PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

International Business
Curriculum

5.0 Credits

Unit Four

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

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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

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

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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 Core Student Learning Standards

6.2–World History/Global Studies

- 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.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

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: Agriculture, Food & Natural Resources

Pathway: Environmental Service Systems

- 9.3.12.AG‑ENV.2: Evaluate the impact of public policies and regulations on environmental service system operations.

Pathway: Natural Resources Systems

- 9.3.12.AG‑NR.2: Analyze the interrelationships between natural resources and humans.

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: Agriculture, Food & Natural Resources

Pathway: Environmental Service Systems

- AG‑ENV.2: Evaluate the impact of public policies and regulations on environmental service system operations.

Pathway: Natural Resources Systems

- AG‑NR.2: Analyze the interrelationships between natural resources and humans.

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: Ethical and Social Responsibilities in a Global Economy
Unit: IV	
Grade Level: 9-12	

New Jersey Core Student Learning Standards (NJSLS): 6.2.12.A.6.b; 6.2.12.A.6.d, 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.AG‑NR.2; 9.3.12.AG‑ENV.2; 9.3.12.BM‑MGT.3; 9.3.12.BM‑BIM.3

Common Career Technical Core (CCTC): AG‑NR.2; AG‑ENV.2; 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
Explore strategies for managing ethical behavior across Borders **NJSLS:** 6.2.12.A.6.b; 9.3.12.BM‑MGT.3 **CCTC:** BM‑MGT.3 **CCSS:** RL.11-12.1; RL.11-12.5; W.11-12.1, W.11-12.7, W.11-12.10	What constitutes ethical versus unethical behavior in a country? Is there a benefit to a company being socially responsible? How do governments and the laws they produce play an integral role in global commerce	• List the factors that account for differences in ethical behavior within a culture. • List the advantages and disadvantages of outsourcing. • Provide examples of socially responsible behavior.	**Role Play:** In groups of 3-4-role play a mediator will resolve disputes between the importer and exporter. **Journal:** What do you believe would be the most effective way to ensure that businesses adhered to ethical behaviors?	**How to Address Differences in Ethical Standards and International Businesses** http://smallbusiness.chron.com/address-differences-ethical-standards-international-businesses-5254.html **Harvard Business Review Business**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	trends?			**Ethics** **https://hbr.org/1996/09/ values-in-tension- ethics-away-from-home**
Explore strategies for managing Corporate Social Responsibility across boarders **NJSLS:** 6.2.12.A.6.d; 9.3.12.BM‑MGT.3 **CCTC:** BM‑MGT.3 **CCSS:** W.11-12.1, W.11-12.7, W.11-12.10	How do you prevent global businesses from exploiting your personal data? How do income and labor trends impact commerce? Does morality play a role in corporate trends?	• Evaluate the effectiveness of regulating ethics and social responsibility. • Understanding that court is the last place businesses want to end up to resolve conflicts. • Connect culture to contract negotiations and how different cultures view these legal agreements in comparison the US	**Group Activity and Discussion** Divide the class into groups of four or five individuals. Distribute the CSR Good Practice Cards to each group. Ask the groups to consider why organizations might try to meet these targets. Ask each group to sort the cards and to classify them into different categories. Next, ask the groups to re-classify the cards according to the three areas of sustainable development that CSR relates to:	**Social Responsibility** **http://www.rewardingle arning.org.uk/microsite s_other/employability/d ocuments/wow_factor/ year_12/unit4.pdf** **UPENN Global Business Ethics** **http://kwhs.wharton.up enn.edu/lesson_plans/ global-business-ethics- and-social- responsibility/**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			- economic; - social; and - environmental responsibility. Invite the groups to share their ideas with the rest of the class. **Posters:** Define social responsibility for students and in groups create posters that Ask the groups to generate ideas for how global organizations are socially responsible. Ask the groups to list their ideas under three headings: - economic - social - environmental.	
Describe the legal systems upon which international law is	What are the consequences of unethical behavior?	• Identify the various types of legal systems	**Commercial Invoice:** Prepare a commercial	**International Law** http://uslegal.com/inter

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
based. **NJSLS:** 6.2.12.A.6.b; 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‑BIM.3 **CCTC:** BM‑BIM.3 **CCSS:** RL.11-12.1; RL.11-12.5; W.11-12.1, W.11-12.7, W.11-12.10	How do laws enforcing business ethics impact corporations?	around the world • Understanding and explaining the legal and ethical issues concerning products and the rights associated with those products. • Write a simple contract including all components of a contract • Understand that Global Business Career does not mean living outside the US. Discuss the three possible careers available in Global Business • Know how to research and find Global Business Career opportunities	invoice for an Global transaction including all components required to make a successful and profitable transaction. **Rule of Law Webquest** http://judiciallearningcenter.org/wp-content/uploads/2012/10/Lesson-Plan-Rule-of-Law-WebQuest.pdf	national-law/ **Law and Trade** http://2012books.lardbucket.org/books/challenges-and-opportunities-in-international-business/s06-02-political-and-legal-factors-th.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Compare and contrast ethical and unethical behavior in various countries. **NJSLS:** 6.2.12.A.6.b; 9.3.12.AG‑ENV.2 **CCTC:** AG‑ENV.2 **CCSS:** W.11-12.1, W.11-12.7, W.11-12.10	What are ethics important? What is the role of culture in ethical business practices? What are some strategies to minimize repatriation problems? Why do some countries need migrant labor?	• Create a business plan for an international business. • Use effective leadership skills to encourage active participation of business partners in a new venture • Demonstrate presentation skills • Negotiate policies and regulations	**Venn Diagram:** As a class complete a compare and contrast of legal, ethical, and unethical business behavior. **Photo Essay** In groups of 3-4 students will create a photo essay made up of five slides that illustrate ethical business practices and 5 slides that illustrate unethical business practice. Write one paragraph per slide and present to the class.	**International Business Ethics Review** http://business-ethics.org/articles/Global%20Business%20Ethics%20Programs.pdf **The Importance of Ethics** http://www.moneyinstructor.com/lesson/importanceethics.asp
Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business corporation, LLC, partnership, sole proprietorship).	What is the role of the international court in business? How does law regulate business practices? Why are legal protections necessary for	• Explain product liability. • Understand laws and international trade agreements that protect property rights. • Describe when an	**Business Plan:** Create a new global business plan that is an existing business, franchise, corporation or LLC. **International Profile** Resume/Cover letter	**PEST Analysis** https://www.mindtools.com/pages/article/newTMC_09.htm **How a PEST Analysis Can Optimize International Business**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 6.2.12.A.6.b, 9.1.12 A.2; 9.3.12.BM‑BIM.3 **CCTC:** BM‑BIM.3 **CCSS:** RL.11-12.1; RL.11-12.5; W.11-12.1, W.11-12.7, W.11-12.10	businesses?	agreement has all the components of a contract. • Understand and discuss the litigation process.	●Mock interview ● Entrepreneur mock ● Business plan	**http://onlinefx.westernunion.com/Learning-Center/Business/how-a-pest-analysis-can-optimize-international-business**
Analyze how economic and environmental factors may conflict; explain how responsible behavior can help sustain natural and human communities at local, regional, national, and global levels. **NJSLS:** 6.2.12.A.6.b; 9.1.12 A.2; 9.3.12.AG‑NR.2; 9.3.12.AG‑ENV.2 **CCTC:** AG‑NR.3; AG‑ENV.2 **CCSS:** W.11-12.1, W.11-12.7, W.11-12.10	Can a business be profitable and environmentally conscious? Should ethical considerations impact profit? What is globalization and how does It affect consumers, citizens, workers and nations?	• List the steps that businesses can take to be environmentally conscious. • Define and discuss the seven types of globalization • Formulate clear, cohesive, substantiated arguments in support of position.	**Debate:** Debate the pros and cons of free trade. After readings and research, students will identify and discuss major arguments for and against globalization, particularly policies that encourage free trade among nations. **Ethical Product** Design an ethical product that would benefit communities around the world	**Corporate Ethics** **http://www.corporate-ethics.org/pdf/environment_ethics.pdf** **Business Ethics and the Natural Environment** **http://onlinelibrary.wiley.com/doi/10.1002/9780470776452.fmatter/pdf**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Blog Create an ethical consumer blog identifying corporations that re socially and environmentally responsible.	

Unit 1 Vocabulary	
Ethics Morality International Monetary Fund World Bank Global Warming Human Rights	Entrepreneurship Limited Liability Corporation Franchise PEST Analysis

Suggested Unit Projects
Choose At Least One

International Day, Students organize a trade show featuring materials produced by the World languages classes, with items for sale open to the public.	Global Entrepreneur: Student groups develop a business plan involving international opportunity, and present it will request for funding to a team of students role-playing as potential investors. (i.e.: Shark Tank)

Suggested Structured Learning Experiences

International Monetary Fund, 700 19th Street, N.W., Washington, D.C. 20431 Telephone Operator: + 1 (202) 623-7000	The World Bank, Office of the Special Representative to the U.N. 1 Dag Hammarskjold Plaza 885 2nd Avenue, 26th Floor New York, NY 10017, USA Tel: (212) 355-5112