

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.

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.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • 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

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

6.1 –World History/Global Studies

- 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

9.1– Personal Financial Literacy

- 9.1.12.A.1: Differentiate among the types of taxes and employee benefits
- 9.1.12.B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.C.4: Determine the relationships among income, expenses, and interest.

9.3– Career Cluster Business Management and Administration

- 9.3.12.BM-MGT.3: Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-BIM.2: Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing.

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 Information Management

- BM-BIM.2: Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing.

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.

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: III Grade Level: 9-12	Unit Overview: International Banking, Finance and Investment
New Jersey Student Learning Standards (NJSLS): 6.2.12.C.6.c, 9.1.12.A.1, 9.1.12.B.1, 9.1.12.C.4, 9.3.12.BM-MGT.3, 9.3.12.BM-BIM.2	
Common Career Technical Core (CCTC): BM-MGT.3, BM-BIM.2	
Common Core State Standards (CCSS): RL.11-12.1, W.11-12.1, W.11-12.7, W.11-12.10	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine global financial activities NJSLS: 6.2.12.C.6.c, 9.1.12.A.1, 9.1.12.B.1 CCTC: BM-MGT.3 CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.RL.11-12.1	What types of markets exist in the world, where they can be found, and what their relative strengths and weaknesses are? What is the process for getting goods in and out of the country? How does a positive and	<ul style="list-style-type: none"> Identify ways payments are made on international sales. Calculate foreign exchange rates of various currencies. Define a trade balance as the difference between the 	Globalization 101 Trade Deficit Activity http://www.globalization101.org/the-trade-balance/ PBS Balance of Trade Lesson Plan http://www-cache.pbs.org/newshour/spc/thenews/materials/balance_of_trade_lesson.pdf	Global Market News http://www.reuters.com/finance/markets IMF Global Financial Stability Report A Report by the Monetary and Capital Markets Department on Market Developments and Issues https://www.imf.org/external/pubs/ft/gfsr/

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	<p>negative trade balance and balance of payments impact Global business and political relations between nations?</p> <p>What are the various forms of ownership?</p>	<p>amount of a nation's exports and imports of goods and services in a given year.</p> <ul style="list-style-type: none"> • Understand the differing opinions regarding the positive or negative affects of trade surpluses and deficits. • Recognize importance of trading for Latin American Countries and the nature of the goods and services exchanged among them. • Understand concerns of different interest groups in Latin American 	<p>Marketing Strategies: marketing is an ongoing, daily activity. Keeping the name of the business in front of its customers means a healthier bottom line and a business more likely to survive in the long run. Three strategies include relationship marketing, online marketing and traditional marketing. However, the types of possible marketing are limited only by the creativity of the person doing the marketing, and different types will offer different advantages to any given individual business. Separate the class into three groups and assign them an existing global business and one of the three strategies. Be creative!</p>	

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		<p>countries, as they relate to international trade.</p> <ul style="list-style-type: none"> • Interpret graphical materials to support their understanding of the trade balance. 		
<p>Evaluate International Banking Systems</p> <p>NJSLS: 6.2.12.C.6.c, 9.1.12.A.1, 9.1.12.B.1</p> <p>CCTC: BM-MGT.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1</p>	<p>How do International Financial Agencies encourage economic development and trade?</p> <p>What modes of entry are available to businesses seeking investments in international markets? Does International Law endanger state sovereignty?</p>	<ul style="list-style-type: none"> • List various types of banks and services available to support international activities. • Understand and discuss global banking strategies. • Describe laws and trade barriers that can discourage global business. • Explain how political risks can disrupt global 	<p>World Bank Lesson Plan http://www.globalization101.org/the-imf-world-bank/</p> <p>The Bretton Woods Conference Webquest http://zunal.com/webquest.php?w=4843</p> <p>Venn Diagram/Chart Compare and contrast the banking systems of the European Union, Singapore, US, and Morocco</p>	<p>The International Banking System Made Simple [Short Video] https://www.currencyfair.com/blog/the-international-banking-system-made-simple-short-video/</p> <p>International Banking and Geography http://www.finweb.com/banking-credit/international-banking-systems.html#axzz4Eq7KmnNK</p>

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		<p>business activities.</p> <ul style="list-style-type: none"> • Explain government actions that can encourage global business activities. • Identify the different levels of economic integration. 		<p>IMF and World Bank Overview http://www.cultureconnections.org/resources/curriculum-artifact-boxes/globalization-an-introduction/unit-02/lesson-plans/imf-world-bank.html</p>
<p>Analyze the implications of the international stock markets</p> <p>NJSLS: 9.1.12.A.1, 9.1.12.B.1, 6.2.12.C.6.c</p> <p>CCTC: BM-BIM.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.10</p>	<p>How do world events impact the international stock markets?</p> <p>What are the different political systems around the globe?</p> <p>How is business conducted within different political systems?</p> <p>What types of business conduct Global</p>	<ul style="list-style-type: none"> • Explain the primary sources of investment capital available to International businesses. • Analyze modes of entry and investment opportunities in foreign markets 	<p>Journal: How did the recent Brexit impact global stocks?</p> <p>World Trade Webquest: http://worldeconomiesandglobalization.blogspot.com/2011/04/international-trade-and-globalization.html</p>	<p>North American and South American Stock Markets CNN Money http://money.cnn.com/data/world_markets/americas/</p> <p>CNN European Markets http://money.cnn.com/data/world_markets/europe/</p> <p>CNBC Global Markets http://www.cnbc.com/world-markets/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	business?			
<p>Appraise the scope of currency transactions between nations</p> <p>NJSLS: 9.3.12.BM-MGT.3, 6.2.12.C.6.c</p> <p>CCTC: BM-BIM.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.RL.11-12.1</p>	<p>What are the factors that influence the value of a country's currency?</p> <p>How to assess unique currency from around the globe.</p> <p>What differentiates markets from one another?</p> <p>How currency is created, supported, and used?</p>	<ul style="list-style-type: none"> • .Understand the elements of the marketing mix. • Discuss the steps in the new product development process and the marketing research process. • Identify the factors that must be considered by businesses when setting prices. • Describe the indirect and direct channels of distribution. • Describe the elements of the promotional mix. • Describe some of the monetary systems around the world. 	<p>Debate: What is money? Distribute two or three riyal notes to each student. Ask them if what you have distributed is money. (Money is anything acceptable in exchange for goods and services; if they cannot buy anything with the rivals then it is not money.)</p> <p>Journal and Discussion: What do people in one country want currency from another?</p> <p>Research Students should track exchange rates between the Yen, Euro, and Dollar for one week and graph</p>	<p>World Currency Data http://www.xe.com/</p> <p>International Money Exchange http://www.fte.org/teacher-resources/lesson-plans/eflessons/foreign-currencies-and-foreign-exchange/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> • Discuss the exchange rate system between nations. • Describe the common European currency. • Calculate foreign exchange rates. 	<p>any changes.</p> <p>Shopping Make up an international shopping list of items from countries around the world. Price the items in their own currency. Students will then create a budget for these items after the prices are converted to US dollars.</p>	
<p>Identify sources of international investment</p> <p>NJSLS: 6.2.12.C.6.c CCTC: BM-MGT.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.RL.11-12.1</p>	<p>How do tax incentives encourage global business?</p> <p>How does risk influence investment?</p> <p>How does foreign investment impact the domestic economy?</p> <p>How can governments encourage and/or discourage global business?</p>	<ul style="list-style-type: none"> • Compare and contrast foreign stock markets and exchanges. • Identify low-risk methods for getting involved in global business. • Identify high-risk methods for getting involved in global business 	<p>Article and Reflection: Read the article about international investing and answer the question below in your journal. What risks do organizations face when engaging in international finance activities? http://www.investopedia.com/ask/answers/06/internationalfinancerisks.asp</p> <p>Lecture: Introduce the different types of ownership and</p>	<p>Six reasons you should invest internationally http://www.marketwatch.com/story/six-reasons-you-should-invest-internationally-2015-04-22</p> <p>Fidelity Investments: International Investing https://www.fidelity.com/trading/investment-choices/international-investments</p> <p>Learning From the</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>the basics of the stock market.</p> <p>Research: Natural Disasters and Global Investment In groups of 2 students will research the impact of Hurricane Sandy, the Fukushima Nuclear Power Plant Disaster, the 2004 Tsunami or another natural disaster on the global investment market. Create a digital presentation.</p>	<p>Stock Market http://www.gcee.org/userFiles/en/Documents/LearningfromMarket.pdf</p>
<p>Explain transfer and flow of monies in a global market NJSLS: 6.2.12.C.6.c, 9.1.12.C.4 CCTC: BM-MGT.3, BM-BIM.2 CCSS: CCSS.ELA-LITERACY.W.11-12.10; CCSS.ELA-LITERACY.RL.11-12.1</p>	<p>What is the importance of exporting?</p> <p>What is the role of supply and demand?</p> <p>What is the role of technology in money transfer?</p>	<ul style="list-style-type: none"> • Identify the five steps in the exporting process • Identify the benefits to the US and to themselves personally why exporting is vitally important • Identify balance of payments, trade deficits and trade 	<p>Research and Reflection First, go to Merriam-Webster Dictionary Online and look up the words import and export. Once you have finished this, take a look at the objects your teacher has gathered. All of these objects were manufactured in another</p>	<p>The Impact of Remittances Around the World PBS http://pov-tc.pbs.org/pov/downloads/2011/pov-learning-lesson-plan.pdf</p> <p>CNN What is Bitcoin http://money.cnn.com/infographic/technology/what-is-bitcoin/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>surpluses and the impact they have on a countries economy</p> <ul style="list-style-type: none"> Understand and explain the factors that affect Global business competition and the types of competitive market situations 	<p>country but purchased in this country. For each of the objects, quietly consider the following:</p> <ul style="list-style-type: none"> What materials is the object made of? What unusual characteristics does that object have? What country might have those materials or characteristics? <p>Journal: Why might a country want to export products to the United States?</p>	<p>Coming and Going: Imports and Exports Throughout the World http://www.econedlink.org/lesson/400/Coming-Going-Imports-Exports-Throughout-World</p>

Unit 3 Vocabulary

Import
 Export
 Investment
 Currency
 Remittance

Exchange rate
 Sole proprietorship
 Partnership
 Corporation

Suggested Unit Projects

Choose At Least One

International Investment Project:
http://www.cengage.com/resource_uploads/downloads/1439038333_3_180115.pdf

The Stock Market Game
<http://www.stockmarketgame.org/>

Suggested Structured Learning Experiences

Museum of American Finance
 48 Wall Street
 New York, NY 10005
 Tel: 212.908.4110 | Fax: 212.908.4601

NASDAQ Market Site
Address: 4 Times Square, New York, NY 10036
Phone: (888) 534-0565