

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Multimedia International Business 1AB				Course Code	<i>[Office use only]</i>
Transcript Title:	Multimedia International Business 1AB	Grades Levels:	10-12	Board Adoption Date:		
Content Area:	Business	GPA Scale:	4.0	Date Course Submitted:	March 2011	
Credential Req:		Graduation Subject Areas:	Elective			
UC/CSU "A-G" Area Approvals:			School Site that wrote and submitted the course:	NHHS		
Prerequisite(s):	Intro to Business, Basic computer skills, or teacher permission					
Next course(s):						

COURSE DESCRIPTION

The course will cover general principles of Multimedia in International Business. Students learn about Economics--micro and macro and its relationship to and impact on business operation in the private enterprise system. Students will learn and are expected to demonstrate a thorough understanding of Business and economic concepts. Simulated business will be set up and run by students to prepare them for working in a real business environment. This course teaches Multimedia International Business concepts using Economics as a factor in decision making with a focus on Virtual Business applications in a project based environment. An online National competition in a Virtual world is conducted in this course. Business Ethics and Social Responsibility, ownership, Entrepreneurship, and operations, Technology's Impact on Business, Money and Financial Institutions, Marketing in today's World and Advertising. Students work individually as well as on teams to compete against each other in the simulated world. Virtual Retailing; where students manage a distribution center, reviewing resumes, choose employees, locations, purchase technology, face management challenges and deal with global issues (including the integration of media objects, such as text, graphics, video, animation and sound to represent and convey information). Virtual Business; where students manage a convenience store, and Virtual Sports and Management: where students manage a football franchise may also be incorporated into the course. This course is open to all students who have basic computer skills, successfully completed Introduction to Business or obtain teacher permission.

GOALS: (Expected performance outcomes for students)

Students develop critical thinking skills asking the following questions:

1. Students will demonstrate an awareness of business standards, and knowledge of basic economic concepts.
2. Students will demonstrate an understanding of the fundamental skills required to own and operate an expanding commercial enterprise.
3. Students will develop planning, organizing, and controlling strategies for a business environment.
4. Students will demonstrate appropriate work ethics and demeanor as demanded by business owners.
5. Students will reinforce and extend skills involving math, language, decision making, problem solving, critical thinking, and teamwork.
6. Students will listen attentively, follow directions and effectively relay directions to others

For each topic of study in which a student is engaged, they should meet the following High Tech High International learning outcomes:

1. Uses critical thinking skills when approaching problems and projects.

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- a. Perspective, Evidence, Connection, Supposition and Significance) to guide the thought process.
- b. Supports arguments and draws conclusions using evidence and analysis.
- c. Participates in peer critiques and uses feedback to revise and improve work.

2. Demonstrates creative expression through the design of various projects.

- a. Develops passions and interests (both personal and academic).
- b. Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
- c. Uses "out of the box" thinking to design unique, original work.

3. Collaborates successfully with others on a regular basis.

- a. Works well with others: does his/her share when working in a group, contributes ideas and listens to others, uses time efficiently.
- b. Has a positive attitude and is solution-oriented when problems arise.
- c. Respects others and the school environment.

4. Uses strong communication skills to support learning.

- a. Asks questions and communicates with teachers when extra help or challenge is needed.
- b. Communicates in a professional manner with members of the community.
- c. Uses written language often and effectively.
- d. Is able to present and talk to any audience using strong communication skills: maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.

5. Utilizes technology as a tool to create professional, high-quality work.

- a. Seeks to use technology often and appropriately.
- b. Maintains an updated digital portfolio that highlights their work.
- c. Demonstrates patience and a willingness to learn and use different forms of technology.

6. Works to become globally and culturally aware through course work as well as experiences.

- a. Demonstrates a high level of respect for themselves, others and the environment.
- b. Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.
- c. Broadens perspective through participation in immersion experiences.
- d. Makes connections with exchange students.
- e. Develops a strong understanding of global issues through international studies and awareness of current events.

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The student will be able to:

- A. Demonstrate knowledge of the basic concepts used by economics, particularly scarcity, allocation of resources, economic decisions, economic goods, trade-offs, efficiency, price stability, goals of all economic systems.
- B. Demonstrate an understanding of the basic differences between the different types of economic systems that exist in the world today. Students will demonstrate an understanding of the concept of a mixed economic system.
- C. Demonstrate knowledge of how market system pricing operates. They should be able to demonstrate how the laws of supply and demand interact to produce prices, which "clear the market." They will demonstrate this knowledge through explanatory statements and construction of and reading of graphs and schedules.
- D. Demonstrate an understanding of how consumers make decisions and what factors in the economic system affect the making of those decisions.
- E. Demonstrate an understanding of how businesses are organized and how they function in a market economy. Students will demonstrate an understanding of the role of profit incentive in business growth and its importance in preserving the benefits of competition.
- F. Demonstrate an understanding of how and why government regulates business.
- G. Students will use technology to produce projects.
- H. Students will develop an awareness of their own career interests. (B 8, 9, 10)
- I. Students will develop employability skills through interviewing, resume building, oral presentations, and teamwork.
- J. Students will produce a professional portfolio and/or a "Web-folio" as a useful product for obtaining employment.
- K. Students will demonstrate critical thinking, organizational, and decision-making skills by developing project proposals, time lines, and final products.
- L. Students will demonstrate proficiency by using desktop publishing software to create a newsletter and a brochure using imported text and graphics with appropriate page layout and design.
- M. Students will demonstrate proficiency by creating a Web site using different applications and appropriate design features.
- N. Students will demonstrate proficiency by creating multimedia presentations, which include sound, animation and digital photo imaging.
- O. Students will demonstrate proficiency by sending electronic Email, threading messages.
- P. Students will demonstrate proficiency by demonstrating an understanding of computer software, hardware, and terminology.
- Q. Students will demonstrate proficiency by exhibiting business-like attitudes in demonstrating punctuality, turning assignments in on time, using class time productively, and making up assignments when absent.
- R. Students will demonstrate competence in listening to and following oral and written instructions
- S. Students will demonstrate competence in understanding the ethical nature of online communication.
- T. Students will obtain a computer literacy that goes well beyond that of a typical computer user. Students will understand how a computer works, and therefore be able to control the computer rather than simply react to it.
- U. Students will have a basic understanding of the core concepts in computer science (Operating systems, networking, architecture, software architecture, algorithms).

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For each topic of study in which a student is engaged, they should meet the following High Tech High International learning outcomes:

- **Uses critical thinking skills when approaching problems and projects.**
 - Perspective, Evidence, Connection, Supposition and Significance) to guide the thought process.
 - Supports arguments and draws conclusions using evidence and analysis.
 - Participates in peer critiques and uses feedback to revise and improve work.
- **Demonstrates creative expression through the design of various projects.**
 - Develops passions and interests (both personal and academic).
 - Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
 - Uses “out of the box” thinking to design unique, original work.
- **Collaborates successfully with others on a regular basis.**
 - Works well with others: does his/her share when working in a group, contributes ideas and listens to others, uses time efficiently.
 - Has a positive attitude and is solution-oriented when problems arise.
 - Respects others and the school environment.
- **Uses strong communication skills to support learning.**
 - Asks questions and communicates with teachers when extra help or challenge is needed.
 - Communicates in a professional manner with members of the community.
 - Uses written language often and effectively.
 - Is able to present and talk to any audience using strong communication skills: maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.
- **Utilizes technology as a tool to create professional, high-quality work.**
 - Seeks to use technology often and appropriately.
 - Maintains an updated digital portfolio that highlights their work.
 - Demonstrates patience and a willingness to learn and use different forms of technology.
- **Works to become globally and culturally aware through course work as well as experiences.**
 - Demonstrates a high level of respect for themselves, others and the environment.
 - Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.
 - Broadens perspective through participation in immersion experiences.
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California Content Standards

The following abbreviations are included to indicate the assessments used to measure a student's proficiency in each of the appropriate standards: California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). Standards that are underlined and in bold are identified as high frequency standards on the CST. Standards that are in bold are identified as medium frequency standards on the CST.

(Source for CTE pathway: California Career Technical Education Model Curriculum Standards - Grades Seven Through Twelve, Adopted by the California State Board of Education May 2005, Marketing, Sales, and Service Industry Sector, Entrepreneurship Pathway)

B1.0 *Students understand the basic aspects of entrepreneurship:*

- B1.1 Analyze the characteristics of successful entrepreneurs.
- B1.2 Understand the different types of business ownership and the advantages and disadvantages of owning and managing a small business.
- B1.3 Apply principles and procedures of accounting and finance to the operation of a small business.
- B1.4 Know the risk management principles associated with small business ownership.
- B1.5 Formulate pricing strategies for goods and services for a small business.
- B1.6 Know how the various channels of distribution and inventory control systems are important to the marketing process of a small business.
- B1.7 Know the elements of effective human resources management and how these practices benefit small businesses.

B2.0 *Students understand the elements and purpose of a business plan:*

- B2.1 Understand the reasons a small business develops a business plan.
- B2.2 Conduct market research by using a variety of methods.
- B2.3 Analyze market research to develop a marketing plan.
- B2.4 Develop a financial plan that outlines sources of capital and projects income and expenses.
- B2.5 Analyze a proposed business situation and its potential market.

B3.0 *Students understand how to use technology in a small business to gain a competitive advantage:*

- B3.1 Know how technology and electronic media can be used to manage work flow and provide feedback for operational efficiency.
- B3.2 Know important technologies affecting small businesses and how they impact operations.
- B3.3 Understand the software technologies used to make a Web site effective for small business needs.

B4.0 *Students understand effective marketing of small businesses:*

- B4.1 Know the selling techniques used to aid customers and clients in making buying decisions.
- B4.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
- B4.3 Understand how products and services are conceived, developed, maintained, and improved in response to market opportunities.

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B4.4 Understand how market research is used to develop strategies for marketing products or services in a small business.

B5.0 Students understand the key economic concepts that affect small business ownership:

B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

B5.2 Understand common ways in which fiscal and monetary policies affect the economy (e.g., the availability of money and credit and business decisions).

B5.3 Understand the role of government in the free enterprise system and its impact on small businesses.

B5.4 Understand the relationship between supply and demand and pricing and production.

B5.5 Know how scarcity and allocation affect small businesses.

B5.6 Understand the importance of economic measurement and the factors used to calculate it.

Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business sector:

1.1 Mathematics:

*Specific applications of **Number Sense***

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.6) Calculate the percentage of increases and decreases of a quantity.

*Specific applications of **Mathematical Reasoning** (grade seven)*

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

1.3 History–Social Science:

*Specific applications of **World History, Culture, and Geography: The Modern World***

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

*Specific applications of **Principles of Economics***

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- (12.1) Students understand common economic terms and concepts and economic reasoning.
- (12.1.1) Examine the causal relationship between scarcity and the need for choices.
- (12.1.2) Explain opportunity cost and marginal benefit and marginal cost.
- (12.1.3) Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
- (12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
- (12.2) Students analyze the elements of America's market economy in a global setting.
- (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
- (12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
- (12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders.
- (12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 Communications

Students understand, manage, create, and deliver effective oral, written, and multimedia communication in a variety of formats and contexts:

(The standards listed below retain the numbering in parenthesis as specified in the original academic content standards documents.)

2.1 Reading:

*Specific applications of **English–Language arts***

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- (2.1) analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with specialized software programs and in access guides to World Wide Web sites on the Internet).

2.2 Writing:

*Specific applications of **English–Language arts** (grades nine and ten)*

- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (1.8) Design and publish documents by using advanced publishing software and graphic programs.
- (1.9) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.5) Write job applications and resumes:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:

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- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CDROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

2.4 Listening and Speaking:

Specific applications of English–language arts

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

*Specific application of **English–Language arts** (grades eleven and twelve)*

- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

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(2.5) Students understand written business communication modes, such as memos, e-mail messages, one-page executive summaries, etc.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and evaluation components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Understand how financial systems and tools are used to solve business problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

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- 8.4 Understand major local, state, and federal laws and regulations that affect business and the procedural requirements necessary for compliance.
- 8.5 Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which pre-professional associations, such as DECA—A Marketing Association and Future Business Leaders of America (FBLA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, class-work, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric.

Items used for grade assessment:

- Economics Assignments and Examinations (25%)
- Business Technology Core Implementation and Performance-Based Assessment
- Academic Performance Based Assessment
- Student Portfolios (all projects, business plan, annual report, job descriptions) (25%)
- Weekly calendar, Participation-work log sheets, Meetings, Consultant Evaluation, Self Evaluation (15%)
- Personal Finance Records (10%)
- Evaluation of Economic Concepts (10%)
- E-mail, fax, letter, communication (5%)
- Final Examination (10%)

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Grade Scale:

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% and below	= F

KEY ASSIGNMENTS:

- A. **Personal Finance.** Students will be responsible to create and keep their own personal finance records. They will be responsible to keep physical and electronic accounting of their financial status throughout the year.
- B. **Business Plan.** Students will develop a business plan which provides the opportunity for students to analyze economic impact on business startup and operation.
- C. **Electronic Portfolio.** Students will demonstrate the ability to gather and generate an electronic portfolio including their resume, application, letters of recommendation, introductory letter, key work samples and student evaluation. Students will create a Web Page to present each student achievement throughout the year.
- D. **Research papers.** Students will research real businesses and present their findings on their financials, business practices, company hierarchy, governmental affects (local, state, federal), the effects of the global economy on the business, etc. Students will present their findings in a public speaking setting.
- E. **Project Based assignments.** Students will create a Public Service Announcement on a Global issue, Create a Business Logo/trailer, and Invent a product, Market the product through an Infomercial, Research an International Business and create a Documentary video presentation on the topic

Instructional Methods and/or Strategies

1. Direct instruction (lecture, reading, labs and investigations, writing, reports, journals, analyses, essays, speaking, presentations, guest speakers).
2. Laboratory investigations and projects using educational courseware and computer technology.
3. Team teaching including assisted instruction from university, business, and community partners.
4. Community-based research projects with professional mentors.
5. Use of a variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks, and other print information.
6. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.
7. Student presentations, exhibits, and competitions—both team and individual.
8. Online 3-D Simulation introduction to the world of business. This will provide the students with a realistic view of business through a highly immersive, 3-D multi-user business simulation.
9. SDAIE (Specially Designed Academic Instruction in English).

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			Groups are formed to investigate one of the five social institutions. Start a Web Blog to communicate and promote good public relations and to connect with customers. Blanc & Vento, <u>Learning Microsoft Office XP</u>, DDC Publishing Company, 2002. <u>Junior Achievement Economics</u> developed under the direction of Peter J. Harper, Vice President, Economics-Junior Achievement Inc., 1999. Lowe, Malouf, and Jacobson, <u>Consumer Education and Economics</u>, 4th Edition, Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1997. Brown and Clow, <u>Introduction to Business, Our Business and Economic World</u>, Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1992.
Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work	
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines	

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	Product: Exemplary portfolio entries
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.

* Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.

** Tasks are to be identified by the Application Taxonomy Quadrant designed by the International Center for Leadership in Education.

Unit 2	Length of Unit (Days / weeks / class sessions) ... 10 Days/4 weeks/10 sessions			
	Key Terms	Standards*	Model Tasks**	Tools & Text
International trade environment	- International trade - Imports - Exports - Goods - Service - FOB - CIF - C&F - Dependency - Balance of trade - Trade barriers - Protectionism - Dumping - Democracy - Totalitarianism - Theocracy - Free trade zone	CTE Standard B4.0 Goals 1,2,3,4 Mathematics 1.1 Goal 2.2, 2.8, 3.1 2.1 Reading Goal 2.1, 2.3, 2.5, 2.6 2.2 Writing Goal 1.3, 1.5, 2.4 Listening and Speaking, Goals 1.3, 5.0 Problem Solving and Critical Thinking, Goal 5.2, 5.4 8.0 Ethics and Responsibility, Goal 8.1, 8.2, 8.4 9.0 Leadership	H Team of students will join on tasks to establish knowledge of the American economy and International trade. M Describe the processes of importing and exporting. Explain the differences between goods and services Identify the steps of the importing and exporting processes. Explain why companies and countries trade. Discuss the importance of having balance of trade for countries Describe the roles played by international trade organizations. Identify different types of governments and their influence on international trade. Describe the different forms of legal systems and Identify the impact of laws and regulations on international business Explain some ways to settle differences in	D Brown and Clow, International Business, Glencoe Periodicals/Newspapers B Wall St. Journal Business Week U.S. News & World Report L.A. Times Advertising Age Newsweek Time Software Office XP Professional Internet Explorer

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	• Free trade Agreement • Economics • Market Economy • Supply • Demand • Command Economy • Mixed Economy • Scarcity • Currency exchange rate • Capital	and Teamwork, Goals 9.1, through 9.5		international trade relationships. Identify different types of economic systems. Explain how resources affect a nations ability to trade. Identify geographic features and advantages and the effects of location, time and proximity. Identify the uses of money, currencies and exchange rates. Explain the types of commercial risk in international trade Discuss ways to reduce risk when building international business relationships.	Ulead Video Flash Animation Resource Materials <u>Lange-Glencoe Mathematics,</u> <u>Glencoe/McGraw-Hill, a division of</u> <u>The McGraw-Hill Companies, 2004.</u> <u>Martin, Edward, P.C. Concepts,</u> <u>Dryden Publishing, 2002.</u> <u>Blanc & Vento, Learning</u> <u>Microsoft Office XP, DDC</u> <u>Publishing Company, 2002.</u> <u>Junior Achievement Economics</u> <u>developed under the direction of</u> <u>Peter J. Harper, Vice President,</u> <u>Economics-Junior Achievement Inc.,</u> <u>1999.</u> <u>Lowe, Malouf, and Jacobson,</u> <u>Consumer Education and</u> <u>Economics, 4th Edition, Glencoe</u>

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						Division of Macmillan/McGraw Hill School Publishing Company, 1997. Brown and Clow, Introduction to Business, Our Business and Economic World, Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1992.
Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work				
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries				
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.					
	Summative Assessments: Written unit examination. Completion of this unit’s section of student portfolio.					

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Unit 3	Length of Unit (Days / weeks / class sessions) ... 15 days/6 weeks/15 sessions			
	Key Terms	Standards*	Model Tasks**	Tools & Text
Business Ownership and Entrepreneurship	Sole Proprietorship Partnership Corporation Subchapter S Corporation LLC MNC Mode of Entry	CTE Standard 1.0 Goals 1-7 CTE Standard 2.0 Goals 1,2,3,4,5 2.0 Communications 2.2 Writing , Goals 2.5a-d, business letters and job applications/resumes 2.4 Listening and Speaking , Goals 2.3a-g 6.0 Health and Safety , Goals 6.1 through 6.3 8.0 Ethics and Legal Responsibilities , Goal 8.3	H Defining Departments M Writing Job Descriptions M Writing a Business Plan M Interviewing for Jobs L Using the Internet for business activities Identify 2 main types of business ownership. Differentiate between companies in different countries. Explain the nature of entrepreneurship Discuss how to implement an entrepreneurial operation in another country. Written evidence, a report discussing the advantages and disadvantages of being a franchisee versus an independent sole proprietorship. Create Posters illustrating one of the risks of global entrepreneurship. Graphic PowerPoint presentation on management skills. Discuss the importance of quality and value in production systems. Explain how businesses choose which goods and services to make	D Brown and Clow, International Business, Glencoe C <u>Periodicals/Newspapers</u> B <u>Wall St. Journal</u> <u>Business Week</u> <u>U.S. News & World Report</u> A <u>L.A. Times</u> <u>Advertising Age</u> <u>Newsweek</u> <u>Time</u> Software Office XP Professional Internet Explorer Ulead Video Flash Animation Websites 1. Advertising Age http://adage.com 2. Adcritic http://www.adcritic.com/ 3. Owning Your Own Business www.myownbusiness.org/index.html 4. Marketing Teacher http://www.marketingteacher.com/ A*S*K Business www.askinstitute.org Resource Materials Brown and Clow, <u>Introduction to Business, Our Business and</u>
Organizational Management and Strategy	Management Planning Strategic Plan Differentiation Organizing Authority Decentralization			
Production and Quality Control	Quality Value Standardization Adaptation Sourcing			

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				and export. Identify the elements of production or manufacturing systems, quality control and describe programs designed to improve quality.		<u>Economic World</u> , Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1992.	
Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work					
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries					
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes –						

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	all of which become part of the class portfolio.
	Summative Assessments:
	Written unit examination. Completion of this unit's section of student portfolio.

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Unit 4	Length of Unit (Days / weeks / class sessions) ... 5 Days/2 Weeks/5 sessions				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Business Simulation.	Economic Goals, Concepts of Revenue, Expense, Profit and Loss, Merchandising, Manufacturing, Service Organizations, Ethics, Ethical Practices, Values, Beliefs, Legal considerations	Mathematics, Goal 2.1, 2.2, 2.8, 3.1 2.0 Communications 2.2 Writing, Goal 1.9 2.4 Listening and Speaking, Goals 2.3, 2.5 5.0, Problem Solving, Goal 5.4 7.0 Responsibility and Flexibility, Goal 7.1, 7.4 8.0 Ethics and Responsibility, Goals 8.1 through 8.5 9.0 Leadership and Teamwork, Goals 9.3, 9.4, 9.5	H M L	Virtual online simulation. National competition, Introduction to the world of business with a realistic view of business through a highly immersive, three-dimensional multi-user business simulation. The success of participants and teams depends on their ability to research the resources for facts, evaluate the facts, and then act on them to make the optimal decision. The team based activity teaches students the value of collaboration, research and understanding of the problems they face in order to arrive at optimal solutions. It also encourages students to begin thinking about their college plans and a future career.	D C B A Deloitte, SPILL National Team Challenge Desktop Computer
Differentiation	Support -- for students who are struggling with the content	Content: <i>hand written notes on each of the tasks throughout the project, handouts to enhance task assignments</i>			
		Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work			
		Content: Student-driven enrichment research based on interest in unit subtopics			

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	Extension – for high achieving students. Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.

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Unit 5	Length of Unit (Days / weeks / class sessions) 30 Days/12 Weeks/30 sessions...			
	Key Terms	Standards*	Model Tasks**	Tools & Text
Marketing and Promotion	Payroll, accounts receivable/payable, financial statements, operating costs, start-up costs, and budgets. Organizational chart, assessment of personnel, employee manual, and employee relations. Advertising, market research, logos, promotional designs, and preparation of a catalog. Company directory, purchasing budget for	CTE Standard 5.0 Goals 1-6 1.1 Mathematics, Goals 2.2, 2.8 2.0 Communications 2.1 Reading, Goals 2.1 2.2 Writing, Goal 1.8 2.4 Listening and Speaking, Goals 1.1, 1.3 5.0 Problem Solving and Critical Thinking, Goals 5.1 through 5.4 7.0 Responsibility and Flexibility, Goal 7.2 8.0 Ethics and Responsibility, Goals	H M L The four Ps of marketing, defining market segmentation and product differentiation. Students will identify the characteristics of consumer, organizational and governmental markets. Students will discuss effective ways to contact international customers, identify public relations activities for an international promotional mix. Students will discuss methods of developing products that will succeed in the marketplace, set prices, define channels of distribution and discuss choosing a mode of transportation to move goods to customers. Group Instruction: Groups will be created to create packaging and labels for products	D C B A Brown and Clow, International Business, Glencoe <u>Periodicals/News</u> <u>wspapers</u> <u>Wall St. Journal</u> <u>Business Week</u> <u>U.S. News & World Report</u> <u>L.A. Times</u> <u>Advertising Age</u> <u>Newsweek</u> <u>Time</u> Software Office XP

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	departments, workflow, business plan, office layout, correspondence, and creating a web site. International trade research, consumer needs, competition, procedure for acquiring clients, and determining prices.	8.1 through 8.5		used in other countries using graphic presentations. Oral presentations will be given to present the work to the class Posters with graphic illustrations utilizing two distribution channels will be posted around the room. Individualized instruction: Assign a country to each student. Research to find export management companies, customs brokers and freight forwarders who operate in the assigned countries. They will submit their work in writing.	Professional Internet Explorer Ulead Video Flash Animation Resource Materials Lowe, Malouf, and Jacobson, <u>Consumer Education and Economics</u>, 4th Edition, Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1997. Brown and Clow,
Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work			
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries			
Evaluation	Formative Assessments :				

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	Accounting Cycle IASB					division of The McGraw-Hill Companies, 2004. Martin, Edward, <u>P.C. Concepts</u> , Dryden Publishing, 2002. Blanc & Vento, <u>Learning Microsoft Office XP</u> , DDC Publishing Company, 2002. Junior Achievement <u>Economics</u> developed under the direction of Peter J. Harper, Vice President, Economics-Junior Achievement Inc., 1999. Lowe, Malouf, and Jacobson, <u>Consumer Education and Economics</u> , 4 th Edition, Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1997. Brown and Clow, <u>Introduction to Business, Our Business and Economic World</u> , Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1992.
Differentiation	Support -- for students who are struggling with the content	Content: website tutorials, handouts, demonstrations Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work				

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	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries		
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
	Summative Assessments: Written unit examination. Completion of this unit’s section of student portfolio.			

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