

Title 7: Education K-12

Part 95: Enhancement Courses Pathway

# International Business

## Mississippi Department of Education



2012

Program CIP: 52.1101

Course Code: 992308

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Published by

Office of Career and Technical Education  
Mississippi Department of Education  
Jackson, MS 39205

Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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# Acknowledgments

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The International Business curriculum was presented to the Mississippi Board of Education on October 22, 2010. The following persons were serving on the state board at the time:

Dr. Tom Burnham, State Superintendent  
Mr. William Harold Jones, Chair  
Mr. Charles McClelland, Vice Chair  
Ms. Kami Bumgarner  
Mr. Howell "Hal" N. Gage  
Dr. O. Wayne Gann  
Mr. Claude Hartley  
Ms. Martha "Jackie" Murphy  
Ms. Rosetta Richards  
Dr. Sue Matheson

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education, at the Mississippi Department of Education, assembled a taskforce committee to provide input throughout the development of the *International Business Curriculum Framework and Supporting Materials*. Members of this taskforce are as follows:

Dr. Diane Fisher, Associate Dean and Associate Professor, College of Education and Psychology, University of Southern Mississippi, Hattiesburg, MS  
Dr. Connie Forde, Professor, Instructional Systems and Workforce Development, Mississippi State University, Starkville, MS  
Ms. Selena Swartzfager, President, Mississippi Council on Economic Education, Jackson, MS

Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials. Members who contributed are as follows:

Mr. Joe Anthony, Instructor, Business Technology, Clarksdale High School, Clarksdale, MS  
Ms. Margaret Blue, Chair, Business Technology Department, Biloxi High School, Biloxi, MS  
Ms. Virginia Cowart, Instructor, Business Technology, Fallin Career & Technology Center, Natchez, MS

Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:

Ms. Barbara Travis, Executive Director, Mississippi World Trade Center, Jackson, MS

# Standards

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Standards are superscripted in each unit and are referenced in the appendices. Standards in the *International Business Curriculum Framework and Supporting Materials* are based on the following:

## **National Standards for Business Education**

The National Standards for Business Education are a collection of national standards based on the fundamental knowledge and skills needed to succeed in business. The international business standards of the National Standards for Business Education focus on applying international concepts to other business content areas. **Copyright 2007. National Business Education Association.**

## **Common Core State Standards Initiative**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010.**

**National Governors Association Center for Best Practices and Council of Chief State School Officers.** All rights reserved. **States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from <http://www.corestandards.org/>.

## **National Educational Technology Standards for Students**

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## **21st Century Skills and Information and Communication Technologies Literacy Standards**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and Information and Communication Technology literacy.

# Preface

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Secondary Career and Technical Education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

# International Business Executive Summary

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## Course Description

The International Business course is designed to introduce students to basic business operations surrounding global trade. Competencies for this course focus on raising awareness of the interrelatedness of one country's political policies and economic practices on another; learning to improve international business relations through appropriate communication strategies; understanding the global business environment; exploring basic concepts underlying international finance, management, marketing, and trade relations; and identifying forms of business ownership and international business opportunities.

## Industry Certification

No industry certification is available for this course at this time.

## Student Prerequisites

In order for students to be able to succeed in the entrepreneurship program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
  2. C or higher in Pre-Algebra
  3. Instructor approval
- or
1. TABE Reading Score (Eighth grade or higher)
- or
1. Instructor approval

## Licensure Requirements

Educators that meet the requirements for endorsement codes 955, 956, or 952 are eligible to teach International Business. For information on the requirements for obtaining an endorsement in 955, 956, or 952, refer to the Mississippi Department of Education Office of Educator Licensure *Guidelines and Clarification of Requirements for Issuance of Career and Technical Education (Occupational Educator)*. This guide can be found on the Mississippi Department of Education Office of Educator Licensure Web site under Vocational Guidelines ([http://www.mde.k12.ms.us/ed\\_licensure/post\\_secondary.html](http://www.mde.k12.ms.us/ed_licensure/post_secondary.html)).

## Professional Learning

The professional learning itinerary for the middle school or individual pathways can be found on the Mississippi State University Research and Curriculum Unit's Web site (<http://www.rcu.msstate.edu/>). If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510 and ask for a professional learning specialist.

# International Business Course Outline

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**One Carnegie Unit**  
**Course Code: 992308**

Unit Number	Unit Name	Hours
1	Foundations of International Business	20
2	Global Business Ownership and Entrepreneurship	20
3	The Global Business Environment	20
4	International Business Communication, Ethics, and Social Responsibility	20
5	International Management	15
6	International Marketing	15
7	International Finance	15
<b>Total</b>		<b>125</b>

# International Business Research Synopsis

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## Introduction

Most careers in international business are related to foreign trade. As international trade and foreign investment continues to grow both nationally and in Mississippi, most careers will require employees to have the skills and knowledge needed to work in an international setting. Both large and small and medium-sized enterprises engage in international business to some degree. Although international business is often associated with the business cluster, a course in international business could be beneficial to students in all career clusters.

Nearly 318,000 jobs in Mississippi depended on foreign trade and investment in 2008. Trade-related jobs in the state grew five times faster than total employment between 2004 and 2008. In 2008, Mississippi sold products in nearly 180 foreign markets (Business Roundtable, 2010). Mississippi jobs tied to trade include wholesale and retail trade; manufacturing; transportation and warehousing; finance and insurance; information; and professional, scientific, and technical services. Most internationally oriented jobs in the business cluster involve marketing, sales, finance, operations, and strategic planning.

Occupational title	Employment 2011	Projected employment 2019	Change 2011–2019		Mean annual wage (in dollars)
			Number	Percent	
Management	123,516	133,087	9,571	8%	\$22.15
Business and financial operations	44,934	53,811	8,877	20%	\$20.08
Computer and mathematical science	12,095	14,244	2,149	18%	\$23.98
Sales and related	171,914	190,047	18,133	11%	\$13.16
Production	110,242	118,064	7,822	7%	\$14.31
Transportation and material moving	101,972	108,775	6,803	7%	\$14.25

Source: EMSI Complete Employment - First Quarter, 2011

## Perkins IV Requirements

The International Business curriculum meets the Perkins IV requirement of ensuring that career and technical programs strengthen the focus on responsiveness to the economy and are up-to-date with the needs of business and industry. This course also develops high-demand skills within the context of foreign trade; international economics; and diverse political, cultural and legal systems. International Business can be included as



part of a sequence of courses for most Career and Technical Education (CTE) programs because it provides students with challenging academic standards and relevant technical knowledge and skills they need to prepare for further education and careers in current or emerging professions in the global environment (see Pathway Maps below).

### Entrepreneurship and Free Enterprise

An entire unit in the International Business curriculum is devoted to global business development and entrepreneurship.

#### Pathway Maps

Management	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Business Management and Administration/[S] Management [2008] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Business Management and Administration/[S] Management [2008] Career Pathway Maps.pdf</a>
Marketing	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Marketing/[S] Marketing [2008] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Marketing/[S] Marketing [2008] Career Pathway Maps.pdf</a>
Engineering	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Science Technology Engineering and Mathematics/[S] Engineering [2009] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Science Technology Engineering and Mathematics/[S] Engineering [2009] Career Pathway Maps.pdf</a>
Polymer Science	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Science Technology Engineering and Mathematics/[S] Polymer Science [2010] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Science Technology Engineering and Mathematics/[S] Polymer Science [2010] Career Pathway Maps.pdf</a>
Information Technology	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Information Technology/[S] Information Technology [2009] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Information Technology/[S] Information Technology [2009] Career Pathway Maps.pdf</a>
Industrial Maintenance	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Manufacturing/[S] Industrial Maintenance [2009] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Manufacturing/[S] Industrial Maintenance [2009] Career Pathway Maps.pdf</a>
Culinary Arts	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Hospitality and Tourism/[S] Culinary Arts [2008] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Hospitality and Tourism/[S] Culinary Arts [2008] Career Pathway Maps.pdf</a>
Health Sciences	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Health Science/[S] Health Sciences [2008] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Health Science/[S] Health Sciences [2008] Career Pathway Maps.pdf</a>
Teacher Academy	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Education and Training/[S] Teacher Academy [2008] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Education and Training/[S] Teacher Academy [2008] Career Pathway Maps.pdf</a>
Digital Media Technology	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Arts Audio-Video Technology and Communications/[S] Digital Media Technology [2009] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Arts Audio-Video Technology and Communications/[S] Digital Media Technology [2009] Career Pathway Maps.pdf</a>
HVAC	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Architecture and Construction/[S] HVAC [2009] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Architecture and Construction/[S] HVAC [2009] Career Pathway Maps.pdf</a>
Construction	<a href="http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Architecture and Construction/[S] Construction Technology (Carpentry) [2008] Career Pathway Maps.pdf">http://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Career Pathways/Architecture and Construction/[S] Construction Technology (Carpentry) [2008] Career Pathway Maps.pdf</a>

## **Curriculum Content**

### Summary of Standards

The standards to be included in the International Business curriculum are the Common Core standards for English language arts and mathematics, 21st-century skills, the National Educational Technology Standards (NETS) for Students, and The National Standards for Business Education. Combining these standards to create this document will result in highly skilled, well-rounded students who are prepared to enter a secondary academic or career and technical program of study. They will also be prepared to academically compete nationally as the Common Core standards are designed to prep students for success in college and careers.

### **Academic Infusion**

Suggested learning strategies in the International Business curriculum were developed with the Common Core standards in mind. Skills associated with the language arts are enhanced through research and presentation projects. The finance portion of this curriculum provides several opportunities for focus in mathematics, as it requires several calculations and critical thinking. Additionally, analyzing economic data gives students experience interpreting statistics and problem solving. The Common Core Crosswalk for International Business in Appendix E shows the alignment of the Common Core standards to each unit.

### **Best Practices**

#### Innovative Instructional Technologies

The International Business curriculum includes teaching strategies that incorporate current technology. Students will conduct research using resources available on the Internet and use application software to analyze data, write reports, and present information. To make use of the latest online communication tools, such as wikis, blogs, and podcasts, the classroom teacher is encouraged to use a learning-management system, for example, the Blackboard Content Management System, that introduces students to education in an online environment and places the responsibility of learning on the student.

#### Differentiated Instruction

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still others are

tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. To address this, the International Business curriculum is written to include several instructional methods by using the Understanding by Design approach. This method of instructional design leads students to a deeper understanding of course material and provides multiple opportunities for students to succeed in different ways. Many activities are graded by rubrics that allow students to choose the type of products they will produce. By providing various teaching and assessment strategies, students with various learning styles can succeed.

#### Career and Technical Education Student Organizations

Both the DECA and Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) are appropriate student organizations for students interested in international business. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe. FBLA is a business education association that prepares students for careers in business.

#### **Conclusions**

With 95% of the world's consumers living outside the United States, engaging in international business is one of the most important factors for a businessperson to consider in order to gain more financial strength and stability for his or her company. Much of the U.S. economy is dependent on foreign trade and investment. A course in international business will provide students with an understanding of the global work environment as well as a better understanding of the impact international trade has on the economy.

#### **Works Cited**

Business Roundtable. (2010, January 1). *Studies and Resources*. Retrieved from Business Roundtable: <http://businessroundtable.org/studies-and-reports/trade-creates-jobs-for-mississippi/>

# Professional Organizations

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## DECA

Central High School Bldg, Suite 202A  
359 North West Street  
P.O. Box 771  
Jackson, MS 39205  
Phone: 601.576.5010  
Fax: 601.354.7788  
<http://www.deca.org/>

## Future Business Leaders of America

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Phone: 601.576.5011  
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Fax:(601) 354-7788  
<http://www.fbلا-pbl.org/>

# Using this Document

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## **Unit Number and Title**

### **Suggested Time on Task**

An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hr of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

### **Competencies and Suggested Performance Indicators**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested performance indicators represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

### **Suggested Teaching Strategies**

This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

### **Suggested Assessment Strategies**

This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

### **Integrated Academic Topics, 21st-Century Skills, Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students**

This section identifies related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st-century skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

### **References**

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

# Unit 1: Foundations of International Business

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## Understandings and Goals

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### **Enduring Understandings**

In this unit, the student will:

- Understand the role international business plays in shaping the global economy
- Understand the impact international trade has on businesses at the local, state, national, and international levels

### **Essential Questions**

- How are individuals affected by international business?
- What factors influence a country's decision to engage in international trade?

## Vocabulary

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**Identify and review the unit vocabulary.**

Culture  
Domestic Business  
Exports  
Global Dependency  
Globalization  
Imports  
International Business  
Least Developed Country  
Developing Country  
Developed (Industrialized) Country  
Trade Barriers

# Suggested Learning Experiences

<b>Competency 1: Explain the role of international business.</b> (DOK3, CCR3, CCR7, CCW2, CCW7, CCW8, CCW9, CCSL1, CCSL2, CCSL4, CCSL6, CCL4, CCM3)		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify business opportunities in countries in various levels of economic development. (A, C, EN, EP, IB, MK)	<p>a. Use the How Global is Your Portfolio lesson at <a href="http://www.econedlink.org/lessons/index.php?lid=918&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=918&amp;type=educator</a> to help students connect economics and geography as they investigate global companies in the stock market.</p> <p>Have students create a continuum line with least developed on one end and most developed on the other end and developing in the middle (this could be on a bulletin board). Determine which indicators will be used to determine each level of development. Divide students into two groups: less-developed countries and most developed countries. Each group will need to find countries that fit into its category. The number of countries a group finds will be dependent on the total number of students in the class. Have students write each country's name on an index card. Have students draw a card from each category. Have students write their names on the index card under the country name. Have students research economic development in each of their countries and have them place their countries along the continuum line based on their levels of development. Have students begin gathering information for a research report on their countries. This research report will go into their portfolios (see Performance Task below).</p>	a. Observation, Participation Rubric  Group Work Assessment Rubric  Venture Ideas Questionnaire
b. Identify examples of international trade in the local and state communities. (C, EP, EN, EP, IB, M, IT)	<p>b. Visit the Mississippi World Trade Center Web site <a href="http://www.mswtc.org/">http://www.mswtc.org/</a> and discuss resources that can be found at this site. Have students identify local and state businesses that engage in international trade and present their findings to the class. Have them complete the reflection exercise.</p>	b. Assessment Rubric for Student Reflections

<b>Competency 2: Analyze how international business impacts business at all levels, including local, state, national, and international levels.</b> (DOK3, CCR3, CCR7, CCW2, CCW7, CCW8, CCW9, CCSL1, CCSL2, CCSL4, CCSL6, CCL4, CCM3)		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the impact of international business activities on the local, regional, national, and international	<p>a. Use The Trading Game lesson at <a href="http://www.econedlink.org/lessons/index.php?lid=855&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=855&amp;type=educator</a> to teach how we gain from trade. Have students play The Trading Game.</p> <p>Students will report on historical developments to illustrate the past experiences of the United States' role in international trade and to</p>	a. Observation, Participation Rubric  Written Report

levels. (C, CP, EP, EN, EP, IB, M, IT, T1, T2, T3, T4, T5, T6)	describe the impact of international business on local, regional, and national levels. Have students prepare a graph representing total state and national imports and exports over the past 12 months.	Assessment Rubric
b. Understand the importance of international business and its influence on careers and businesses at the local, state, national, and international levels. (C, EP, EN, IT, IB, MK, T1, T2, T3, T4, T5, T6)	b. Students will participate in mock interviews with key business resource people from various cultures for specific careers and prepare applications and other job application documents for various cultures.	b. Role Play or Skit Assessment Rubric

## Performance Task

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Throughout the course, each student will be developing an international business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, each student should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

### **Preliminary Research for Report on Countries**

In this unit, you will begin researching two countries from each stage of development: least developed and most developed. In the continuum line activity, you were assigned two countries—one developed and one least developed.

Approach this research as if you are planning to do business in each country. At this phase of your report, you will gather general information about the country for the *Body* section of your report. You can include information about your country's economic conditions, type of government, geographic location, demographics, and culture. You need to organize this information under subtitles. At this point, include any information that you think is useful. You will have the opportunity throughout this course to modify your report.

A good resource for finding this information is Global Edge (<http://globaledge.msu.edu/>). You may use other resources as well.

### **Attachments for Performance Task**

Use the *Report Writing Format* document and *Report Rubric* in Appendix A.



# Unit Resources

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## Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

## Online:

Aneki. (2011). <http://www.aneki.com/> This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from [http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

EconEdLink. (2011). *How global is your portfolio*. Retrieved from <http://www.econedlink.org/lessons/index.php?lid=918&type=educator> This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). <http://globaledge.msu.edu/> Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. <http://nbea.org/newsite/curriculum/index.html>

One World – Nations Online. (2011). <http://www.nationsonline.org/oneworld/index.html>

United Nations. *Millennium development goals indicators*. (n.d.). <http://unstats.un.org/unsd/mdg/Data.aspx>

# Unit 2: Global Business Ownership and Entrepreneurship

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## Understandings and Goals

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### **Enduring Understandings**

In this unit, the student will:

- Understand the benefits and risks of international business
- Understand the role of small business and entrepreneurship in the global economy

### **Essential Questions**

- Why do businesses expand to the global marketplace?
- What factors influence the method a company uses to get involved in international business?

## Vocabulary

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**Identify and review the unit vocabulary.**

Corporation  
Direct Exporting  
Foreign Direct Investment  
Franchise  
Indirect Exporting  
Joint Venture  
Licensing  
Management Contract  
Matchmaker Program  
Microcredit  
Multinational Company or Corporation (MNC)  
Partnership  
Sole Proprietorship  
Turnkey Project  
Wholly Owned Subsidiary

## Suggested Learning Experiences

<b>Competency 1: Identify forms of business ownership and entrepreneurial opportunities.</b> <small>(DOK3, CCR3, CCR7, CCR10, CCW2, CCW3, CCW4, CCW7, CCW8, CCW9, CCSL1, CCSL2, CCSL4, CCSL6, CCL5, CCM3)</small>		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Analyze various forms of business ownership (e.g., sole proprietorship, corporation, partnership) for different international business situations. <small>(A, B, C, EP, EN, IB, M, MK, T1, T2, T3, T4, T5, T6)</small>	a. Discuss the various forms of business ownership and advantages and disadvantages of each.  Provide students with a list of advantages and disadvantages of sole proprietorships, partnerships, and corporations. For each item in the list, have students decide if it is an advantage or disadvantage of a sole proprietorship, partnership, or corporation. (Some items may be an advantage or a disadvantage of more than one form of business organization.)	a. Advantages and Disadvantages of Sole Proprietorships, Partnerships, and Corporations Chart
b. Identify potential new international business ventures for locally based companies. <small>(A, B, C, CO, CP, EP, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)</small>	b. Discuss with students the enterprises that have the highest potential for growth: health care services, environmental services, training and education, and personal services. Invite a speaker who is knowledgeable about international business opportunities in Mississippi (i.e., executive director of the Mississippi World Trade Center) to speak to the class. Discuss the sections of a business plan.  Have students work in groups to identify three specialties in each of the types of enterprises discussed above. Have each student create his or her own business based on the information he or she found. Have students prepare the Business Description and Organizational Structure sections of a business plan for their portfolios (refer to the Performance Task Below).	b. Group Work Assessment Rubric  Speaker Rubric
c. Differentiate between low-risk and high-risk methods for getting involved in international business. <small>(A, B, C, CO, CP, EP, EN, IT, IB, M, MK)</small>	c. Discuss low-risk and high-risk methods for getting involved in international business.  Have students create a graphic that orders the methods for getting involved in international business based on the level of risk (i.e., stair steps).	c. Drawing Rubric

## Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a

completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

### **Starting an International Business Plan**

In this unit, you will begin gathering information for the *Introduction and Analysis of the International Business Situation* sections of the international business plan that will go in your portfolio. In this unit, you will determine the type of business you want to start based on the types of enterprises that have the highest potentials for growth. Approach this task as if you are writing a business plan for the business you will be conducting in your two foreign countries.

### **Attachments for Performance Task**

Refer to the *International Business Plan Format Guidelines* and *International Business Plan Rubric* in Appendix A.

## Unit Resources

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### Books:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Allen, K., & Meyer, E. (2006). *Entrepreneurship and small business management*. Woodland Hills, CA: Glencoe/McGraw-Hill.

### Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from [http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and Finance Technology Education Frameworks 2009 International Business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. <http://nbea.org/newsite/curriculum/index.html>

# Unit 3: The Global Business Environment

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will:

- Understand the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment
- Understand the relationship between the balance of trade and the import/export process

### Essential Questions

- How do social and cultural factors influence international business activities?
- Why do some government regulations have the potential to discourage international trade?
- What economic systems determine what to produce, how it is produced, and for whom it is produced in a country?

## Vocabulary

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**Identify and review the unit vocabulary.**

Balance Of Trade  
Democracy  
Duty  
Embargo  
Export  
Foreign Debt  
Import  
Infrastructure  
Passport  
Political System  
Quota  
Social Responsibility  
Totalitarian  
Trade Barriers  
Visa  
Work Visa

# Suggested Learning Experiences

**Competency 1:** Describe factors that shape and impact the international business environment. <sup>(DOK4, CCR3, CCR7, CCR9, CCW2, CCW3, CCW7, CCW8, CCW9, CCSL1, CCSL4, CCL3, CCL4, CCL5, CCM3)</sup>

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify distinctive social and cultural factors affecting business activities (e.g. time, workday, workweek, schedules, and holidays). <sup>(C, CO, EP, EN, IB, M, T1, T2, T3, T4, T5, T6)</sup>	a. Students will participate in a forum to compare and contrast social roles of various cultures, e.g., time, workday, workweek, schedules, and holidays.	a. Observation, Discussion Rubric
b. Describe how trade barriers, tariffs, quotas, and taxation policies affect choice of location for companies operating internationally. <sup>(B, EP, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)</sup>	b. Explain how different people have different points of view about specific government actions that affect international business.  Have students research countries for which the United States imposes economic sanctions and discuss their findings in a group.  Mississippi World Trade Center: <a href="http://www.mswtc.org/index.php">http://www.mswtc.org/index.php</a> , U.S. State Department: <a href="http://www.state.gov">http://www.state.gov</a> , and The World Bank: <a href="http://www.worldbank.org/">http://www.worldbank.org/</a>	b. Observation, Discussion Rubric
c. Recognize legal and political factors that exist between and among countries and the impact they have on international business investment. <sup>(A, B, CP, EP, EN, IT, IB, T1, T2, T3, T4, T5, T6)</sup>	c. Have students research the country profiles of the two countries they selected in Unit 1. Have them identify potential political, social, and economic risks and complete the Risk Assessment Activity in Appendix A. Country profiles can be found at <a href="http://www.state.gov">http://www.state.gov</a> .  Give students the opportunity to revise their research papers if they find additional information.	c. Evaluate the career project for content and delivery.

**Competency 2:** Relate balance of trade concepts to the import/export process. <sup>(DOK4, CCR3, CCR7, CCW2, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL4, CCL4, CCM3)</sup>

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze the availability of resources and economic potential in various countries. <sup>(A, B, C, CP, EP, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)</sup>	a. Have students research the economic situation, labor situation, availability of natural resources, and infrastructure of the two countries they were assigned in Unit 1. Have students analyze their findings and recommend potential business ventures in their countries. The information can be found at U.S. State Department: <a href="http://www.state.gov">http://www.state.gov</a> and The World	a. Decision Rubric

	Bank: <a href="http://www.worldbank.org/">http://www.worldbank.org/</a>	
b. Identify goods and services imported to or exported from a country. (A, B, C, CP, EP, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)	b. Have students identify goods and services imported to and exported from Mississippi to or from a foreign country. Have students analyze this information and determine which, if any, imports or exports pose a threat to local businesses and report their findings.  Good resources for information are the Mississippi World Trade Center ( <a href="http://www.mswtc.org/index.php">http://www.mswtc.org/index.php</a> ) and <a href="http://export.gov/">http://export.gov/</a>	b. Written Report Assessment Rubric
c. Describe the role that U.S. Customs and the customs agencies of other countries play in international trade activities. (B, EP, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)	c. Have students visit the U.S. Customs and Border Protection Web site ( <a href="http://www.cbp.gov/">http://www.cbp.gov/</a> ) or The Internationalist site ( <a href="http://www.internationalist.com/business/">http://www.internationalist.com/business/</a> ) and have them list and discuss five interesting facts they retrieved from this site.	c. Discussion Rubric
d. Explain the purpose of international trade agreements and treaties (e.g., GATT, NAFTA). (B, EP, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)	d. Discuss the purpose of the World Trade Organization and have students visit the WTO Web site ( <a href="http://www.wto.org/index.htm">http://www.wto.org/index.htm</a> ) and find information on Disputes by Agreement. Have them choose one of the disputes and then read the detailed information about the dispute and report their findings (see <i>WTO Dispute Settlement Worksheet</i> in Appendix A).	d. Written Report Assessment Rubric

## Performance Task

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Throughout the course, each student will be developing an International Business Portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

### **Update Business Plan and Report**

Update your report and the *Introduction and Analysis of International Business Situation* sections of your business plan with any new information you found while conducting research on the global business environment.

### **Attachments for Performance Task**

Refer to the *International Business Plan Format Guidelines* in Appendix A.



**Book:**

Dlabey, L., & Scott, J. (2008). *International Business* (4th ed.). Mason, OH: South-Western Cengage Learning.

**Online:**

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from [http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. <http://nbea.org/newsite/curriculum/index.html>

# Unit 4: International Business Communication, Ethics, and Social Responsibility

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## Understandings and Goals

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### **Enduring Understandings**

In this unit, the student will:

- Understand the communication strategies necessary and appropriate for effective and profitable international business relations
- Understand the factors that define what is considered socially responsible and ethical and business behavior in a global business environment

### **Essential Questions**

- How does communication in international business differ from communication in a domestic business?
- What is the difference between ethics and social responsibility?

## Vocabulary

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**Identify and review the unit vocabulary.**

Body Language  
Collectivism  
Contexting  
Cultural Baggage  
Culture  
Culture Shock  
Ethics  
Ethnocentrism  
Host Country  
Individualism  
Social Responsibility  
Subculture

# Suggested Learning Experiences

**Competency 1:** Apply communication strategies in international business relations. (DOK3, CCR6, CCR7, CCR9, CCW1, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Apply communication strategies necessary and appropriate for effective and profitable international business relations. (C, CO, EN, IB, M, MK, T1, T2, T3, T4, T5, T6)</p>	<p>a. Have students take one of the cultural awareness quizzes located at <a href="http://www.kwintessential.co.uk/resources/culture-tests.html">http://www.kwintessential.co.uk/resources/culture-tests.html</a></p> <p>Discuss the importance of researching a country's culture, language, and traditions to avoid business blunders. Read <i>Cross-Cultural Business Blunders</i> located in Appendix A.</p> <p>Have students research their countries' cultures at <a href="http://www.kwintessential.co.uk/resources/country-profiles.html">http://www.kwintessential.co.uk/resources/country-profiles.html</a></p> <p>Have students retake the cultural awareness quiz they took earlier and write a reflection about what they learned at <a href="http://www.kwintessential.co.uk/resources/culture-tests.html">http://www.kwintessential.co.uk/resources/culture-tests.html</a></p>	<p>a. Observation, Participation Rubric</p> <p>Assessment Rubric for Student Reflections</p>

**Competency 2:** Describe the factors that define what is considered socially responsible and ethical business behavior in a global business environment. (DOK3, CCR6, CCR7, CCR9, CCW1, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Analyze factors that affect ethical behavior and their implications in business decision making. (C, CO, IB, M, T1, T2, T3, T4, T5, T6)</p>	<p>a. Discuss the factors that affect ethical behavior in businesses.</p> <p>Have students read an ethical dilemma case study and have them determine if individual, social, or organizational beliefs are being challenged. They could have more than one belief in some case studies. Case studies are located in Appendix A.</p>	<p>a. Case Study Assessment Rubric</p>
<p>b. Understand procedures for developing a code of ethics and apply ethical codes to various business situations. (B, C, CO, EP, EN, IB, M, MK, T1, T2, T3, T4, T5, T6)</p>	<p>b. Explain that a code of ethics is a written guide to acceptable and ethical behavior as defined by an organization and that codes of ethics vary between countries because they are culture driven, making it difficult for managers to adhere to a strict code of ethics in each market.</p> <p>Divide students into groups. Students research key global ethical issues and the intercultural dimensions of</p>	<p>b. Observation, Participation Rubric</p> <p>Code of Ethics – Sample</p>

	<p>the United States and two other countries. Each group drafts an international code of ethics based on its findings. Have each group present its code to the class. Ask group members to determine which codes would be unacceptable for the countries they researched and explain why. This website provides research on national and organizational cultures. <a href="http://www.geert-hofstede.com/hofstede_dimensions.php">http://www.geert-hofstede.com/hofstede_dimensions.php</a></p> <p>Have the class compile an International Code of Ethics based on the input from the class and discuss the challenges with trying to create one global code of ethics.</p>	
<p>c. Identify issues related to ethical and social responsibility in the global marketplace. (C, CO, EP, EN, IB, M, MK, T1, T2, T3, T4, T5, T6)</p>	<p>c. Explain that social responsibility involves contributions a company makes to a country, such as creating jobs and improving infrastructure. Social responsibility is important for good business and improving living conditions of a country's people.</p> <p>Have students analyze their chosen businesses for key ethical issues. Have students list ways their companies can show social responsibility in each of the areas of education, employment, environment, and technology in their two countries. Have students discuss the role social responsibility plays in developing a code of ethics.</p>	<p>c. Code of Ethics – Sample</p>

## Performance Task

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Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

### **Create a Code of Ethics**

In this unit, you created a list of socially responsible contributions your company will make to each of your countries and you analyzed key ethical issues in your chosen business.

Create a code of ethics for your business that addresses specific areas that need ethical guidance. Put your code of ethics in the *Appendix* of your business plan. Be sure to take social responsibility into account as you create your code(s).

As you progress through the units, you will be exposed to new online resources from which you may discover new information about your countries. Modify your business plan, research report, and code of ethics whenever necessary.

**Attachments for Performance Task**

Refer to *Code of Ethics – Sample* in Appendix A.

## Unit Resources

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### Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

### Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from

[http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Itim International. (2009). *Geert Hofstede cultural dimensions*. Retrieved from [http://www.geert-hofstede.com/hofstede\\_dimensions.php](http://www.geert-hofstede.com/hofstede_dimensions.php)

Kwintessential. (2010). *How culturally aware are you?* Retrieved from <http://www.kwintessential.co.uk/resources/culture-tests.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from <http://nbea.org/newsite/curriculum/index.html>

# Unit 5: International Management

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will:

- Understand why managers face special challenges in operations, human resources, and strategic management in international business

### Essential Questions

- What factors influence production processes, operations, and managerial styles in international business?

## Vocabulary

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**Identify and review the unit vocabulary.**

Automated Production  
Computerized Production  
Cost of Living Index  
Ethnocentric Approach  
Expatriate Manager  
Geocentric Approach  
Inventory Control  
Job Description  
Manual Production  
Operations Management  
Outsourcing  
Parent-Country Nationals  
Polycentric Approach  
Production Possibilities Schedule  
Production Process  
Regiocentric Approach  
Repatriation  
Third-Country Nationals  
Supply Chain  
Transformation

# Suggested Learning Experiences

**Competency 1:** Analyze special challenges in operations, human resources, and strategic management in international business. (DOK3, CCR6, CCR7, CCR9, CCW2, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the production processes used to create goods and services in different countries. (A, CO, CP, EP, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)	a. Explain the production process, production methods, and stages of production.  Have students complete <i>Analyzing Global Production Methods</i> activity in Appendix A	a. Observation, Participation Rubric
b. Identify the factors that influence the application of managerial styles in different countries. (C, CO, EN, IT, IB, M, MK, T1, T2, T3, T4, T5, T6)	b. Have students take the <i>Managerial Style Quiz</i> in Appendix A. After they have taken the quiz, have them read the business protocol for each of their countries at <a href="http://www.kwintessential.co.uk/resources/country-profiles.html">http://www.kwintessential.co.uk/resources/country-profiles.html</a> and then retake the quiz keeping in mind what they learned about their countries. Have students discuss if their managerial styles changed.	b. Observation, Participation Rubric
c. Describe how compensation and employee benefits differ in various cultures. (A, B, C, CO, CP, EP, EN, IB, M, MK, T1, T2, T3, T4, T5, T6)	c. Point out that how employees are compensated is based on different factors in different countries. Indicate that employee compensation should be culturally sensitive to local conditions.  Ask students to contrast compensation packages for U. S. citizens working abroad with compensation packages for nationals.	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
d. Identify how differences in occupational health and safety standards impact the conduct of business internationally. (B, C, EP, EN, IB, M, T1, T2, T3, T4, T5, T6)	d. Discuss the importance of abiding by the international health and safety policy so that international trade and trade rules maximize health benefits and minimize health risks, especially for poor and vulnerable populations.  Have students research international health and safety regulations on the Internet. The World Health Organization Web site ( <a href="http://www.who.int/en/">http://www.who.int/en/</a> ) is a good source of information. Have students work in groups to discuss the relationships among international health and safety, social responsibility, and a code of ethics. Have students complete the <i>Reflection Exercise</i> in Appendix A.	d. Reflection Exercise



# Performance Task

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Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

## **Update Business Plan – Section IV. Planned Operation of the Proposed Business/Product/Service**

In this unit, you began gathering information for Section IV of the international business plan that will go in your portfolio. Put this information in the appropriate location in Section IV of the international business plan. Update your code of ethics and report if necessary.

### **Attachments for Performance Task**

Refer to the *International Business Plan Format Guidelines* and *International Business Plan Rubric* in Appendix A.

## Unit Resources

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### Book:

Dlabey, L. & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

### Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from

[http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Kwintessential. (2010). *Country profiles – Global guide to culture, customs and etiquette*. Retrieved from

<http://www.kwintessential.co.uk/resources/country-profiles.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from

<http://nbea.org/newsite/curriculum/index.html>

World Health Organization. (2011). *Countries*. Retrieved from <http://www.who.int/countries/en/>

World Health Organization. (2005). *International health regulations* (2nd ed.). Retrieved from

[http://whqlibdoc.who.int/publications/2008/9789241580410\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241580410_eng.pdf)

# Unit 6: International Marketing

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## Understandings and Goals

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### Enduring Understandings

In this unit, the student will:

- Understand how social, cultural, technological, and geographic factors influence consumer buying behavior in different cultures
- Understand how marketing elements need to be adapted for international marketing efforts
- Understand how cultural differences may affect the way a product is advertised and/or marketed in different countries

### Essential Questions

- In what way do social, cultural, technological, and geographic factors influence how a company markets its product or service in an international setting?

## Vocabulary

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**Identify and review the unit vocabulary.**

Absolute Advantage

Comparative Advantage

Consumer Market

Demographics

Distribution

International Marketing

Market

Market Segment

Marketing Mix

Organizational Market (Commercial Market, Business-to-Business Market)

Target Market

## Suggested Learning Experiences

<b>Competency 1: Apply marketing concepts to international business situations.</b> (DOK3, CCR4, CCR5, CCR6, CCR7, CCR9, CCW1, CCW2, CCW3, CCW4, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Describe how a company markets a product or service in other countries. (C, CP, EP, EN, IB, MK, T1, T2, T3, T4, T5, T6)	a. Have students compare and contrast international marketing and domestic marketing using a Venn Diagram.	a. Venn Diagram Rubric
b. Illustrate how social, cultural, technological, and geographic factors influence consumer buying behavior in different countries. (CO, CP, EP, EN, IT, IB, MK, T1, T2, T3, T4, T5, T6)	b. Have students research political, economic, social, and technological changes taking place in the world and how those changes could affect consumer buying behavior in the regions affected. Have students identify what impact this would have on the marketing activities of industries that have products in that region or wish to enter the market in that region. Where possible, collect relevant statistics and details of the source of the information. The examples you use and the sources of information can be either local or international.	b. Evaluate research for content and appearance
c. Describe how the marketing-mix elements need to be adapted for international marketing efforts. (CO, IB, MK, T1, T2, T3, T4, T5, T6)	c. Have students select a magazine advertisement or television commercial. Based on their analysis of the ad, have them describe what the company is doing for each component of the marketing mix. Have students indicate which component of the marketing mix would have to be adapted and why in order to market that product in their two countries.	c. Observation, Participation Rubric
d. Explain how the marketing research process differs in an international application. (CP, EP, EN, IT, IB, MK, T1, T2, T3, T4, T5, T6)	d. Have students conduct an Internet search related to international market research and locate a Web site that would be useful for companies planning to engage in international business. Have them write an explanation of how the site's contents might be useful.	d. Evaluate the career project for content and delivery.

## Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

**Update Business Plan – Section IV. Planned Operation of the Proposed Business/Product/Service**

**(cont.)**

In this unit, you gathered more information for Section IV of the international business plan that will go into your portfolio. Put this information in the appropriate location in Section IV of the international business plan.

At this point, you may decide that you will not be able to market your product in both of your countries. If this is the case, prepare a statement outlining why you have chosen not to market your product in certain countries.

**Attachments for Performance Task**

Refer to the *International Business Plan Format Guideline* and *International Business Plan Rubric* in Appendix A.

# Unit Resources

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## Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

## Web sites:

Aneki. (2011). <http://www.aneki.com/> This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from [http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

EconEdLink. (2011). *How global is your portfolio?* Retrieved from <http://www.econedlink.org/lessons/index.php?lid=918&type=educator> This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). <http://globaledge.msu.edu/> Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Kwintessential. (2010). *Country profiles – Global guide to culture, customs and etiquette*. Retrieved from <http://www.kwintessential.co.uk/resources/country-profiles.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from <http://nbea.org/newsite/curriculum/index.html>

United Nations. (n.d.). *Millennium development goals indicators*. Retrieved from <http://unstats.un.org/unsd/mdg/Data.aspx>

# Unit 7: International Finance

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## Understandings and Goals

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### **Enduring Understandings**

In this unit, the student will:

- Understand how foreign exchange rates affect companies engaged in international business
- Be able to identify risks associated with international trade

### **Essential Questions**

- Why does the value of currency vary from country to country?
- What financial risks are associated with international business?

## Vocabulary

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**Identify and review the unit vocabulary.**

Currency Option  
Exchange Controls  
Exchange Rate  
Floating Exchange Rate  
Foreign Exchange  
Foreign Exchange Market  
Hard Currency  
Interest Rate  
International Monetary Fund (IMF)  
Micro Country Risks  
Soft Currency  
World Bank

# Suggested Learning Experiences

<b>Competency 1:</b> Explain the role, importance, and concepts of international finance and risk management. (DOK3, CCR7, CCW3, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL2, CCSL4, CCSL6)		
<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Explain the role of money and currency systems in international business. (A, CP, EP, EN, IB, M, T1, T2, T3, T4, T5, T6)	a. Discuss the three main purposes that money serves.  Have students complete the activity <i>Identifying the Function of Money</i> in Appendix A	a. Evaluate the activity <i>Analyzing International Business Risks</i>
b. Explain factors that affect the value of currency. (A, CP, EP, EN, IB, M, T1, T2, T3, T4, T5, T6)	b. Discuss factors that affect the value of currency.  Have students complete the activity <i>Analyzing Factors Affecting Foreign Exchange</i> in Appendix A	b. Evaluate the activity <i>Analyzing Factors Affecting Foreign Exchange</i>
c. Identify risks associated with international trade. (A, CP, EP, EN, IB, M, T1, T2, T3, T4, T5, T6)	c. Have students complete the activity <i>Analyzing International Business Risks</i>	c. Evaluate the activity <i>Analyzing International Business Risks</i>

## Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

### **Complete Portfolio**

Research the political, economic, and social risks associated with doing business in each of your countries. Include charts and data tables when necessary to back up your information.

Complete your report and international business plan.

### **Attachments for Performance Task**

Refer to the *International Business Plan Format Guidelines*, *International Business Plan Rubric*, *Report Writing Format*, and *Report Rubric* in Appendix A.



# Unit Resources

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## Books:

Dlabey, L., & Scott, J. (2008). *International business*. (4th ed.). Mason, OH: South-Western Cengage Learning.

## Online:

Aneki. (2011). <http://www.aneki.com/> This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from [http://www.cset.nesinc.com/PDFs/CS\\_business\\_SMR.pdf](http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf)

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

EconEdLink. (2011). *How global is your portfolio?* Retrieved from <http://www.econedlink.org/lessons/index.php?lid=918&type=educator> This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). <http://globaledge.msu.edu/> Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Kwintessential. (2010). *Country profiles – Global guide to culture, customs and etiquette*. Retrieved from <http://www.kwintessential.co.uk/resources/country-profiles.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from <http://nbea.org/newsite/curriculum/index.html>

United Nations. (n.d.). *Millennium development goals indicators*. Retrieved from <http://unstats.un.org/unsd/mdg/Data.aspx>

World Bank. (2011). <http://www.worldbank.org/>

# Student Competency Profile

Student Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Foundations of International Business</b>	
	1. Explain the role of international business. (DOK3, CCR3, CCR7, CCW2, CCW7, CCW8, CCW9, CCSL1, CCSL2, CCSL4, CCSL6, CCL4, CCM3)
	2. Analyze how international business impacts business at all levels, including local, state, national, and international. (DOK3, CCR3, CCR7, CCW2, CCW7, CCW8, CCW9, CCSL1, CCSL2, CCSL4, CCSL6, CCL4, CCM3)
<b>Unit 2: Global Business Ownership and Entrepreneurship</b>	
	1. Identify forms of business ownership and entrepreneurial opportunities. (DOK3, CCR3, CCR7, CCR10, CCW2, CCW3, CCW4, CCW7, CCW8, CCW9, CCSL1, CCSL2, CCSL4, CCSL6, CCL5, CCM3)
<b>Unit 3: The Global Business Environment</b>	
	1. Describe factors that shape and impact the international business environment. (DOK4, CCR3, CCR7, CCR9, CCW2, CCW3, CCW7, CCW8, CCW9, CCSL1, CCSL4, CCL3, CCL4, CCL5, CCM3)
	2. Relate balance of trade concepts to the import/export process. (DOK4, CCR3, CCR7, CCW2, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL4, CCL4, CCM3)
<b>Unit 4: International Business Communication, Ethics, and Social Responsibility</b>	
	1. Apply communication strategies in international business relations (DOK3, CCR6, CCR7, CCR9, CCW1, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)
	2. Describe the factors that define what is considered socially responsible and ethical business behavior in a global business environment. (DOK3, CCR6, CCR7, CCR9, CCW1, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)
<b>Unit 5: International Management</b>	
	1. Analyze special challenges in operations, human resources, and strategic management in international business. (DOK3, CCR6, CCR7, CCR9, CCW2, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)
<b>Unit 6: International Marketing</b>	
	1. Apply marketing concepts to international business situations. (DOK3, CCR4, CCR5, CCR6, CCR7, CCR9, CCW1, CCW2, CCW3, CCW4, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL1, CCSL1, CCSL2, CCSL3, CCSL4, CCSL6, CCL1, CCL2, CCL5)
<b>Unit 7: International Finance</b>	
	1. Explain the role, importance, and concepts of international finance and risk management. (DOK3, CCR7, CCW3, CCW3, CCW5, CCW7, CCW8, CCW9, CCW10, CCSL2, CCSL4, CCSL6)

## Appendix A: Activities and Rubrics

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### Analyzing Factors Affecting Foreign Exchange

For each of the following international activities, indicate whether the value of the country's currency would increase or decrease by putting a check mark in the appropriate column. If you cannot determine the effect the activity would have on the currency, put a check mark in the last column.

	<b>Increase</b>	<b>Decrease</b>	<b>Unable to Determine</b>
A nation imports more than it exports.			
Interest rates in a country rise.			
A new president is elected in a country.			
A nation's inflation rate drops.			
The exports for a country increase as a result of technology.			
The military seizes control of the government and takes over major industries.			
New tourist attractions and international publicity increase international tourism by over one million people.			

## Analyzing Global Production Methods

Locate an online article about production activities (such as robotics, quality control, inventory management). Use this article to provide the following information and to answer the questions below. If possible, attach the article or a copy of it to this sheet.

Title of article \_\_\_\_\_  
Author \_\_\_\_\_  
Source of article \_\_\_\_\_  
Date \_\_\_\_\_

1. Provide a brief summary of the information in the article.

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2. What are possible benefits of this information for a company?

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3. What are possible risks that the company may face in this situation?

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4. How might this information affect the company's global business success?

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# Analyzing International Business Risks

Directions: For each of the following situations, place a check mark in the appropriate column to identify whether the situation is an example of a political risk, social risk, or economic risk.

	Political Risk	Social Risk	Economic Risk
Changes in consumer spending in a nation due to reduced employment opportunities			
New business regulations that require all food packages to list the potential dangers of ingredients			
Religious beliefs in a country that do not allow people to eat certain foods			
A trade deficit of a nation that reduces the value of its currency			
Traditions in a country that encourage family members to work for the family business			
Frequent changes in the government ruling party in a nation			
Import taxes that discourage buying foreign-made goods			
Changes in the buying power of a nation's currency			

# Assessment Rubric for Student Reflections

Levels	Criteria
Reflective Practitioner 4	<p><u>Clarity:</u> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses, past experiences, and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question his or her own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware Practitioner 3	<p><u>Clarity:</u> Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses, past experience, and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question his or her own biases, stereotypes, and preconceptions.</p>
Reflection Novice 2	<p><u>Clarity:</u> There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis:</u> Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><u>Interconnections:</u> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism:</u> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, and so forth.</p>
Unacceptable 1	<p><u>Clarity:</u> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance:</u> Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><u>Analysis:</u> Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection:</u> No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism:</u> No attempt at self-criticism.</p>

Developed by Steven Jones, Coordinator, Office of Service Learning, IUPUI

# Case Study Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Excellent 4 Points</b>	<b>Accomplished 3 Points</b>	<b>Needs Improvement 2 Points</b>	<b>Unsatisfactory 1 Point</b>	<b>Score</b>
<b>Comprehension</b>	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
<b>Strategizing</b>	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
<b>Innovation</b>	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
<b>Communication</b>	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
<b>TOTAL</b>					

**Comments:**



# Code of Ethics – Sample

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## CODE OF ETHICS

[Company Name] will conduct its business honestly and ethically wherever it operates in the world. [Company Name] will constantly improve the quality of its services, products, and operations and will create a reputation for honesty, fairness, respect, responsibility, integrity, trust, and sound business judgment. No illegal or unethical conduct on the part of officers, directors, employees, or affiliates is in the company's best interest. [Company Name] will not compromise its principles for short-term advantage. The ethical performance of this company is the sum of the ethics of the men and women who work here. Thus, all are expected to adhere to high standards of personal integrity.

Officers, directors, and employees of the company must never permit their personal interests to conflict, or appear to conflict, with the interests of the company, its clients, or its affiliates. Officers, directors, and employees must be particularly careful to avoid representing [Company Name] in any transaction with others with whom there is any outside business affiliation or relationship. Officers, directors, and employees shall avoid using their company contacts to advance their private businesses or personal interests at the expense of the company, its clients, or its affiliates.

No bribes, kickbacks, or other similar remuneration or consideration shall be given to any person or organization in order to attract or influence business activity. Officers, directors, and employees shall avoid gifts, gratuities, fees, bonuses, or excessive entertainment intended to attract or influence business activity.

Officers, directors, and employees of [Company Name] will often come into contact with, or have possession of, proprietary, confidential, or business-sensitive information and must take appropriate steps to assure that such information is strictly safeguarded. This information—whether it is on behalf of [Company Name] or any of its clients or affiliates—could include strategic business plans, operating results, marketing strategies, customer lists, personnel records, upcoming acquisitions and divestitures, new investments, manufacturing costs, processes, and methods. Proprietary, confidential, and sensitive business information about this company, other companies, individuals, and entities should be treated with sensitivity and discretion and only be disseminated on a need-to-know basis.

Misuse of material inside information in connection with trading in the company's securities can expose an individual to civil liability and penalties under the Securities Exchange Act. Under this act, directors, officers, and employees in possession of material information not available to the public are "insiders." Spouses, friends, suppliers, brokers, and others outside the company who may have acquired the information directly or indirectly from a director, officer, or employee are also "insiders." The act prohibits insiders from trading in or recommending the sale or purchase of the company's securities while such inside information is regarded as "material" or if it is important enough to influence you or any other person in the purchase or sale of securities of any company with which we do business, which could be affected by the inside information. The following guidelines should be followed in dealing with inside information:

- Until the material information has been publicly released by the company, an employee must not disclose it to anyone except those within the company whose positions require use of the information.

- Employees must not buy or sell the company's securities when they have knowledge of material information concerning the company until it has been disclosed to the public and the public has had sufficient time to absorb the information.
- Employees shall not buy or sell securities of another corporation, the value of which is likely to be affected by an action by the company of which the employee is aware and which has not been publicly disclosed.

Officers, directors, and employees will seek to report all information accurately and honestly and as otherwise required by applicable reporting requirements.

Officers, directors, and employees will refrain from gathering competitor intelligence by illegitimate means and refrain from acting on knowledge that has been gathered in such a manner. The officers, directors, and employees of [Company Name] will seek to avoid exaggerating or disparaging comparisons of the services and competence of their competitors.

Officers, directors, and employees will obey all Equal Employment Opportunity laws and act with respect and responsibility toward others in all of their dealings.

Officers, directors, and employees will remain personally balanced so that their personal lives will not interfere with their ability to deliver quality products or services to the company and its clients.

Officers, directors, and employees agree to disclose unethical, dishonest, fraudulent, and illegal behavior, or the violation of company policies and procedures, directly to management.

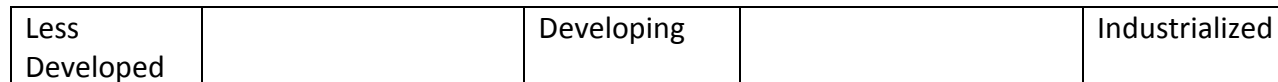
Violation of this Code of Ethics can result in disciplinary action, including possible termination. The degree of disciplinary action relates in part to whether there was a voluntary disclosure of any ethical violation and whether the violator cooperated in any subsequent investigation.

Remember that good ethics is good business!

# Continuum Line

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Place countries on the continuum line based on their levels of development.



# Cross-Cultural Business Blunders

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The following cultural blunders are presented to our visitors, and we would like to stress that such examples of “culture gone wrong” are presented in order illustrate to people how crucial cultural awareness is in international business today.

- Managers at one American company were startled when they discovered that the brand name of the cooking oil they were marketing in a Latin American country translated into Spanish as "Jackass Oil."
- American Motors tried to market its new car, the Matador, based on the image of courage and strength. However, in Puerto Rico the name means "killer" and was not popular on the hazardous roads in the country.
- A cologne for men pictured a pastoral scene with a man and his dog. It failed in Islamic countries because dogs are considered unclean.
- An American business person refused an offer of a cup of coffee from a Saudi businessman. Such a rejection is considered very rude, and the business negotiations stalled.
- One company printed the "OK" finger sign on each page of its catalogue. In many parts of Latin America that is considered an obscene gesture. Six months of work were lost because the company had to reprint all the catalogues.
- Leona Helmsley should have done her homework before she approved a promotion that compared her Helmsley Palace Hotel in New York as comparable to the Taj Mahal—a mausoleum in India.
- A golf ball manufacturing company packaged golf balls in packs of four for convenient purchase in Japan. Unfortunately, pronunciation of the word "four" in Japanese sounds like the word "death" and items packaged in fours are unpopular.
- FedEx (Federal Express) wisely chose to expand overseas when it discovered the domestic market was saturated. However, the centralized or "hub and spoke" delivery system that was so successful domestically was inappropriate for overseas distribution. In addition, they failed to consider cultural differences: In Spain the workers preferred very late office hours, and in Russia the workers took truck-cleaning soap home due to consumer shortages. FedEx finally shut down over 100 European operations after \$1.2 billion in losses.
- Mountain Bell Company tried to promote its telephone and services to the Saudis. Its ad portrayed an executive talking on the phone with his feet propped up on the desk, showing the soles of his shoes—something an Arab would never do!

Source: Kwintessential Ltd (<http://www.kwintessential.co.uk>)

# Discussion Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	5	4	3	2	1	Score
<b>Quality of Comments</b>	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other students' remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from students and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or questions	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic	
<b>Resource/Document Reference</b>	Clear reference to text being discussed and connects it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading, lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks	
<b>Active Listening</b>	Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others.	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, shows some consistency in responding to the comments of others	Drifts in and out of discussion, listens to some remarks while clearly misses or ignores others	Disrespectful of others when they are speaking, behavior indicates total non-involvement with group or discussion	
<b>Total</b>						

# Drawing Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Criteria	Excellent 3	Satisfactory 2	Insufficient 1	Score
<b>Completed Drawings</b>	Drawing contains clean, sharp lines.	Drawing has mostly clean lines.	Drawing has many lines that are not cleanly drawn.	
<b>Understanding</b>	Student shows accuracy and understanding of drawing method.	Student shows satisfactory command of drawing method.	Student shows signs of misunderstanding of drawing method.	
<b>CADD Concepts</b>	Student shows command of hidden lines and 3-D connections in drawing.	Student shows adequate command of hidden lines and 3-D connections in drawing.	Student shows poor understanding of hidden lines and 3-D connections in drawing.	
<b>Total</b>				

# Group Work Assessment Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>Highly Successful 3 points</b>	<b>Meeting Success 2 points</b>	<b>Experiencing Difficulty 1 point</b>	<b>Score</b>
<b>Sharing</b>	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
<b>Listening</b>	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
<b>Respecting</b>	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
<b>Participating</b>	Shared task equally with group members	Did most of the task	Did very little of the task	
<b>TOTAL</b>				

**Comments:**

## Identifying Advantages and Disadvantages of Sole Proprietorships, Partnerships, and Corporations

**Directions:** For each item in the following list, decide if it is an advantage or disadvantage of a sole proprietorship, partnership, or corporation. In the appropriate column, enter *A* if it is an advantage or *D* if it is a disadvantage. (Some items may be an advantage or a disadvantage of more than one form of business organization.)

	<b>Advantage/Disadvantage</b>	<b>Sole Proprietorship</b>	<b>Partnership</b>	<b>Corporation</b>
<b>Example</b>	<b>Ease of starting</b>	<b>A</b>	<b>A</b>	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				



## Identifying Functions of Money

**Directions:** For each of the following activities, decide whether the situation is an example of money as a medium of exchange, a measure of value, or a store of value. Place a check mark in the appropriate column to indicate your answer.

	Medium of Exchange	Measure of Value	Store of Value
The exchange rate for U.S. dollars to Canadian dollars is 1 USD = 1.01661 CAD.			
A company in Europe must pay for imported goods with Mexican pesos.			
A student is saving £50 a month to help pay for college expenses.			
A multinational company receives payment for the sale of goods and converts the funds into the currency of its home country.			
Food for a week for a family of four in France costs Fr230 in one city and Fr267 in another city.			
An engineer makes a higher salary than an administrative assistant at the same company.			
A shopper goes to three stores to compare prices on computer printers.			
A pair of a certain brand of jeans costs three times as much in a country where this kind of clothing is very scarce.			

## International Business Plan Format Guidelines

**Title page.** The first page of the business plan is the title page. It should include the following:

INTERNATIONAL BUSINESS PLAN

Type of business proposed

Name of Student

Date

The title page will not be numbered.

**Table of contents.** The table of contents should follow the title page. The table of contents may be single spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

The first page of Section I, Executive Summary, is numbered 1, and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix/appendices (optional).

Follow this outline when you write your entry. Each section must be titled, including the bibliography and the appendix/appendices.

### I. EXECUTIVE SUMMARY

One-page description of the project

### II. INTRODUCTION

This section includes the type of business, product, or service proposed and a brief description of it, as well as a brief description of the country proposed for trade, the rationale for selecting the country, identification of existing trade barriers, and identification of sources of information (research sources and interviews).

### III. ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION

#### A. Economic, political, and legal analysis of the trading country

1. Describe the trading country's economic system, economic information important to your proposed business/product/service, and the level of foreign investment in that country.
2. Describe the trading country's governmental structure and stability, how the government controls trade and private business.
3. Describe laws and/or governmental agencies that affect your business/product/service (i.e., labor laws, trade laws [United States and/or Canada and foreign]).

#### B. Trade area and cultural analysis

1. Describe geographic and demographic information, important customs and traditions, other pertinent cultural information, and competitive advantages and disadvantages of the proposed product and/or service.
2. Provide a market-segment analysis that explains the target market (age, income level, population estimate, other specific demographic and economic information) and the customer buying behavior related to the proposed product and or service.
3. Provide an analysis of the potential location, including the importance and requirements of each trade document required by the United States and/or Canada and the country of choice.

### IV. PLANNED OPERATION OF THE PROPOSED BUSINESS/PRODUCT/SERVICE

#### A. Proposed organization

Type of ownership and rationale; advantages/disadvantages of the type of ownership selected; start-up steps to form the business; planned personnel (or functional) needs; proposed staffing to handle managerial, financial, marketing, legal, production (if applicable) functions; proposed organization chart and brief job descriptions, if necessary

#### B. Proposed product/service

1. Provide details of the product(s)/service(s) to be offered; include potential suppliers, manufacturing plans, and inventory policies, if applicable. If the business is a service business, give appropriate information about plans to provide the service, including necessary supplies.
2. Explain how the products/supplies will be transported to/from the home country; describe costs, benefits, and risks of the transportation method; provide documents needed to transport the products/supplies.

#### C. Proposed strategies

1. Provide proposed pricing policies, what currency will be used, costs, markups, markdowns, relation to competition, and factors that could affect the price of the product (e.g., competition, political conditions, taxes, tariffs, and transportation costs).
2. Provide a proposed promotional program, promotional activity(ies), media availability, costs, one-year promotional plan outline

### V. PLANNED FINANCING

Projected income and expenses (The following are recommended items to be included. You may select the appropriate items for your business.)

- A. Provide projected income statements for the first year of operation (sales, expenses, and profit/loss).
- B. Provide a projected balance sheet for the end of the first year.
- C. Include a brief narrative description of the planned growth of the proposed business, including financial resources, needs, and a brief 3-year plan projection.

### VI. BIBLIOGRAPHY

### VII. APPENDIX/APPENDICES

Include your Code of Ethics and any exhibits appropriate to the written entry but not important enough to include in the body.

# International Business Plan Rubric

Student Name: \_\_\_\_\_

Please refer to Format Guidelines for International Business Plan for a more detailed explanation of these items.

	Exceeds Expectations 4	Meets Expectations 3	Falls Below Expectations 2	Has Little/No Value 1-0	Score
<b>EXECUTIVE SUMMARY</b>					
1. One-page description of the project					

## INTRODUCTION

2. The type of business, product, and/or service with a description; description of the country; rationale for selecting the country; identification of existing trade barriers; sources of information					
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## ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION

<b>Economic, political, and legal analysis</b>					
3. Description of the country's economic system					
4. Description of the country's governmental structure and stability					
5. Description of the laws affecting the product and/or service					
<b>Trade area and cultural analysis</b>					
6. Geographic and demographic information, important customs and traditions, other pertinent cultural information, competitive advantages and disadvantages					
7. Market-segment analysis					
8. Analysis of the potential location					

## PLANNED OPERATION OF THE PROPOSED BUSINESS/PRODUCT/SERVICE

9. Proposed organization					
<b>Proposed product(s)/service(s)</b>					
10. Details of the product(s)/service(s).					
11. How the product(s)/service(s) will be transported to/from the home country; documentation					
<b>Proposed strategies</b>					
12. Proposed pricing policies					
13. Proposed promotional program					

## PLANNED FINANCING

14. Projected income and expenses					
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## APPEARANCE AND WORD USAGE

15. Professional layout; neatness; proper grammar, spelling, and word usage					
<b>Total Points (maximum 60 points):</b>					

## Portfolio Assessment Form

Portfolio is complete, on time, and well organized	5	4	3	2	1
Samples for each goal match the student's capabilities	5	4	3	2	1
Student selects appropriate samples for each goal	5	4	3	2	1
Student displays steady progress in meeting goals	5	4	3	2	1
Student takes pride in working toward goals	5	4	3	2	1

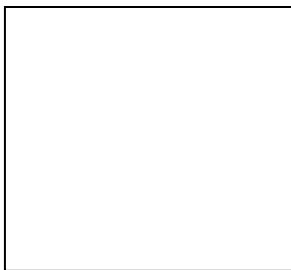
### Evaluation Guide

### Suggested Scoring

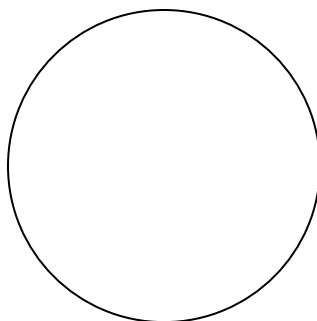
5 Exceeds expectations	21 – 25	Student meets or exceeds expectations in meeting goals.
4 Meets expectations	17 – 20	Student meets expectations in most goals and may exceed expectations in one or two goals
3 Capable of improvement	13 – 16	Student is capable of improvement in meeting goals.
2 Capable of much improvement	9 – 12	Student is working far below capabilities.
1 Inappropriate	5 – 8	Work chosen is generally inappropriate. Student needs guidance in assembling portfolio.

Reflection Exercise

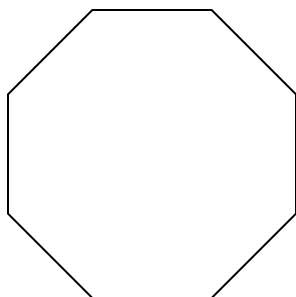
**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **PERIOD:** \_\_\_\_\_



**Something I learned that SQUARED with my beliefs:**



**A question going AROUND in my mind:**



**STOP! How do I plan to implement what I have learned?**

**Three important POINTS to remember are:**

## Report Writing Format

There is no set format for report writing. However, there are general sections that should be included, and these will be explained. Here are the main sections of the report writing format:

**Title Section** – If the report is short, the front cover can include any information that you feel is necessary. In a longer report, you may want to include a table of contents, definitions of terms, and so on.

**Summary** – There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. You should write this last, so you will include everything that is necessary.

**Introduction** – The first page of the report needs an introduction. You will explain the problem and show the reader why the report is being made. You need to give terms of reference if you did not include these in the title section and explain how the details of the following report are arranged.

**Body** – This is the main section of the report. The previous sections needed to be written in plain English, but this section can include jargon from your industry. There should be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first. If you wish, a Discussion section can be included to go over your findings and their significance.

**Conclusion** – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

**Recommendations** – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

**Appendix/Appendices** - This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

This report writing format will make help the reader find what he or she is looking for. Remember to write all the sections in plain English, except for the Body. Also remember that the information needs to be organized logically, with the most important information coming first.

### Tips for Good Writing

Keep it simple. Do not try to impress. Rather, try to communicate. Keep the sentences short and to the point. Do not go into a lot of detail unless needed. Make sure every word needs to be there, that it contributes to the purpose of the report.

Use an active voice rather than a passive one. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business (active voice). Repeat business is decreased by bad customer service (passive voice).

Accurate grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like “red, read” or “there, their.”

# Report Rubric

Student Name: \_\_\_\_\_

Unit: \_\_\_\_\_

	<b>Exemplary 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
<b>Topic</b>	Directly related	Somewhat related	Remotely related	Totally unrelated	
<b>Organization</b>	Good organization, events are logically ordered, sharp sense of beginning and end	Organized, events are somewhat jumpy	Some organization, events jump around, start and end are unclear	Not organized, events make no sense	
<b>Quality of Information</b>	Supporting details specific to subject	Some details do not support the subject	Details are somewhat sketchy	Unable to find specific details	
<b>Grammar &amp; Spelling</b>	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
<b>Interest Level</b>	Vocabulary is varied, supporting details are vivid	Vocabulary is varied, supporting details need work	Vocabulary is constant, details lack "color"	Needs descriptive words	
<b>Neatness</b>	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Legible writing, some ill-formed letters, print too small or too large, pages stapled together	Illegible writing, loose pages	
<b>Progress</b>	Report contains more than required information for stage of development	Report contains required information for stage of development	Report missing some required information for stage of development	Report missing all required information for stage of development	
	<b>Total</b>				



## Role-Play or Skit Assessment Rubric

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**PERIOD:** \_\_\_\_\_

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Average 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Score</b>
<b>Accuracy</b>	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	
<b>TOTAL</b>					

**Comments:**

# Risk Assessment Activity

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Country: \_\_\_\_\_

Risk	Political	Social	Economic
<b>Total Risks by Category →</b>			
<b>Total Combined Risks →</b>			

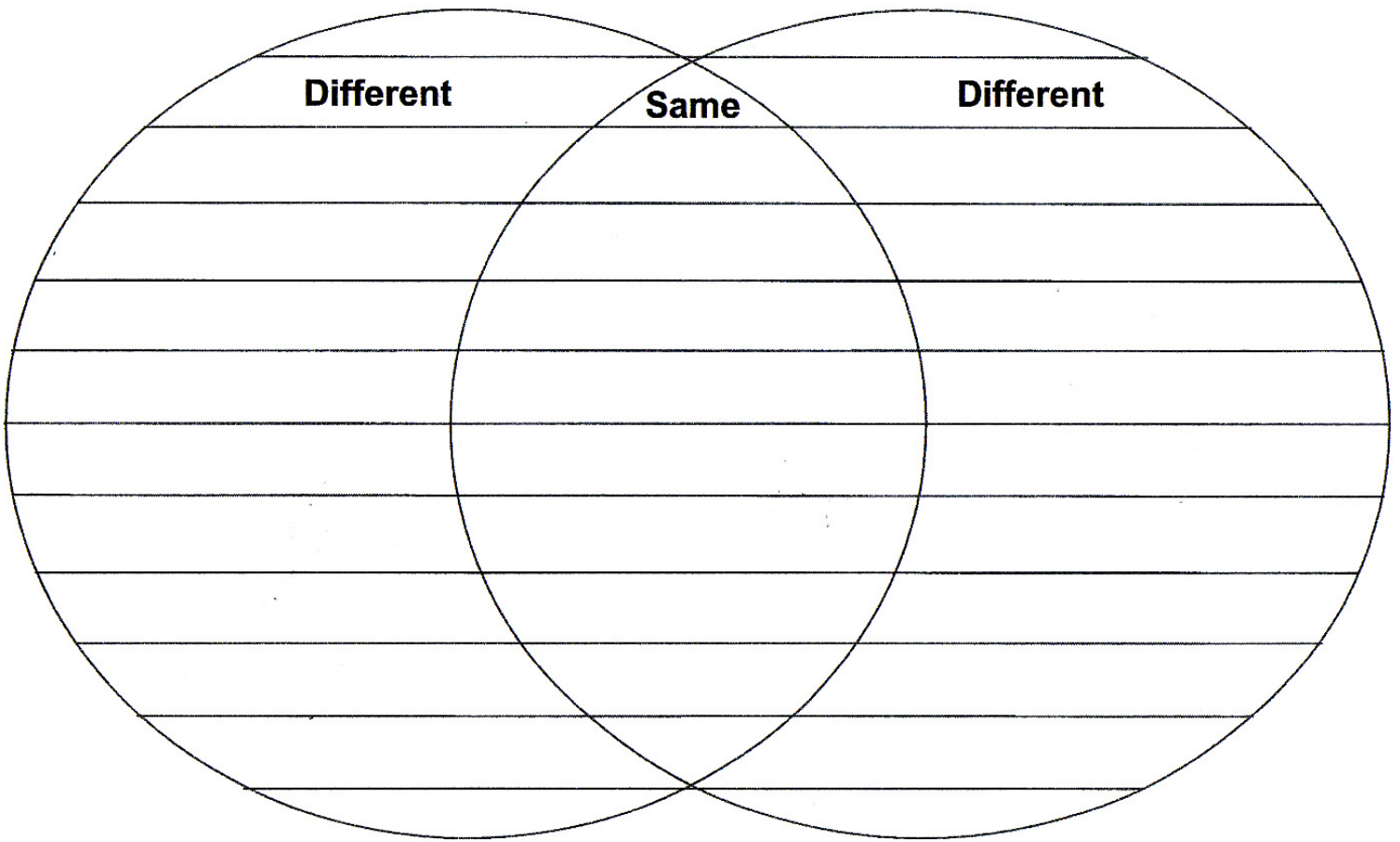
# Venn Diagram

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: \_\_\_\_\_

Subject: \_\_\_\_\_



Venture Ideas Questionnaire

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List five business ventures about which you have learned.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

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Written Report Assessment Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Exemplary 4 Points</b>	<b>Accomplished 3 Points</b>	<b>Developing 2 Points</b>	<b>Beginning 1 Point</b>	<b>Score</b>
<b>Content</b>	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
<b>Grammar</b>	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
<b>Organization</b>	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
<b>TOTAL</b>					

**Comments:**

## WTO Dispute Settlement Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Short title:	
Complainant:	
Respondent:	
Third parties:	
Agreements cited (Excluding article numbers):	
Request for consultations received:	
Summary of dispute:	

# Appendix B: Glossary

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## Unit 1

**Culture:** The set of shared attitudes, values, goals, and practices that characterizes a society, institution, organization, or group

**Domestic Business:** Making, buying, and selling goods and services within a country

**Export:** Any resource, intermediate good, or final good or service that producers in one country sell to buyers in another country

**Global Dependency:** A condition that exists when goods and services that consumers need and want are made in another country

**Globalization:** A global movement to increase the flow of goods, services, people, real capital, and money across national borders in order to create a more integrated and interdependent world economy

**Import:** Any resource, intermediate good, or final good or service that buyers in one country purchase from sellers in another country

**International Business:** The exchange of goods and services among individuals and businesses in multiple countries

**Trade Barrier:** A governmental policy, action, or practice that intentionally interrupts the free flow of goods or services between countries

## Unit 2

**Corporation:** Form of business organization that is created as a distinct "legal person" composed of one or more actual individuals or legal entities, primary advantages include limited liability, ease of ownership, transfer, and perpetual succession.

**Direct Exporting:** A practice in which a marketer takes direct responsibility for its products abroad by selling them directly to foreign customers or through local representatives in foreign markets

**Foreign Direct Investment (FDI):** The act of building productive capacity directly in a foreign country

**Franchise:** A type of business in which a parent company grants another independent entity the privilege to do business in a prespecified manner, including manufacturing, selling products, marketing technology, and other business approaches

**Indirect Exporting:** Sending products to foreign markets by using an intermediary, usually to an export trading company based in the exporter's country

**Joint Venture:** An association of two or more individuals or companies engaged in a solitary business enterprise for profit without actual partnership or incorporation

**Licensing:** A process in which one firm gives another firm a permission, which allows the latter to engage in an activity otherwise legally forbidden to it, usually involves the transfer of intellectual and proprietary knowledge in return for royalty as revenue

Management Contract: A document allowing another party to manage a firm or fund

Matchmaker Program: A service organized by the United States International Trade Administration that aids firms that are new to exporting or new to the market to meet prescreened business prospects in foreign markets that are interested in the firms' products or services

Microcredit: Small loans, perhaps \$50 or \$100, that are extended to small businesses to finance a business start-up or other business activity

Multinational Company or Corporation (MNC): A business with operations in more than one country

Partnership: A form of business organization in which two or more co-owners form a business. In a general partnership, each partner is liable for the debts of the partnership. Limited partnership permits some partners to have limited liability.

Sole Proprietorship: A business owned by a single individual. The sole proprietorship pays no corporate income tax but has unlimited liability for business debts and obligations.

Turnkey Project: A project in which a firm agrees to set up an operating plan for a foreign client and hand over the "key" when the plant is fully operational.

Wholly Owned Subsidiary: An independent company owned by a parent company.

### **Unit 3**

Balance of Trade: The difference between a country's total imports and exports over a set period

Democracy: Government by the people exercised either directly or through elected representatives

Duty: A tax imposed on imports by the customs authority of a country

Export: Any resource, intermediate good, or final good or service that producers in one country sell to buyers in another country

Foreign Debt: Money owed by a nation to foreign investors, banks, or governments

Import: Any resource, intermediate good, or final good or service that buyers in one country purchase from sellers in another country

Infrastructure: A nation's transportation, communication, and utility system

Political System: A system of politics and government involved in determining who should have authority, how religious questions should be handled, and what the government's influence on its people and economy should be

Quota: The quantity of goods of a specific kind that a country permits to be imported without restriction or imposition of additional duties

Social Responsibility: An ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large



Totalitarian System: A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life

Trade Barrier: A governmental policy, action, or practice that intentionally interrupts the free flow of goods or services between countries

Embargo: A type of economic sanction that totally disallows the imports of a specific product or all products from a specific country, typically placed in time of war

Visa: An endorsement from a country that allows a passport holder to enter that country

Work Visa (Work Permit): Legal authorization that allows a person to work in a country in which they do not hold citizenship

#### **Unit 4**

Host Country: The country in which the multinational enterprise is a guest

Social Responsibility: An ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Ethics: Moral principles that govern a person's or group's behavior

Individualism: The belief in the individual and his or her ability to function relatively independently

Collectivism: The belief that the group is more important than the individual

Culture: The set of shared attitudes, values, goals, and practices that characterizes a society, institution, organization, or group

Cultural Baggage: The idea that a person carries his or her beliefs, values, and assumptions with him or her at all times

Culture Shock: A normal reaction to the differences of another culture

Ethnocentrism: A belief that one culture is better than other cultures

Body Language: A type of nonverbal communication in which meaning is conveyed by facial expressions, upper and lower body movement, and gestures

Contexting: The level of how direct and indirect communication is

Subculture: A subset or part of a larger culture

#### **Unit 5**

Automated Production: A production system in which machines perform the work

Computerized Production: Using computers to control machines and perform work in the production process

Expatriate Manager: A national of one country appointed to a management position in another country

**Finished Goods:** Goods that have completed the manufacturing process but have not yet been sold or distributed to the end user

**Inventory Control:** A method of monitoring the amount of raw materials and finished goods on hand

**Manual Production:** The use of human hands and bodies as a means of transforming goods into finished goods and services

**Operations Management:** The process of designing and managing a production system

**Outsourcing:** Using a person or group from outside the company to perform or provide a firm's functions

**Polycentric Staffing:** A staffing policy in a multinational enterprise in which host-country nationals are recruited to manage subsidiaries in their own country, while parent-country nationals occupy key positions at corporate headquarters

**Production Possibilities Schedule:** The maximum amount of goods (for example, food and clothing) that a country is able to produce given its labor supply

**Production Process:** The means by which a company turns raw materials into finished goods

**Production Sharing:** A process that occurs when a producer chooses to make a product in stages, and in different countries, so that the firm can employ the lowest cost resources in the production process

**Raw Materials:** The basic material from which a product is made

**Supply Chain:** A system of organizations, people, technology, activities, information, and resources involved in moving a product or service from supplier to customer

**Transformation:** The use of resources to create goods or services

## **Unit 6**

**Absolute Advantage:** The ability of one nation or economic region to produce a good or service more efficiently (using the same amount of resources) than another nation or region

**Comparative Advantage:** The ability of one nation or economic region to produce a product at a lower opportunity cost compared to another nation or region

**Consumer Market:** Individuals and households that are the final users of products

**Demographics:** Statistical data that describe the makeup of a country's population, such as age range, gender, educational levels, and average household income

**Distribution:** Activities needed to physically move and transfer ownership of goods or services from producer to consumer

**International Marketing:** Marketing activities among sellers and buyers in other countries

**Market Segment:** A distinct subgroup of customers that shares certain personal and behavioral characteristics

**Market:** The likely customers for a good or service in a certain geographic location

Marketing Mix: The four major marketing elements of product, price, distribution, and promotion

Organizational Market (Commercial Market, Business-to-Business Market): Buyers who purchase products for resale or additional production

Target Market: The particular market segment that a company plans to serve

## **Unit 7**

Currency Option: A contract giving the option holder the right to buy or sell an underlying currency at a specified price and on a specified date. The option writer (seller) holds the obligation to fulfill the other side of the contract.

Exchange Controls: Government restrictions to regulate the amount and value of a nation's currency

Exchange Rate: The price of one currency in terms of another (i.e., the number of units of one currency that may be exchanged for one unit of another currency)

Floating Exchange Rate: An exchange rate system in which currency values are allowed to fluctuate according to supply and demand forces in the market without direct interference by government authorities

Foreign Exchange: Currency of another country or a financial instrument that facilitates payment from one currency to another

Foreign Exchange Markets: Networks of commercial banks, investment banks, and other financial institutions that convert, buy, and sell currencies in the global economy

Hard Currency: A monetary unit that is easily converted into other currencies

Interest Rate: The cost of using someone else's money

International Monetary Fund (IMF): An international organization designed to promote global economic stability and development, compiles statistics on cross-border transactions and publishes a monthly summary of each country's balance of payments

Macro Country Risks: Country (or political) risks that affect all foreign firms in a host country

Micro Country Risks: Country risks specific to an industry, company, or project within a host country

Soft Currency: A currency that is not readily accepted in exchange for other currencies or convertible to gold

World Bank: An international organization created at Breton Woods in 1944 to help in the reconstruction and development of its member nations. Its goal is to improve the quality of life for people in the poorer regions of the world by promoting sustainable economic development. See also International Bank for Reconstruction and Development.

# Appendix C: Industry Standards

## National Standards for Business Education

National Standards for Business Education Crosswalk for International Business								
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
National Standards for Business Education								
A - Accounting		✓	✓	✓		✓		✓
B – Business Law		✓	✓	✓	✓	✓		
C – Career Development		✓	✓	✓	✓	✓	✓	
CO – Communication			✓	✓	✓	✓	✓	
CP – Computation		✓	✓	✓	✓	✓	✓	✓
EP – Economics and Personal Finance		✓	✓	✓	✓	✓	✓	✓
EN – Entrepreneurship		✓	✓	✓	✓	✓	✓	✓
IT – Information Technology		✓	✓	✓	✓		✓	
IB – International Business		✓	✓	✓	✓	✓	✓	✓
M – Management		✓	✓	✓	✓	✓		
MK - Marketing		✓	✓	✓	✓	✓	✓	

## National Standards for Business Education

### A - Accounting

#### I. The Accounting Profession

- Achievement Standard: Understand the role that accountants play in business and society.
- Achievement Standard: Describe career opportunities in the accounting profession.
- Achievement Standard: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career.

#### II. Financial Reports

- Achievement Standard: Develop an understanding and working knowledge of an annual report and financial statements.

#### III. Financial Analysis

- Achievement Standard: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

#### IV. Accounting Applications

- Achievement Standard: Identify and describe generally accepted accounting principles (GAAP); explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.

#### V. Accounting Process

- Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

#### VI. Interpretation and Use of Data

- Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.

#### VII. Compliance

- Achievement Standard: Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations.

## **B – Business Law**

### **I. Basics of the Law**

- Achievement Standard: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

### **II. Contract Law, Law of Sales, and Consumer Law**

- Achievement Standard: Analyze the relationships between contract law, law of sales, and consumer law.

### **III. Agency and Employment**

- Achievement Standard: Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.

### **IV. Business Organizations**

- Achievement Standard: Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.

### **V. Property Law**

- Achievement Standard: Explain the legal rules that apply to personal property, real property, and intellectual property.

### **VI. Negotiable Instruments, Secured Transactions, Bankruptcy**

- Achievement Standard: Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.

### **VII. Computer Law**

- Achievement Standard: Explain how advances in computer technology impact such areas as intellectual property, contract law, criminal law, tort law, and international law.

### **VIII. Environmental Law and Energy Regulation**

- Achievement Standard: Explain the legal rules that apply to environmental law and energy regulation.

### **IX. Family Law**

- Achievement Standard: Explain the legal rules that apply to marriage, divorce, and child custody.

### **X. Wills and Trusts**

- Achievement Standard: Determine the appropriateness of wills and trusts in estate planning.

## **C – Career Development**

### **I. Self-Awareness**

- Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

### **II. Career Research**

- Achievement Standard: Utilize career resources to develop a career-information database that includes international career opportunities.

### **III. Workplace Expectations**

- Achievement Standard: Relate the importance of workplace expectations to career development.

### **IV. Career Strategy**

- Achievement Standard: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

### **V. School-to-Career Transition**

- Achievement Standard: Develop strategies to make an effective transition from school to career.

### **VI. Lifelong Learning**

- Achievement Standard: Relate the importance of lifelong learning to career success.

## **CO - Communication**

### **I. Foundations of Communication**

- Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

## II. Societal Communication

- Achievement Standard: Apply basic social communication skills in personal and professional situations.

## III. Workplace Communication

- Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

## IV. Technological Communication

- Achievement Standard: Use technology to enhance the effectiveness of communication.

### **CP - Computation**

#### I. Mathematical Foundations

- Achievement Standard: Apply basic mathematical operations to solve problems.

#### II. Number Relationships and Operations

- Achievement Standard: Solve problems involving whole numbers, decimals, fractions, percentages, ratios, averages, and proportions.

#### III. Patterns, Functions, and Algebra

- Achievement Standard: Use algebraic operations to solve problems.

#### IV. Measurements

- Achievement Standard: Use common international standards of measurement when solving problems.

#### V. Statistics and Probability

- Achievement Standard: Analyze and interpret data using common statistical procedures.

#### VI. Problem-Solving Applications

- Achievement Standard: Use mathematical procedures to analyze and solve business problems.

### **EP – Economics and Personal Finance**

#### Economics

##### I. Allocation of Resources

- Achievement Standard: Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

##### II. Economic Systems

- Achievement Standard: Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.

##### III. Economic Institutions and Incentives

- Achievement Standard: Analyze the role of core economic institutions and incentives in the U.S. economy.

##### IV. Markets and Prices

- Achievement Standard: Analyze the role of markets and prices in the U.S. economy.

##### V. Market Structures

- Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

##### VI. Productivity

- Achievement Standard: Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

##### VII. The Role of Government

- Achievement Standard: Analyze the role of government in economic systems, especially the role of government in the U.S. economy.

##### VIII. Global Economic Concepts

- Achievement Standard: Examine the role of trade, protectionism, and monetary markets in the global economy.

## IX. Aggregate Supply and Aggregate Demand

- Achievement Standard: Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

## Personal Finance

### I. Personal Decision Making

- Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

### II. Earning and Reporting Income

- Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career-decision-making process.

### III. Managing Finances and Budgeting

- Achievement Standard: Develop and evaluate a spending–savings plan.

### IV. Saving and Investing

- Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.

### V. Buying Goods and Services

- Achievement Standard: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

### VI. Banking and Financial Institutions

- Achievement Standard: Evaluate services provided by financial deposit institutions to transfer funds.

### VII. Using Credit

- Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

### VIII. Protecting Against Risk

- Achievement Standard: Analyze choices available to consumers for protection against risk and financial loss.

## **EN - Entrepreneurship**

### I. Entrepreneurs and Entrepreneurial Opportunities

- Achievement Standard: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which a person possesses those characteristics.

### II. Marketing

- Achievement Standard: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

### III. Economics

- Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.

### IV. Finance

- Achievement Standard: Use the financial concepts and tools needed by the entrepreneur in making business decisions.

### V. Accounting

- Achievement Standard: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

### VI. Management

- Achievement Standard: Develop a management plan for an entrepreneurial venture.

### VII. Global Markets

- Achievement Standard: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

### VIII. Legal

- Achievement Standard: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

### IX. Business Plans

- Achievement Standard: Develop a business plan.

## **IT - Information Technology**

### **I. Impact on Society**

- Achievement Standard: Assess the impact of information technology in a global society.

### **II. Hardware**

- Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

### **III. Operating Systems and Utilities**

- Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.

### **IV. Input Technologies**

- Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

### **V. Productivity Software**

- Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

### **VI. Interactive Media**

- Achievement Standard: Use multimedia software to create media-rich projects.

### **VII. Web Development and Design**

- Achievement Standard: Design, develop, test, implement, update, and evaluate Web solutions.

### **VIII. Information Retrieval and Synthesis**

- Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

### **IX. Database Management Systems**

- Achievement Standard: Use, plan, develop, and maintain database management systems.

### **X. Systems Analysis and Design**

- Achievement Standard: Analyze and design information systems using appropriate development tools.

### **XI. Programming and Application Development**

- Achievement Standard: Design, develop, test, and implement programs.

### **XII. Telecommunications and Networking Infrastructures**

- Achievement Standard: Develop the skills to design, deploy, and administer networks and telecommunications systems.

### **XIII. Information Technology Planning and Acquisition**

- Achievement Standard: Plan the selection and acquisition of information technologies.

### **XIV. Security, Privacy, and Risk Management**

- Achievement Standard: Design and implement security, privacy, and risk-management policies and procedures for information technology.

### **XV. Ethical and Legal Issues**

- Achievement Standard: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society

### **XVI. Technical Support and Training**

- Achievement Standard: Develop the technical and interpersonal skills and knowledge to train and support the user community.

### **XVII. Information Technology and Business Functions**

- Achievement Standard: Describe the information technology components of business functions and explain their interrelationships.

### **XVIII. Information Technology Careers**

- Achievement Standard: Explore positions and career paths in information technology.

## **IB – International Business**

### **I. Foundations of International Business**



- Achievement Standard: Explain the role of international business; analyze how it impacts business at all levels, including local, state, national, and international.
- II. The Global Business Environment
- Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment.
- III. International Business Communication
- Achievement Standard: Apply communication strategies necessary and appropriate for effective and profitable international business relations.
- IV. Global Business Ethics and Social Responsibility
- Achievement Standard: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.
- V. Organizational Structures for International Business Activities
- Achievement Standard: Identify forms of business ownership and entrepreneurial opportunities available in international business.
- VI. International Trade
- Achievement Standard: Relate balance-of-trade concepts to the import/export process.
- VII. International Management
- Achievement Standard: Analyze special challenges in operations, human resources, and strategic management in international business.
- VIII. International Marketing
- Achievement Standard: Apply marketing concepts to international business situations.
- IX. International Finance
- Achievement Standard: Explain the concepts, role, and importance of international finance and risk management.

## **M - Management**

- I. Management Functions
- Achievement Standard: Analyze the management functions and their implementation and integration within the business environment.
- II. Management Theories
- Achievement Standard: Analyze management theories and their application within the business environment.
- III. Business Organization
- Achievement Standard: Analyze the organization of a business.
- IV. Personal Management Skills
- Achievement Standard: Develop personal management skills to function effectively and efficiently in a business environment.
- V. Ethics and Social Responsibility
- Achievement Standard: Examine the role of ethics and social responsibility in decision making.
- VI. Human Resource Management
- Achievement Standard: Describe human resource functions and their importance to an organization's successful operation.
- VII. Organized Labor
- Achievement Standard: Describe the role of organized labor and its influence on government and business.
- VIII. Technology and Information Management
- Achievement Standard: Utilize information and technology tools to conduct business effectively and efficiently.
- IX. Industry Analysis
- Achievement Standard: Analyze a business organization's competitive position within the industry.
- X. Financial Decision Making

- Achievement Standard: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

XI. Operations Management

- Achievement Standard: Apply operations management principles and procedures to the design of an operations plan.

XII. Global Perspective

- Achievement Standard: Examine the issues of corporate culture and managing in the global environment.

**MK - Marketing**

I. Foundations of Marketing

- Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

II. Consumers and Their Behavior

- Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

III. External Factors

- Achievement Standard: Analyze the influence of external factors on marketing.

IV. The Marketing Mix

- Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

V. Marketing Research

- Achievement Standard: Analyze the role of marketing research in decision making.

VI. The Marketing Plan

- Achievement Standard: Describe the elements, design, and purposes of a marketing plan.

## Appendix D: 21st Century Skills<sup>1</sup>

21 <sup>st</sup> Century Crosswalk for International Business								
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
21 <sup>st</sup> Century Standards								
CS1		✓	✓	✓	✓	✓	✓	✓
CS2		✓	✓	✓	✓	✓	✓	✓
CS3		✓	✓	✓	✓	✓	✓	✓
CS4								
CS5								
CS6		✓	✓	✓	✓	✓	✓	✓
CS7		✓	✓	✓	✓	✓	✓	✓
CS8		✓	✓	✓	✓	✓	✓	✓
CS9		✓	✓	✓	✓	✓	✓	✓
CS10		✓	✓	✓	✓	✓	✓	✓
CS11		✓	✓	✓	✓	✓	✓	✓
CS12		✓	✓	✓	✓	✓	✓	✓
CS13		✓	✓	✓	✓	✓	✓	✓
CS14		✓	✓	✓	✓	✓	✓	✓
CS15						✓		
CS16		✓	✓			✓		

### CSS1-21st Century Themes

#### CS1 Global Awareness

- Using 21st-century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Understanding other nations and cultures, including the use of non-English languages

#### CS2 Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### CS3 Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions

#### CS4 Health Literacy

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

<sup>1</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

**CS5 Environmental Literacy**

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

**CSS2-Learning and Innovation Skills**

**CS6 Creativity and Innovation**

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

**CS7 Critical Thinking and Problem Solving**

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

**CS8 Communication and Collaboration**

1. Communicate Clearly
2. Collaborate with Others

**CSS3-Information, Media and Technology Skills**

**CS9 Information Literacy**

1. Access and Evaluate Information
2. Use and Manage Information

**CS10 Media Literacy**

1. Analyze Media
2. Create Media Products

**CS11 ICT Literacy**

1. Apply Technology Effectively

**CSS4-Life and Career Skills**

**CS12 Flexibility and Adaptability**

1. Adapt to Change
2. Be Flexible

**CS13 Initiative and Self-Direction**

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

**CS14 Social and Cross-Cultural Skills**

1. Interact Effectively with Others
2. Work Effectively in Diverse Teams

**CS15 Productivity and Accountability**

1. Manage Projects
2. Produce Results

**CS16 Leadership and Responsibility**

1. Guide and Lead Others
2. Be Responsible to Others

# Appendix E: Common Core Standards

Common Core Crosswalk for International Business								
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Common Core Standards</b>								
CCR1								
CCR2								
CCR3		✓	✓	✓				
CCR4							✓	
CCR5							✓	
CCR6					✓	✓	✓	
CCR7		✓	✓	✓	✓	✓	✓	✓
CCR8								
CCR9				✓	✓	✓	✓	
CCR10			✓					
CCW1					✓		✓	
CCW2		✓	✓			✓	✓	✓
CCW3		✓	✓	✓	✓	✓	✓	✓
CCW4			✓				✓	
CCW5				✓	✓	✓	✓	✓
CCW6			✓					
CCW7		✓	✓	✓	✓	✓	✓	✓
CCW8		✓	✓	✓	✓	✓	✓	✓
CCW9		✓	✓	✓	✓	✓	✓	✓
CCW10				✓	✓	✓	✓	✓
CCSL1		✓	✓	✓	✓			
CCSL2		✓	✓	✓	✓	✓	✓	✓
CCSL3				✓				
CCSL4		✓	✓	✓	✓	✓	✓	✓
CCSL5								
CCSL6		✓	✓	✓	✓	✓	✓	✓
CCL1		✓	✓	✓	✓	✓	✓	✓
CCL2		✓	✓	✓	✓	✓	✓	✓
CCL3				✓				
CCL4		✓						
CCL5			✓	✓	✓	✓	✓	✓
CCL6								
CCM1								
CCM2								
CCM3		✓	✓					
CCM4								
CCM5								
CCM6								
CCM7								
CCM8								
CCM9								
CCM10								
CCM11								
CCM12								
CCM13								
CCM14								
CCM15								
CCM16								
CCM17								
CCM18								
CCM19								

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CCM35								
CCM36								
CCM37								
CCM38								
CCM39								
CCM40								
CCM41								
CCM42								
CCM43								
CCM44								
CCM45								
CCM46			✓	✓			✓	
CCM47								
CCM48								
CCM49			✓	✓			✓	
CCM50								
CCM51								
CCM52								
CCM53								

## English Language Arts (6-12)

### College and Career Readiness Anchor Standards for *Reading*

#### Key Ideas and Details

CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR2: Determine central ideas or themes of a text, and analyze their development; summarize the key supporting details and ideas.

CCR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

CCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.

CCR6: Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

CCR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

CCR10: Read and comprehend complex literary and informational texts independently and proficiently.

### **College and Career Readiness Anchor Standards for *Writing***

#### Text Types and Purposes

CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCW3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCW10: 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.

## **College and Career Readiness Anchor Standards for *Speaking and Listening***

### Comprehension and Collaboration

CCSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

CCSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **College and Career Readiness Anchor Standards for *Language***

### Conventions of Standard English

CCL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

CCL3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

CCL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



CCL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Mathematics (High School)**

### **Number and Quantity**

#### The Real Number System

CCM1: Extend the properties of exponents to rational exponents.

CCM2: Use properties of rational and irrational numbers.

#### Quantities

CCM3: Reason quantitatively and use units to solve problems.

#### The Complex Number System

CCM4: Perform arithmetic operations with complex numbers.

CCM5: Represent complex numbers and their operations on the complex plane.

CCM6: Use complex numbers in polynomial identities and equations.

#### Vector and Matrix Quantities

CCM7: Represent and model with vector quantities.

CCM8: Perform operations on vectors.

CCM9: Perform operations on matrices and use matrices in applications.

### **Algebra**

#### Interpret the structure of expressions

CCM10: Write expressions in equivalent forms to solve problems.

#### Arithmetic with Polynomials and Rational Expressions

CCM11: Perform arithmetic operations on polynomials.

CCM12: Understand the relationship between zeros and factors of polynomials.

CCM13: Use polynomial identities to solve problems.

CCM14: Rewrite rational expressions.

#### Creating Equations

CCM15: Create equations that describe numbers or relationships.

#### Reasoning with Equations and Inequalities

CCM16: Understand solving equations as a process of reasoning and explain the reasoning.

CCM17: Solve equations and inequalities in one variable.

CCM18: Solve systems of equations.

CCM19: Represent and solve equations and inequalities graphically.

#### **Functions**

CCM20: Understand the concept of a function and use function notation.

CCM21: Interpret functions that arise in applications in terms of the context.

CCM22: Analyze functions using different representations.

#### Building Functions

CCM23: Build a function that models a relationship between two quantities.

CCM24: Build new functions from existing functions.

#### Linear, Quadratic, and Exponential Models

CCM25: Construct and compare linear, quadratic, and exponential models and solve problems.

CCM26: Interpret expressions for functions in terms of the situations they model.

#### Trigonometric Functions

CCM27: Extend the domain of trigonometric functions using the unit circle.

CCM28: Model periodic phenomena with trigonometric functions.

CCM29: Prove and apply trigonometric identities.

## **Geometry**

CCM30: Experiment with transformations in the plane.

CCM31: Understand congruence in terms of rigid motions.

CCM32: Prove geometric theorems.

CCM33: Make geometric constructions.

### Similarity, Right Triangles, and Trigonometry

CCM34: Understand similarity in terms of similarity transformations.

CCM35: Prove theorems involving similarity.

CCM36: Define trigonometric ratios and solve problems involving right triangles.

CCM37: Apply trigonometry to general triangles.

### Circles

CCM38: Understand and apply theorems about circles.

CCM39: Find arc lengths and areas of sectors of circles.

### Expressing Geometric Properties with Equations

CCM40: Translate between the geometric description and the equation for a conic section.

CCM41: Use coordinates to prove simple geometric theorems algebraically.

### Geometric Measurement and Dimension

CCM42: Explain volume formulas and use them to solve problems.

CCM43: Visualize relationships between two-dimensional and three-dimensional objects.

### Modeling with Geometry

CCM44: Apply geometric concepts in modeling situations.

## **Statistics and Probability**

CCM45: Summarize, represent, and interpret data on a single count or measurement variable.

CCM46: Summarize, represent, and interpret data on two categorical and quantitative variables.

CCM47: Interpret linear models.

### Making Inferences and Justifying Conclusions

CCM48: Understand and evaluate random processes underlying statistical experiments.

CCM49: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

### Conditional Probability and the Rules of Probability

CCM50: Understand independence and conditional probability and use them to interpret data.

CCM51: Use the rules of probability to compute probabilities of compound events in a uniform probability model.

### Using Probability to Make Decisions

CCM52: Calculate expected values and use them to solve problems.

CCM53: Use probability to evaluate outcomes of decisions.

## Appendix F: National Educational Technology Standards for Students (NETS-S)

NETS Crosswalk for International Business								
	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>NETS Standards</b>								
T1		✓	✓	✓	✓	✓	✓	✓
T2		✓	✓	✓	✓	✓	✓	✓
T3		✓	✓	✓	✓	✓	✓	✓
T4		✓	✓	✓	✓	✓	✓	✓
T5								
T6								

- T1** Creativity and Innovation
- T2** Communication and Collaboration
- T3** Research and Information Fluency
- T4** Critical Thinking, Problem Solving, and Decision Making
- T5** Digital Citizenship
- T6** Technology Operations and Concepts

- T1** Creativity and Innovation  
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:
- a. Apply existing knowledge to generate new ideas, products, or processes.
  - b. Create original works as a means of personal or group expression.
  - c. Use models and simulations to explore complex systems and issues.
  - d. Identify trends and forecast possibilities.
- T2** Communication and Collaboration  
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:
- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - d. Contribute to project teams to produce original works or solve problems.
- T3** Research and Information Fluency  
Students apply digital tools to gather, evaluate, and use information. Students do the following:
- a. Plan strategies to guide inquiry.
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - d. Process data and report results.

**T4** Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

**T5** Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

**T6** Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.