PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

International Business Curriculum

5.0 Credits

Unit One

International Business

Course Description

This International Business course will focus on the world of international business, including economics, cultural influences on business, and government and political influences on business. Organizing for international business; including structures of international business organizations, importing, exporting, trade relations, foreign exchange, currency exchange, and international finance. Other topics to be discussed include global financial activities, foreign markets, investment strategy, stocks, bonds & mutual funds, fundamental & technical analysis. International business news will be discussed to increase the student's awareness of what is taking place throughout the global community.

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International Business

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Foundations of International Business and Business environment	Approx. 5 weeks
Unit 2	International Business Communications and Culture	Approx. 7 weeks
Unit 3	International Banking, Finance and Investment	Approx. 13 weeks
Unit 4	Ethical and Social Responsibilities in a Global Economy	Approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Differentiated Instruction			
Strategies to Accommodate Students Based on Individual Needs			
Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

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Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

6.2–World History/Global Studies

- 6.2.12.A.6.a**:** Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.C.6.b: Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

9.1– Personal Financial Literacy

- 9.1.12 A.2: Differentiate between taxable and nontaxable income.
- 9.1.12 A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12 B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12 B.2: Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12 B.3: Construct a plan to accumulate emergency "rainy day" funds.
- 9.1.12 B.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.3– Career and Technical Education

Career Cluster: Business Management and Administration

Pathway: General Management

- 9.3.12.BM‑MGT.3: Apply economic concepts fundamental to global business operations.

Pathway: Business Administration Management

- 9.3.12.BM‑BIM.3: Access, evaluate and disseminate information for business decision making.

Common Career Technical Core (CCTC)

Career Cluster: Business Management and Administration

Pathway: General Management

- BM‑MGT.3: Apply economic concepts fundamental to global business operations.

Pathway: Business Administration Management

- BM‑BIM.3: Access, evaluate and disseminate information for business decision making.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Course: International Business	Unit Overview: International Business Communications and Culture
Unit: II	
Grade Level: 9-12	

New Jersey Student Learning Standards (NJSLS): 6.2.12.A.6.a ; 6.2.12.C.6.b; 6.2.12.C.6.c; 6.2.12.D.6.a; 9.1.12 A.2; 9.1.12 A.5; 9.1.12 B.1; 9.1.12 B.2; 9.1.12 B.3; 9.1.12 B.5, 9.3.12.BM‑MGT.3; 9.3.12.BM‑BIM.3

Common Career Technical Core (CCTC): BM‑MGT.3; BM‑BIM.3

Common Core State Standards (CCSS): RL.11-12.1, RL.11-12.5, W.11-12.1, W.11-12.7, W.11-12.10

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Identify and explain the major types of values in various countries and cultures (can have more than one culture in a country) **NJSLS:** 6.2.12.A.6.a , 9.1.12 A.2, 9.1.12 B.2, 9.1.12 B.5 **CCTC:** 9.3.12.BM‑MGT.3, W.11-12.1	What are cultures influences on Global business? What are cultural values? How are cultural values shaped?	• Define culture. • Describe influences of culture on global business activities. • Explain how the subculture of a country affects the selection of business partners. • Understand that	**Oxford Style Debate** Students in groups of 4-5 debate with the positive or negative effects of technological innovation and commerce. **Journal:** How would your own personal values impact the way you conduct	**THE TOP TEN WAYS THAT CULTURE CAN AFFECT INTERNATIONAL NEGOTIATIONS** http://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-international-negotiations/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS: W.11-12.10		the use of technology can preserve or destroy a culture.	business?	**Fashion is seen as frivolous but it's at the heart of contemporary culture** https://www.theguardian.com/sustainable-business/sustainable-fashion-blog/fashion-frivolous-contemporary-culture-ownership-usership **The Guardian Why students need a global awareness and understanding of other cultures** https://www.theguardian.com/teacher-network/2012/sep/25/students-global-awareness-other-cultures
Examine business protocol of several countries as related to	How does communication impact	• Discuss and understand the importance of	**International Business Etiquette Webquest** http://zunal.com/webque	**Forbes Business Etiquette** http://www.forbes.com/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
social customs, business customs, and political environment. **NJSLS:** 9.1.12 A.5, 9.1.12 B.1, 9.1.12 B.3, 6.2.12.C.6.c, 6.2.12.D.6.a **CCTC:** 9.3.12.BM‑BIM.3 **CCSS:** RL.11-12.5, W.11-12.1, W.11-12.10	Global business and relationships? What are the consequences for poor communications? How do customs impact business? What is the role of global politics in the marketplace?	knowing another language in global business success • Understand the theory of supply and demand. • Discuss business etiquette outside the U.S. • Understand the impact of politics and conflict on the global market	st.php?w=103276 **Class Discussion:** What steps would you take to develop business relationships in Japan, Canada, and South Africa? How would they differ? **Journal:** How do the political tensions between the US and Russia impact global business?	sites/susanadams/2012/06/15/business-etiquette-tips-for-international-travel/#76c4e9226755 **CNN Business Etiquette 101** http://www.cnn.com/2007/TRAVEL/06/11/international.etiquette/ **Political Tensions Are Creating New Rules for International Business** http://knowledge.wharton.upenn.edu/article/political-tensions-are-creating-new-rules-for-international-business/ **NY Times What China's Economic Growth Figures Mean** http://www.nytimes.com/2016/07/15/business/international/china-gdp-economic-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				growth.html?_r=0
Examine cultural and religious influences on global business. **NJSLS:** 6.2.12.D.6.a **CCTC:** 9.3.12.BM‑MGT.3 **CCSS:** RL.11-12.1, RL.11-12.5, W.11-12.1	How do cultural influences affect the global environment? What is the role of religion in business?	• Identify values different from our countries values • Identify how to people react to different cultures • Explain culture shock and how to minimize the reaction to the shock	**Microtheme/Essay:** How could religion impact the way you conduct business. Write a one-page reaction. **Global Business and Culture Lessons:** https://www.worldaffairsdc.org/Attachments/CultureandCommunicationsLessonPlan.pdf	**Influence of World Religions on Trade** https://www.princeton.edu/jpia/past-issues-1/2006/11.pdf **How does culture affect international business?** https://www.virgin.com/entrepreneur/how-does-culture-affect-international-business
Examine communication strategies necessary and appropriate for effective and profitable Global business relations. **NJSLS:** 6.2.12.C.6.c, 6.2.12.D.6.a **CCTC:** 9.3.12.BM‑MGT.3, 9.3.12.BM‑	How do businesses communicate effectively across cultures? How has social media impacted global business?	• Describe effective communications and promotional strategies. • Identify various political environments and be able to draw conclusion based on research what countries are	**Brochure:** Create a global business brochure for entrepreneurs to ensure the best communication strategies and business success. **Journal:** Imagine you are an entrepreneur	**Social Media and Global Branding** http://www.smartinsights.com/online-brand-strategy/international-marketing/how-social-and-digital-marketing-has-impacted-global-branding/ **Skype and Business**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
BIM.3 **CCSS:** W.11-12.1, W.11-12.10		suitable or not suitable for conducting trade.	create a foolproof communication strategy for a profitable global business.	**Communication** **http://www.huffingtonpost.com/valerie-bersetprice/have-skype-will-do-intern_b_1274855.html**
Identify strategies employed to promote global business opportunities. **NJSLS:** 6.2.12.C.6.b **CCTC:** 9.3.12.BM‑MGT.3 **CCSS:** RL.11-12.1, W.11-12.7	How can culture promote market opportunities? How can global business expand?	• Identify materials that have various legal protections from being duplicated • Understand the impact of violations of those laws to businesses and workers • Identify various political environments and be able to draw conclusion based on research what countries are suitable or not suitable for conducting trade.	**Compare and Contrast Venn Diagram** Research US laws protecting products. Compare and contrast these laws of other countries **Intellectual Property Project** Research and Report on the magnitude of the problem of intellectual property right infringements. Consider and appraise the dollar impact to business and cost to workers	**What is Global Marketing** **http://www.marketing-schools.org/types-of-marketing/global-marketing.html** **Strategy and Business** **http://www.strategy-business.com/article/13866?gko=e19cb**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine strategies for developing effective international product offerings **NJSLS:** 6.2.12.C.6.b, 6.2.12.D.6.a **CCTC:** 9.3.12.BM‑MGT.3 **CCSS:** RL.11-12.5, W.11-12.1, W.11-12.10	How do domestic businesses develop and distribute products that satisfy the needs of international customers? What is the role of culture in product development and popularity? What role does Multi National Corporations play in the global economy? What is the process for getting goods into the country?	• Identify factors that influence consumer behavior in different countries. • Create promotional mixes that are effective across borders. • Research how to start each one of the various forms of businesses • Develop a financial business plan for the capital needed to start a business	**Journal:** How does culture and market place impact product development? (Think McDonalds global menus) **Business Plan:** In Groups of 2 create a fast food franchise to be introduced in Indonesia, China, Japan, or India.	**CNN Fast Food Chains Adapt to Local Tastes** http://www.cnn.com/2010/LIVING/homestyle/04/08/fast.food/ **Three Ways Companies Decide The Price Of A Product** http://www.businessinsider.com/3-powerful-pricing-strategies-businesses-should-always-consider-2013-10

Unit 2 Vocabulary	
Customs Protocol Etiquette Entrepreneur Material life Social dimension	Strategy Dominant group Minority group Culture Protocol

Suggested Unit Projects	
Choose At Least One	
Create a Prezi outlining the impact of culture on business and plan a business trip. Select from one of the countries below • Switzerland • Norway • South Africa • Israel • Iran • Russia • Japan • Australia • Nigeria . Include attire, climate, food and dining etiquette, native foods, political structure, Religion, Flag/colors, Time Zone, Workdays/Hours/Holidays, Education system, gift giving, social customs, plane and hotels, phone and deice use, standard of living, resources/apps, communication,	In a group create a promotional video outline the social etiquette for a business meeting in the United States.

Suggested Structured Learning Experiences	
THE ETIQUETTE SCHOOL OF NEW YORK 477 Madison Avenue, New York, New York Contact: Patricia Napier-Fitzpatrick Telephone: 212-288-5413 Mobile: 917-626-5308 E-mail: pfitzpatricknyc@optonline.net Skype: NewYorkManners1	United Nations UN Visitor Centre Department of Public Information United Nations Headquarters Room GA-1B-31 New York, NY 10017 The Asia Society 725 Park Avenue New York, NY 10021 General Inquiries 212-288-6400