

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Business

Course: Honors International Business

Alignment: 2020 NJSL

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Authored by

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Introduction

Business is global in nature. People around the world have been trading since the beginning of history. Phoenician and Greek merchants were sailing the seas to sell and buy products in Africa and Europe long before recorded history. In 1600, the British East India Company was formed to establish branches and trade with countries in Asia. As Europeans discovered sea routes around the world, trade flourished among the nations of Europe and countries such as China, India, and Indonesia. American colonial traders began operating in a comparable way.

This course will provide the keys to success and set the stage for pursuing a successful domestic or international business career. Any business, big or small, is fraught with risk, and unless students have a clear understanding of the global business environment, they will be taking unnecessary risks, and such risk could lead to failure. The global business environment is rapidly changing. Understanding the foundations of globalization – shift in geopolitical alliances, active role of global policy institutions, and advances in information technology – is also crucial to business success. This course introduces comprehensively the foundational and functional tools to better prepare students for the global landscape.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

The purpose of this course is to introduce students to the fundamentals of globalization – and in a way that is interesting, relevant, and engaging, in the hope that students may develop the knowledge for a successful business career.

Scope and Sequence

- Unit I: Globalization & Regional Economics (4 weeks)
- Unit II: Funds, Exchange Rates, & Cultural Environment (6 weeks)
- Unit III: Legal, Political, Corruption & Ethics (6 weeks)
- Unit IV: Strategies & Global Marketing (6 weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based from content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Globalization & Regional Economics (4 Weeks)	
Core Ideas	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Essential Questions	What is the impact of globalization on the US economy and citizens? What is the significance of "Regional Integration" or trade agreements within the world economy? Why is understanding a country's culture, traditions, and language when conducting International Business? Why is it important to understand countries' varying political and economic systems, and their impact on international business? What is corruption? Can ethics be taught? And how are these connected to economic progress? What are the major entry strategies used by companies in the globalization process? How does a company market their goods and/or services globally?
Enduring Understanding	The ubiquitous nature of globalization throughout time, the importance of emerging markets; the WTO's effective policies to promote and facilitate international business; the significance of the World Bank, and IMF, and regional economic integration (trading blocs).

<p>Practice</p>	<p>Act as a responsible and contributing community member and employee. Students 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.</p> <p>Consider the environmental, social, and economic impacts of decisions. Students 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.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them. Students 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 act 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.</p> <p>Model integrity, ethical leadership, and effective management. Students 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' actions, 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.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively. Students 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 technological applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>Work productively in teams while using cultural/global competence. Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences 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.</p>
<p>Performance Expectations</p>	<ul style="list-style-type: none"> • Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Investigate new challenges and opportunities for personal growth, advancement, and transition. • Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Compare and contrast international differences in copyright laws and ethics. • Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others. • Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural). • Financial Institutions (FI) (World Bank, IMF) • Identify ways to protect yourself from identify theft. • Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection. • Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement). • Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance). • Economic and Government Influences (EGI), WTO (GATT) • Review the tax rates on different sources of income and on different types of products and services purchased. • Explain why various forms of income are taxed differently. • Explain how individuals and businesses influence government policies. • Explain the relationship between your personal financial situation and the broader economic and governmental policies. • Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. • Analyze the rights and responsibilities of buyers and sellers under consumer protection laws. • Identify different ways to obtain capital for starting a business.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.DC.2 9.4.12.GCA.1 9.4.12.IML.7 9.2.12.CAP.23 9.1.12.FI.1 9.1.12.FI.2 9.1.12.FI.3 9.1.12.FI.4 9.1.12.EG.1 9.1.12.EG.2 9.1.12.EG.3 9.1.12.EG.4 9.1.12.EG.5 9.1.12.EG.6	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the characteristics of globalization and describe how it functions. • Identify how major international institutions facilitate globalization. • Evaluate the need for strong and transparent institutions that can adapt to global competition. • Describe the key policy measures that make globalization sustainable. • Describe the role of information technology in bridging the global digital divide. • Describe the validity of the anti-globalization argument. • Explain the case made to temporarily support those people negatively affected by globalization. • Explain regional economic integration, its evolution, and its benefits and costs. • Explain regional economic integration, its evolution, and its benefits and costs. • Identify how economic geography helps explain, promote, and segment regional integration blocs. • Identify the primary reasons why countries are now seeking to pursue regional integration at the expense of multilateral trade liberalization. • Explain why the European Union is seen as the most advanced regional integration bloc. • Describe how NAFTA has affected U.S.–Mexico bilateral trade in goods and services. • Explain the importance of ASEAN and indicate why Asia may become the most important free-trade region for this century. • Explain why regional integration in Latin America is challenging and why there is potential for a grouping like MERCOSUR to become more predominant. 	<ul style="list-style-type: none"> • Use of Cengage’s Mindtap, Including: <ul style="list-style-type: none"> ○ digital textbook ○ exit tickets ○ flash cards ○ interactive media assignments ○ BBC videos ○ quizzes ○ and tests • Use EdPuzzle to reinforce international business concepts and current events. • Use of MS Forms for Chapter Tests. • Chapter Case Studies Including: <ul style="list-style-type: none"> ○ Case Study: Ethical Dilemma: "Canadian Terror" ○ Bric Countries - Bric Countries Handout ○ Ethical Perspective: Chinese Syndrome ○ The European Union Sans Frontiere ○ The Ascent of the Maghreb Union ○ Point Counterpoint: South American Oil Giant Looks Beyond Traditional Trade Partners 	<p>Cengage’s Mindtap: “Introduction to Global Business, Understanding the International Environment & Global Business Functions,” ISBN 978-0-547-15212-7</p> <ul style="list-style-type: none"> • CH. 1 – The Rise of Globalization (nglsync.cengage.com) • Ch. 3 – Regional Economic Integration (nglsync.cengage.com) <p>WEBSITES & Informational Documentaries:</p> <ul style="list-style-type: none"> • "Central Intelligence Agency: The World Factbook" • "China's Fight with the NBA, Explained" • "Investing Basics: Forex" • "How Does China Manipulate Its Currency?" • "Research & the Foreign Corruption Bribery Act" • "Terrorism Risk Insurance Act: TRIA, Why The TIA is Still Relevant" • "Entry Strategies (With Real World Examples) " • "The Global Marketing Mix in Global Marketing" • "Why Starbucks Failed in Australia" <p>EDPUZZLES:</p> <ul style="list-style-type: none"> • Economic Regional Integration • Purchasing Power Parity • Patents • Copyrights • Trademarks <p>TedEX:</p> <ul style="list-style-type: none"> • Fons Trompenaar – Cultural Dynamics • China’s One-Child Policy, Nafu Wang <p>NY Times – current International Business Events NT Times’ “The Daily Podcasts”</p>
<p>Key Vocabulary</p>	<p>globalization, emerging economies, decoupling, multipolar world, international monetary system, economic reforms, capital markets, liberalization of the trading system, institutions, adaptive institutions, accountability, transparency, antitrust laws, digital era, bandwidth, the web, digital divide, sustainable development, economic and monetary union, political union, economic geography, regional integration, spatial transformations, free-trade area, customs union, common market or single market</p>		
<p>Evidence of Learning</p>	<ul style="list-style-type: none"> • Open-Ended Questions on Tests • Open-Ended Questions on Case Studies • Presentations – Choice Country Research using the World Fact Book • Multiple-Choice Exit Tickets 		

	<ul style="list-style-type: none"> • Multinational Company Newsletter • Critical Thinking and Problem-solving - Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Global & Cultural Awareness - Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. <ul style="list-style-type: none"> ○ For members of our society to participate productively, information needs to be shared creatively and ethically. ○ Accurate information may help in making valuable and ethical choices. 			
Interdisciplinary Connections	<p>Social Studies</p> <ul style="list-style-type: none"> • 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. • 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. • 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. • 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. • 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. • 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. • 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. • 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. • 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. <p>World Language</p> <ul style="list-style-type: none"> • 7.1.1L.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. 			
Diversity, Equity, & Inclusion	<p>Students will be encouraged to develop an understanding of culturally diverse perspectives regarding the world of business and its impact on societies. Diversity in the classroom will be openly discussed and celebrated, to create an open, safe space in which students feel free to express different ideas, opinions, and worldviews.</p> <p>Student materials will include names and images that reflect diversity to include people of different cultures and backgrounds as well those with disabilities. Students will demonstrate an increased understanding of and sensitivity towards human diversity and inequalities.</p>			
Computer Science and Design Thinking	<p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p> <p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>			
Career Readiness, Life Literacies, and Key Skills	<p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</p>			
Social Emotional Learning	<p>SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.</p> <p>RELATIONSHIP SKILLS: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment

	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit II: Funds, Exchange Rates, & Cultural Environment (6 Weeks)

Core Ideas	<p>With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>
Essential Questions	<p>What is the impact of globalization on the US economy and citizens? What is the significance of "Regional Integration" or trade agreements within the world economy? What is the importance of a country's "Balance of Payments" and FOREX? Why is understanding a country's culture, traditions, and language when conducting International Business? Why is it important to understand countries' varying political and economic systems, and their impact on international business?</p>

	<p>What is corruption? Can ethics be taught? And how are these connected to economic progress? What are the major entry strategies used by companies in the globalization process? How does a company market their goods and/or services globally? What is the Gold Standard & Flexible Exchange Rate? How does one Balance Payments; Current Account & Financial Account? How do exchange rates affect international business? What are the components of the FOREX Market? What causes inflation? What are the 10 elements of culture? What is the Hofstede's & Trompenaars's Cultural Dimensions; Gannon's Cultural Metaphors; Management Styles Across International Business?</p>		
Enduring Understanding	Students will learn the most resources and concepts needed to conduct international business effectively and successfully.		
Practice	<p>Act as a responsible and contributing community member and employee. Students 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.</p> <p>Work productively in teams while using cultural/global competence. Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences 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.</p>		
Performance Expectations	<ul style="list-style-type: none"> • Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Investigate new challenges and opportunities for personal growth, advancement, and transition. • Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Compare and contrast international differences in copyright laws and ethics. • Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others. • Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance). • Financial Institutions (FI) - FOREX Currency Exchange • Economic and Government Influences (EGI) The Gold Standard & Flexible Exchange Rate, Balance of Payments; Current Account & Financial Account • Review the tax rates on different sources of income and on different types of products and services purchased. • Explain why various forms of income are taxed differently. • Explain how individuals and businesses influence government policies. • Explain the relationship between your personal financial situation and the broader economic and governmental policies. • Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. • Analyze the rights and responsibilities of buyers and sellers under consumer protection laws. • Critical Thinking and Problem-Solving (CT) How exchange rates affect international business. Components of the FOREX Market. Causes of inflation. • Identify problem-solving strategies used in the development of an innovative product or practice. • Global and Cultural Awareness (GCA) Students will learn the 10 elements of culture. Hofstede's & Trompenaars's Cultural Dimensions; Gannon's Cultural Metaphors; Management Styles Across International Business. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.DC.2 9.4.12.GCA.1 9.1.12.FI.4 9.1.12.EG.1 9.1.12.EG.2 9.1.12.EG.3 9.1.12.EG.4	Students will be able to: <ul style="list-style-type: none"> • Explain the balance of payments for a country. • Describe the foreign exchange market and its components. • Discuss the development of international monetary systems. • Explain exchange rate changes over time. 	<ul style="list-style-type: none"> • Use of Cengage's MindTap, Including: <ul style="list-style-type: none"> ○ digital textbook ○ exit tickets ○ flash cards ○ interactive media assignments ○ BBC videos ○ quizzes ○ and tests 	Cengage's MindTap: " Introduction to Global Business, Understanding the International Environment & Global Business Functions ," ISBN 978-0-547-15212-7 <ul style="list-style-type: none"> • Ch. 4 – The International Flow of Funds and Exchange Rates (nglsync.cengage.com) • Ch. 5 – The Cultural Environment of Business (nglsync.cengage.com) WEBSITES & Informational Documentaries:

<p>9.1.12.EG.5 9.1.12.EG.6 9.4.12.CT.1</p>	<ul style="list-style-type: none"> Forecast exchange rates using different methodologies. Define culture and identify the four characteristics of culture that companies doing business abroad need to recognize. Name several elements of culture. Name and distinguish among the cultural dimensions proposed by Hofstede and Trompenaars. Identify the primary and secondary sources that can be used to learn about foreign countries' cultures. Describe the cultural aspects of doing business in various countries, including East Asian countries, Arab countries, and Latin America. Explain why culture is important in global management and marketing. 	<ul style="list-style-type: none"> Use Ed Puzzle to reinforce international business concepts and current events. Use of MS Forms for Chapter Tests. Chapter Case Studies Including: <ul style="list-style-type: none"> Project: Cultural Analysis in International Business 	<p>"Central Intelligence Agency: The World Factbook" "China's Fight with the NBA, Explained" "Investing Basics: Forex" "How Does China Manipulate Its Currency?" "Research & the Foreign Corruption Bribery Act" "Terrorism Risk Insurance Act: TRIA, Why The TIA is Still Relevant" "Entry Strategies (With Real World Examples)" "The Global Marketing Mix in Global Marketing" "Why Starbucks Failed in Australia"</p> <p>EDPUZZLES:</p> <ul style="list-style-type: none"> Economic Regional Integration Purchasing Power Parity Patents Copyrights Trademarks <p>TedEX:</p> <ul style="list-style-type: none"> Fons Trompenaar – Cultural Dynamics China's One-Child Policy, Nafu Wang <p>NY Times – current International Business Events NT Times' "The Daily Podcasts"</p>
<p>Key Vocabulary</p>	<p>balance of payments (BOP), current account, trade balance, trade deficit, services balance, income balance, balance of transfers, financial account, risk premium, foreign direct investment (FDI), statistical discrepancy, foreign exchange markets, exchange rate, independent floating exchange rate system, managed floating exchange rate system, fixed exchange rate system, spot market, bid-ask spread, direct quotes, indirect quotes, forward market, forward rate, discount, premium, hedge, inflation, gold standard, Bretton Woods Agreement, International Monetary Fund (IMF), Smithsonian Agreement, Jamaica Agreement, special drawing right (SDR), clean float currency, dirty float currency, dollarization, hard currencies, soft currencies, law of one price, arbitrage, purchasing power parity (PPP), Big Mac index, interest rate parity (IRP), covered interest rate parity, uncovered interest rate parity, culture, acculturation, verbal communication, nonverbal communication, backward translation, values, attitudes, manners and customs, material culture, aesthetics, social institutions, reference groups, social stratification, individualism vs. collectivism, power distance, masculine vs. feminine, uncertainty avoidance, time orientation, universalism vs. particularism, neutral vs. emotional, specific vs. diffuse, achievement vs. ascription, inwa, guanxi</p>		
<p>Evidence of Learning</p>	<ul style="list-style-type: none"> Open-Ended Questions on Tests Open-Ended Questions on Case Studies Presentations – Choice Country Research using the World Fact Book Multiple-Choice Exit Tickets Multinational Company Newsletter Critical Thinking and Problem-solving - Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Global & Cultural Awareness - Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. For members of our society to participate productively, information needs to be shared honestly and ethically. Accurate information will help in making valuable and ethical choices. 		
<p>Interdisciplinary Connections</p>	<p>Social Studies</p> <ul style="list-style-type: none"> 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. <p>Social Studies Core Idea</p> <ul style="list-style-type: none"> Civic & Political Institutions 		

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
- Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.
- Participation & Deliberation
 - Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
 - Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
- Democratic Principles:
 - Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
 - Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
 - Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Human and Civil Rights:
 - Human and civil rights support the worth and dignity of the individual.
 - Human rights serve as a foundation for democratic beliefs and practices.
 - Governments around the world support universal human rights to varying degrees.
- Civic Mindedness:
 - An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Human Population Patterns:
 - Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
 - Environmental and cultural characteristics of a place or region influence spatial patterns.
- Human Environment Interaction:
 - Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
 - Political and economic decisions throughout time have influenced cultural and environmental characteristics.
 - Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- Global Interconnections:
 - Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Economic Ways of Thinking:
 - Resources impact what is produced and employment opportunities.
 - Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
 - Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
- Exchange & Markets:
 - Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.
 - The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.
 - Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Continuity & Change:
 - Chronological sequencing serves as a tool for analyzing past and present events.
 - Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
 - There are multiple and complex causes and effects of historical events.
 - Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Understanding Perspectives:
 - To better understand the historical perspective, one must consider historical context.
 - Complex interacting factors influence people's perspective.

World Languages

- 7.1.IL.IPRET.6 - Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Diversity, Equity, & Inclusion	<p>NJSA 18A:35-28 & NJSA 18A: 34-4:35: Students will also learn in Unit 2, Ch. 5, "The Cultural Environment," which countries where LGBTQI people are safe, not safe, and why.</p> <p>Incorporation a publication by the United Nations, Human Rights, Office of the High Commissioner a publication entitled "Living Free & Equal, What States are Doing to Tackle Violence and Discrimination Against Lesbian, Gay, Bisexual, Transgender and Intersex People."</p>
Computer Science and Design Thinking	<p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p> <p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.</p> <p>9.4.12.TI.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</p> <p>9.4.12.TI.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TI.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TI.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>
Social Emotional Learning	<p>SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.</p> <p>RELATIONSHIP SKILLS: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and

	<ul style="list-style-type: none"> • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit III: Legal, Political, Corruption, & Ethics (6 Weeks)

Core Ideas	<p>What are the various countries' political and economic systems that exist, the differences and likenesses and how these ideologies could affect international business.</p> <p>The risks and rewards of political and economic risks.</p> <p>The various types of legal environments that exist throughout the world including or lack thereof, of criminal, contract, tax, antitrust, product safety, dispute settlement, and intellectual property protections and laws.</p> <p>The concepts of "ethics" and "integrity" in business and society; as well as the "Corruption Perceptions Index generated by "Transparency International."</p>
Essential Questions	<p>What are the various types of political systems, economic ideologies, political & economic risks, and the types of legal environments involved in international business?</p> <p>Is corruption justifiable in International Business? Why or why not? How?</p> <p>What are micro & macropolitical risks?</p> <p>What is OPIC?</p>
Enduring Understanding	<ul style="list-style-type: none"> • To become aware of various political and economic ideologies to understand issues that may arise when conducting international business.
Practice	<p>Consider the environmental, social and economic impacts of decisions.</p> <p>Students 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.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Students 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 act quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions.</p> <p>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.</p>

	<p>Model integrity, ethical leadership and effective management.</p> <p>Students 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' actions, 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.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Students 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 technological applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>		
<p>Performance Expectations</p>	<ul style="list-style-type: none"> • Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Investigate new challenges and opportunities for personal growth, advancement, and transition. • Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Compare and contrast international differences in copyright laws and ethics. • Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others. • Examine the evolution of the Athenian democracy to representative democracies and totalitarianism. (Political Systems) • Compare and contrast the differences between communism and the levels/spectrum of Socialism. (Economic Ideologies) • Explain what the Spectrum of Capitalism is. (Economic Ideologies) • Explain the differences between micro & macropolitical risks including terrorism and the US Congress's response to the 911 attacks on the NYC WTC. (Political Risks) • Analyze the importance of OPIC's involvement with companies to avert and insure political and public risk. (Political Risks) • Investigate the differences and similarities between the following types of legal systems Civil Legal System, Common Legal Systems, Theocratical Law Legal System, Criminal Law, Contract Law, Tax Law & "Tax Haven" Countries, and Antitrust laws such as the Sherman Antitrust law and its significance related to collusion and monopolies. (The Legal Environment (various types of legal systems) of International Business) • Review the tax rates on different sources of income and on different types of products and services purchased. • Explain why various forms of income are taxed differently. • Explain how individuals and businesses influence government policies. • Explain the relationship between your personal financial situation and the broader economic and governmental policies. • Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. • Analyze the rights and responsibilities of buyers and sellers under consumer protection laws. • Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. • Analyze how the economic, social, and political conditions of a time period can affect the labor market. • Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income. • Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income. • Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. • Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. • Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). • Analyze a Federal and State Income Tax Return. • Explain low-cost and low-risk ways to start a business. • Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. • Identify different ways to obtain capital for starting a business. 		
<p>NJ Standards</p>	<p>Student Learning Objectives</p>	<p>Suggested Tasks/Activities</p>	<p>Resources/Materials</p>
<p>9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.DC.2 9.4.12.GCA.1 9.1.12.EG.1 9.1.12.EG.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Provide an overview of the different global political systems and their potential impact on international business. • Explain the differences between communism, capitalism, and socialism 	<ul style="list-style-type: none"> • Use of Cengage's Mindtap, Including: <ul style="list-style-type: none"> ○ digital textbook ○ exit tickets ○ flash cards ○ interactive media assignments ○ BBC videos ○ quizzes 	<p>Cengage's Mindtap: "Introduction to Global Business, Understanding the International Environment & Global Business Functions," ISBN 978-0-547-15212-7</p> <ul style="list-style-type: none"> • Ch. 6 – The Legal & Political Environment of Global Business (nglsync.cengage.com) • Ch. 7 – Corruption & Ethics in Global Business (nglsync.cengage.com)

<p>9.1.12.EG.3 9.1.12.EG.4 9.1.12.EG.5 9.1.12.EG.6 9.2.12.CAP.12 9.2.12.CAP.13 9.2.12.CAP.14 9.2.12.CAP.15 9.2.12.CAP.16 9.2.12.CAP.17 9.2.12.CAP.18 9.2.12.CAP.20 9.2.12.CAP.21 9.2.12.CAP.22 9.2.12.CAP.23</p>	<p>and how these different economic ideologies affect the conduct of international business.</p> <ul style="list-style-type: none"> • Discuss the key political and economic risks and the role of corruption in conducting global business. • Analyze the different types of legal systems and some key principles involving criminal, contract, tax, product safety, and dispute settlement law. • Discuss the importance of intellectual property protections in today's global business environment and the major types of intellectual property protections including patents, trademarks, and copyrights. • Explain briefly the meaning of ethics. • Describe how ethics and economic progress are connected. • Describe briefly the function of corporate social responsibility (CSR). • Recount the events in some of the more famous corporate financial scandals. • Explain how ethics can be taught. • Explain how internal controls can facilitate ethical behavior and help prevent financial impropriety. 	<ul style="list-style-type: none"> ○ and tests • Use EdPuzzle to reinforce international business concepts and current events. • Use of MS Forms for Chapter Tests. • Chapter Case Studies Including: <ul style="list-style-type: none"> ○ CH. 6 – “One Child” documentary ○ Ch. 6 – “The Slowing of Two Economic Giants,” NY Times & Mindtap Media ○ Ch. 7 – “Assessing Political Risk & Legal Restrictions” 	<p>WEBSITES & Informational Documentaries:</p> <p>"Central Intelligence Agency: The World Factbook"</p> <p>"China's Fight with the NBA, Explained"</p> <p>"Investing Basics: Forex"</p> <p>"How Does China Manipulate Its Currency?"</p> <p>"Research & the Foreign Corruption Bribery Act"</p> <p>"Terrorism Risk Insurance Act: TRIA, Why The TIA is Still Relevant"</p> <p>"Entry Strategies (With Real World Examples)"</p> <p>"The Global Marketing Mix in Global Marketing"</p> <p>"Why Starbucks Failed in Australia"</p> <p>EDPUZZLES:</p> <ul style="list-style-type: none"> • Economic Regional Integration • Purchasing Power Parity • Patents • Copyrights • Trademarks <p>TedEX:</p> <ul style="list-style-type: none"> • Fons Trompenaar – Cultural Dynamics • China's One-Child Policy, Nafu Wang <p>NY Times – current International Business Events</p> <p>NT Times' "The Daily Podcasts"</p>
<p>Key Vocabulary</p>	<p>Democracy, Athenian democracy, representative democracy, totalitarian government, communism, socialism, capitalism, economic risks, political risks, micropolitical risk, macropolitical risk, terrorism, Terrorism Risk Insurance Act of 2002, Overseas Private Investment Corporation (OPIC), corruption, private corruption, public corruption, Foreign Corrupt Practices Act (FCPA), civil law legal system, common law legal system, theocratic law legal system, criminal law, contract law, tax law, tax haven countries, antitrust laws, collusion, monopoly, product safety law, caveat emptor, caveat venditor, dispute settlement law, litigation, arbitration, intellectual property, intellectual property protections, patent, trademark, genericized trademark, copyright, ethics, integrity, Corruption Perceptions Index (CPI), corporate social responsibility (CSR), mark to market accounting, Ponzi scheme, internal controls, Foreign Corrupt Practices Act (FCPA)</p>		
<p>Evidence of Learning</p>	<ul style="list-style-type: none"> • Open-Ended Questions on Tests • Open-Ended Questions on Case Studies • Presentations – Choice Country Research using the World Fact Book • Multiple-Choice Exit Tickets • Multinational Company Newsletter • Critical Thinking and Problem-solving - Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Global & Cultural Awareness - Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. • For members of our society to participate productively, information needs to be shared honestly and ethically. • Accurate information will help in making valuable and ethical choices. 		
<p>Interdisciplinary Connections</p>	<p>Social Studies Core Ideas</p> <ul style="list-style-type: none"> • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. <ul style="list-style-type: none"> ○ Global interconnections occur between human and physical systems across different regions of the world. ○ Interactions between humans have led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. ○ In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. ○ The environmental characteristics of places and production of goods influence the spatial patterns of world trade. • Global Economy 		

	<ul style="list-style-type: none"> ○ Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. ○ Economic globalization affects economic growth, labor markets, human rights guarantee, the environment, resource allocation, income distribution, and culture.
Diversity, Equity, & Inclusion	<p>NJSA 18A: 34-4:35: Discussion/case study on International Business & the rights and acceptance of LGBTQ+ businesswomen and men.</p> <ul style="list-style-type: none"> • Resource Article: How globalization has transformed the fight for LGBTQ+ rights LGBTQ+ rights The Guardian • Resource Article: A Globalized LGBT Rights Fight Human Rights Watch (hrw.org) • Resource Video: "When Will the UN Human Rights Council (UNHRC) Care About Gay and Women's Rights?"
Computer Science and Design Thinking	<p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics. 8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p>
Social Emotional Learning	<p>SOCIAL AWARENESS: By being able to take on others' perspectives, by demonstrating empathy and compassion, showing concern for the feelings of others, and to understand the influences of organizations/systems on behavior. RELATIONSHIP SKILLS: The capacity to create and build upon clear communication skills, active listening skills, ability to work cooperatively, collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within

	<ul style="list-style-type: none"> • Provide notes when student request • Reduce project workload • Short summaries 	<p>assessment and homework assignments</p> <ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<p>and outside of the school setting</p> <ul style="list-style-type: none"> • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit IV: Entry Strategies Options in International Business & Global Marketing (6 Weeks)

Core Ideas	<p>To teach students the various methods of entering and/or types of International Businesses.</p> <p>To teach students the methods of preparing for and marketing an international business as well as developing in international promotional mix, distribution mix, pricing mix, and customer service mix.</p>
Essential Questions	<p>How do I determine my international business strategy and/or approach?</p> <p>What is the best approach to marketing a company's goods and/or services to the international community?</p>
Enduring Understanding	<ul style="list-style-type: none"> • Summarize the major entry strategies used by companies, especially those from emerging economies, in the globalization process. • Explain the evolution of multinational enterprises (MNEs). • Explain the major strategic reasons why MNEs invest abroad. • Explain the pros and cons of foreign direct investment (FDI) from a host country perspective. • Describe what countries can do to successfully attract FDI. • Distinguish between marketing research and marketing intelligence systems. • Distinguish between standardization and adaptation. • Describe how new products are developed and how existing products are managed for international markets. • Explain the four different methods of promoting products marketed internationally and provide some advantages and disadvantages of each. • Define channels of distribution and physical distribution and indicate the role of each of these for marketing products internationally. • Discuss the objectives and decisions involved in international pricing. • Discuss aspects of customer service required for goods and services that are globally marketed.
Practice	<p>Consider the environmental, social and economic impacts of decisions.</p> <p>Students 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.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Students 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 act 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.</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Students 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' actions, 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.</p>

	<p>Use technology to enhance productivity, increase collaboration and communicate effectively. Students 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 technological applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>		
<p>Performance Expectations</p>	<ul style="list-style-type: none"> • Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Investigate new challenges and opportunities for personal growth, advancement, and transition. • Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Describe laws, rules and regulations as they apply to effective business operations. • Explore, develop and apply strategies for ensuring a successful business career. • Describe and follow laws and regulations affecting business operations and transactions. • Apply economic concepts fundamental to global business operations. • Describe and follow laws and regulations affecting business operations and transactions. • Develop and maintain positive customer relationships. • Use critical thinking to process educational communications, perspectives, policies and/or procedures. • Demonstrate ethical and legal behavior within and outside of education and training settings. • Identify strategies, techniques and tools used to determine the needs of diverse learners. • Implement methods to enhance learner success. • Identify resources and support services to meet learners’ needs. • Identify resources and support services available in the learning organization to enhance the learning environment. • Identify materials and resources needed to support instructional plans. • Establish a positive climate to promote learning. • Identify motivational, social and psychological practices that guide personal conduct. • Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. 		
<p>NJ Standards</p>	<p>Student Learning Objectives</p>	<p>Suggested Tasks/Activities</p>	<p>Resources/Materials</p>
<p>9.3.12.BM.2 9.3.12.BM.3 9.3.21.BM-MGT.1 9.3.12.BM-MGT.3 9.3.12.BM-OP.1 9.3.12.BM-OP.2 9.3.12.ED.3 9.3.12.ED.8 9.3.12.ED-PS.1 9.3.12.ED-PS.2 9.3.12.ED-PS.3 9.3.12.ED-PS.4 9.3.12.ED-TT.4 9.3.12.ED-TT.5 9.3.12.ED-TT.6 9.3.12.ED-TT.7</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Summarize the major entry strategies used by companies, especially those from emerging economies, in the globalization process. • Explain the evolution of multinational enterprises (MNEs). • Explain the major strategic reasons why MNEs invest abroad. • Explain the pros and cons of foreign direct investment (FDI) from a host country perspective. • Describe what countries can do to successfully attract FDI. • Distinguish between marketing research and marketing intelligence systems. • Distinguish between standardization and adaptation. • Describe how new products are developed and how existing products are managed for international markets. • Explain the four different methods of promoting products marketed internationally and provide some advantages and disadvantages of each. • Define channels of distribution and physical distribution and indicate the role of each of these for marketing products internationally. 	<ul style="list-style-type: none"> • Use of Cengage’s Mindtap, Including: <ul style="list-style-type: none"> ○ digital textbook ○ exit tickets ○ flash cards ○ interactive media assignments ○ BBC videos ○ quizzes ○ and tests • Use EdPuzzle to reinforce international business concepts and current events. • Use of MS Forms for Chapter Tests. • Chapter Case Studies Including: <ul style="list-style-type: none"> ○ Ch. 8 - "The Global Marketing Mix in Global Marketing" ○ Ch. 12 - "The Global Marketing Mix in Global Marketing" ○ "Why Starbucks Failed in Australia" 	<p>Cengage’s Mindtap: "Introduction to Global Business, Understanding the International Environment & Global Business Functions," ISBN 978-0-547-15212-7</p> <ul style="list-style-type: none"> • Ch. 8 – Entry Strategies in Global Business (nglsync.cengage.com) • Ch. 12 – Global Marketing (nglsync.cengage.com) <p>WEBSITES & Informational Documentaries:</p> <ul style="list-style-type: none"> "Central Intelligence Agency: The World Factbook" "China's Fight with the NBA, Explained" "Investing Basics: Forex" "How Does China Manipulate Its Currency?" "Research & the Foreign Corruption Bribery Act" "Terrorism Risk Insurance Act: TRIA, Why The TIA is Still Relevant" "Entry Strategies (With Real World Examples) " "The Global Marketing Mix in Global Marketing" "Why Starbucks Failed in Australia" <p>EDPUZZLES:</p> <ul style="list-style-type: none"> • Economic Regional Integration • Purchasing Power Parity • Patents

	<ul style="list-style-type: none"> • Discuss the objectives and decisions involved in international pricing. • Discuss aspects of customer service required for goods and services that are globally marketed. 		<ul style="list-style-type: none"> • Copyrights • Trademarks <p>TedEX:</p> <ul style="list-style-type: none"> • Fons Trompenaar – Cultural Dynamics • China’s One-Child Policy, Nafu Wang <p>NY Times – current International Business Events NT Times’ “The Daily Podcasts”</p>
<p>Key Vocabulary</p>	<p>risk profile, export-import business, licensing, franchising, strategic alliances, international joint venture, acquisition, subsidiaries, multinational enterprises (MNEs), maximizing shareholder wealth, product life cycle theory, governance, market potential, sales potential, marketing research, marketing intelligence system (MIS), standardization, adaptation, glocalization, global product, concept testing, business analysis, market testing, commercialization, product life cycle (PLC), product elimination, reverse strategy, vertical publication, horizontal publication, indirect strategy, direct strategy, agent, distributor, physical distribution, freight forwarder, containerization, intermodal transport, dumping, gray marketing, transfer price, arm’s length price, share of wallet, reliability, empowerment</p>		
<p>Evidence of Learning</p>	<ul style="list-style-type: none"> • Open-Ended Questions on Tests • Open-Ended Questions on Case Studies • Presentations – Choice Country Research using the World Fact Book • Multiple-Choice Exit Tickets • Multinational Company Newsletter • Critical Thinking and Problem-solving - Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Global & Cultural Awareness - Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. • For members of our society to participate productively, information needs to be shared honestly and ethically. • Accurate information will help in making valuable and ethical choices. 		
<p>Interdisciplinary Connections</p>	<p>Social Studies Core Ideas</p> <ul style="list-style-type: none"> ○ Global interconnections create complex spatial patterns at multiple scales that continue to change over time. <ul style="list-style-type: none"> ▪ Global interconnections occur between human and physical systems across different regions of the world. ▪ Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. ▪ In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. ▪ The environmental characteristics of places and production of goods influences the spatial patterns of world trade. ○ Global Economy: <ul style="list-style-type: none"> ▪ Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. ▪ Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. 		
<p>Diversity, Equity, & Inclusion</p>	<p>Students will be assigned the following Case Studies:</p> <ul style="list-style-type: none"> • The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies <ul style="list-style-type: none"> ○ by M.V. Lee Badgett, Sheila Nezhad, Kees Waaldijk, and Yana van der Meulen Rodgers. UCLA School of Law, The Williams Institute. November 2014. M.V. Lee LGBT-Inclusion-Economic-Dev-Nov-2014.pdf (ucla.edu) • The Origins of Antisemitism <ul style="list-style-type: none"> ○ Why the Jews: History of Antisemitism — United States Holocaust Memorial Museum (ushmm.org), • The Fight Against Holocaust Denial Online <ul style="list-style-type: none"> ○ Together with UNESCO we have continued our partnership with TikTok to ensure that its community has easy access to authoritative information about the Holocaust – directing hundreds-of-thousands of visitors to AboutHolocaust.org, a comprehensive resource that was developed with UNESCO. About Holocaust ○ A Tale of Two Diseases – and of Race and Racism, by Jan Rybak May 2022, A Tale of Two Diseases - and of Race and Racism - Monitor Racism (monitoracism.eu), • 21 Most Successful Black Entrepreneurs Throughout History (tech.co) <ul style="list-style-type: none"> ○ Notable Companies Founded by Black Entrepreneurs Stacker, ○ Legendary Black Entrepreneurs (investopedia.com) 		

Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Career Readiness, Life Literacies, and Key Skills	<p>9.3.GV-FIR.1: Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.</p> <p>9.3.GV-GOV.3: Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions.</p> <p>9.3.GV-GOV.4: Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures.</p> <p>9.3.GV-MGT.1: Describe the organization of a government or public administration department or agency.</p> <p>9.3.MK.1: Describe the impact of economics, economics systems and entrepreneurship on marketing.</p> <p>9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>9.3.MK.8: Obtain, develop, maintain and improve a product or service mix in response to market opportunities.</p> <p>9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.</p>
Social Emotional Learning	<p>RELATIONSHIP SKILLS: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p> <p>SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p> <p>RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p> <p>SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning

	<ul style="list-style-type: none">• Short summaries	<ul style="list-style-type: none">• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online	<ul style="list-style-type: none">• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<p>within and outside of the school setting</p> <ul style="list-style-type: none">• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study
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