.org/external/np/exr/center/econed/g_mania.htm. Students review economic concepts in a quiz show format.
- Foreign Currency Activity: <https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/foreign-currencies-and-foreign-exchange/>. This activity provides an opportunity for students to participate in a simulated foreign exchange market.

KEY LEARNING EVENTS AND INSTRUCTION:

- Quescussions: <http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/asking-good-questions/quesdiscussion.html>.
Teacher generated questions on key chapter concepts checking for level of understanding.
- Kahoot: Key terms

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business
UNIT VIII: The International Monetary System and Financial Forces

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2.5 Weeks	UNIT VIII: The International Monetary System and Financial Forces <ul style="list-style-type: none"> • International monetary system • Floating currency exchange rate system • Fluctuating currency values • Financial forces governments can exert • Balance of payments 	<ul style="list-style-type: none"> • Global Edge Research Task https://globaledge.msu.edu/ • IB in Practice: G7 Foreign Exchange Intervention • Mini Case: SDR Exchange Risk • http://www.imf.org • https://www.fte.org/teachers/teacher-resources/lesson-plans/tradelessons/resource-list/

RANDOLPH TOWNSHIP SCHOOL DISTRICT
International Business

APPENDIX A

Textbook

Geringer, McNett, Minor and Ball. **International Business**. New York: McGraw-Hill Education, 2016.

Technology:

- Microsoft Office Suite
- Presentation software such as PowerPoint, Google Slides and Prezi
- HoverCam
- Blackboard/Google Drive/One Drive
- Desktops, Laptops and Personal Tablet Devices