

COURSE: International Business	GRADE(S): 10-12
UNIT: Our Global Economy	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment

Level 2 Performance expectations:

- Identify the natural, human, and capital resources used to produce goods and services exported to other countries
- Describe the decision making process, opportunity costs, and scarcity as they relate to international business situations
- List characteristics that define various levels of economic development of countries
- Define terms such as gross domestic product (GDP), purchasing power parity (PPP), balance of trade, foreign debt, and cost of living

UNIT OBJECTIVES:

- List the steps of the economic decision-making process
- Describe how the global market sets market prices
- Explain causes of inflation
- Understand how different countries make economic decisions.
- Identify different levels of economic development
- Describe factors that affect economic development
- Discuss economic principals that explain the need for international trade
- Identify various measures of economic progress and development

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

DIFFERENTIATED INSTRUCTION:

Accommodations as per IEP

- Alternate assignments and/or assessments:
 - Enrichment assignments
 - Extended focus
- Remediation:
 - Assistance – teacher/peer
 - Adjustment – length/breadth
 - Alternative – assignments/projects
- Grouping with a purpose
- Varied instructional learning modes

RESOURCES:

- Internet
- Periodicals
- Current textbook, and workbooks
- Teacher created notes, handouts and activities

COURSE: International Business	GRADE(S): 10-12
UNIT: Cultural Influence on Business	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment

Level 1 Performance expectations:

- Define terms such as ethnocentrism, culture, social institutions, stereotyping, and cultural bias and their effects on conducting business internationally

Level 2 Performance expectations:

- Illustrate the differences between multicultural (heterogeneous) and single culture (homogeneous) environments
- Explain how educational and career opportunities relate to national and global economies

Level 3 Performance expectations:

- Compare the social roles of various subpopulations in different countries
- Identify distinctive social and cultural factors that affect business activities (time, workweek, workday, schedules and holidays)

UNIT OBJECTIVES:

- Describe influences of culture on global business activities
- Explain the role of subcultures
- Explain the role of societal influences on culture
- Understand the importance of knowing another language for global business success
- Compare direct and indirect communication
- Identify and explain five major types of values that vary from culture to culture

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

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RESOURCES:

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- Current textbook, and workbooks
- Teacher created notes, handouts and activities

COURSE: International Business	GRADE(S): 10-12
UNIT: Governmental and Political influences on Business	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment

Level 1 Performance expectations:

- Identify various types of governments

Level 2 Performance expectations:

- Differentiate between types of governments

UNIT OBJECTIVES:

- Discuss various political systems around the world
- Explain the political environment for a company's host and home countries
- Describe laws that can discourage global business
- Explain how political risks can disrupt global business activities
- Identify major types of taxes that governments could impose around the world.
- Explain government actions that can encourage global business activities
- Discuss U.S. government agencies that can help reduce international risk
- Describe how tax incentives encourage global business

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

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- Teacher created notes, handouts and activities

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Structures of International Business Organizations	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement Standard: Identify forms of business ownership and entrepreneurial opportunities available in international business

Level 1 Performance expectations:

- Identify a company doing business in a foreign market

Level 2 Performance expectations:

- Identify types of ownership of selected businesses that involved in international trade
- Identify potential new international business ventures for locally based companies
- Identify risks and rewards related to doing business in a foreign market

Level 3 Performance expectations:

- Suggest an appropriate form of business ownership (e.g., sole proprietorship, partnership, or corporation) for different international business situations

UNIT OBJECTIVES:

- Describe the advantages and disadvantages of a sole proprietorship and a partnership
- Explain the characteristics of a corporation
- Describe the activities, characteristics and concerns of multinational companies
- Identify low and high risk methods for getting involved in international business

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Importing, Exporting, and Trade Relations	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement standard: Relate balance of trade concepts to the import/export process

Level 1 Performance expectations:

- List examples of importing and exporting

Level 2 Performance expectations:

- Discuss the differences between exporting a good and exporting a service
- Identify goods and services imported to and/or exported from a state, region and country
- List the steps in the importing and exporting process
- Identify risks associated with importing and exporting

Level 3 Performance expectations:

- Calculate positive and negative trade balances
- Discuss why governments impose trade barriers (e.g., quotas, tariffs, licensing requirements and exchange rate controls)
- Describe several international trade agreements and organizations (e.g., WTO, EU, NAFTA and MERCOSUR)

UNIT OBJECTIVES:

- Explain the major importance of importing goods
- Identify four steps involved in importing goods
- Describe the exporting of goods
- Discuss the steps of the exporting process
- Identify the economic effects of foreign trade
- Describe types of trade agreements between countries
- List factors that affect international business competition
- Explain types of competitive market situations

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
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- Tests (combination of open-ended and objective)

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Foreign Exchange and International Finance	TIMEFRAME: 90 days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement standard: Explain the concepts, role, and importance of international finance and risk management

Level 2 Performance expectations:

- Explain how currency exchange rates affect companies

Level 3 Performance expectations:

- Describe how economic conditions, balance of payments situations and political issues affect currency values
- Describe the international monetary system, including the International Monetary Fund, the World Bank, and Euro currencies

UNIT OBJECTIVES:

- Explain the role of money and currency systems in international business
- Identify factors that affect the value of currency
- Discuss foreign exchange activities
- Describe the activities of the World Bank and the International Monetary Fund

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
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DIFFERENTIATED INSTRUCTION:

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Human Resource Management	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement Standard: Analyze special challenges in operations and human resource management in international business

Level 2 Performance expectations:

- Describe the different living and working conditions found in various countries
- Identify the historical events in various countries that have affected how people work and relate to each other

Level 3 Performance expectations:

- Define such terms as host country, home country, expatriate, host country national and third country

UNIT OBJECTIVES:

- Differentiate between host country nationals, parent-country nationals and third country nationals
- Define four dominant human resources management appropriates
- Understand the importance of training and development for global employees
- Identify the common types of training and development for international employees
- Understand that employee motivation is culturally based
- Appreciate the complexities of evaluating employee performance in an international setting

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

DIFFERENTIATED INSTRUCTION:

Accommodations as per IEP

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Global Marketing and Consumer Behaviors	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement standard: Apply marketing concepts to international business situations

Level 2 Performance expectations:

- Describe what a company must consider when marketing a product/service in other countries

Level 3 Performance expectations:

- Describe how marketing mix elements need to be adapted for international marketing efforts
- Describe how cultural differences may affect the way a product is advertised and/or marketed in different countries

UNIT OBJECTIVES:

- Identify trends that influence global marketing opportunities
- Describe a marketing plan and its use in global marketing activities
- Explain the international marketing environment
- Identify factors that influence consumer behavior in different countries

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
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- Tests (combination of open-ended and objective)

DIFFERENTIATED INSTRUCTION:

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Global Financial Activities	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement standard: Explain the concepts, role and importance of international finance and risk management.

Level 1 Performance expectations:

- Define basic terms such as currency and currency exchange
- List currencies of various countries

Level 3 Performance expectations:

- Identify different types of international banking organizations
- Identify basic elements of the internal securities markets

Level 4 Performance expectations:

- Compare international financial markets
- Analyze how companies use international securities markets

UNIT OBJECTIVES:

- Describe the flow of funds for international businesses
- Identify types of global financial institutions
- Describe how and where to purchase stocks
- Describe factors that affect stock prices
- Describe the role of other global financial markets
- Analyze international investment opportunities

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Legal Agreements Around the World	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's.

NBEA STANDARDS:

Achievement standard: Describe the interrelatedness of the social, cultural, political, legal and economic factors that shape and impact the international business environment

Level 3 Performance Expectations

- Describe differences between the legal systems of various countries and compare them to the codes, statutes and common laws of the U.S.
- Describe the challenges that the U.S. licensing requirements of exporting products and services present to a U.S. company involved in exporting
- Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability and taxation for various countries
- Define methods for resolving legal differences (e.g., mediation, arbitration and litigation) in different cultures
- Identify the levels of regulation applied to intellectual properties (e.g., copyrights, trademarks, and patents) in different countries

UNIT OBJECTIVES:

- Identify and describe the legal systems upon which international law is based
- Explain laws and international trade agreements that protect property rights
- Describe two ways to resolve international legal disputes
- Describe the role of the International Court of Justice in International Business

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

DIFFERENTIATED INSTRUCTION:

Accommodations as per IEP

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 - Enrichment assignments
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 - Alternative – assignments/projects
- Grouping with a purpose
- Varied instructional learning modes

RESOURCES:

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- Periodicals
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- Teacher created notes, handouts and activities

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Management Principles in Action	TIME FRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment

Level 3 Performance Expectations

- Compare the social roles of various subpopulations (e.g., women and minorities) in different countries
- Identify distinctive social and cultural factors that affect business activities (e.g. time, workday, workweek, schedules and holidays)

UNIT OBJECTIVES:

- Understand the affects of cultural differences on the global workforce
- Differentiate between organizational structures based on function, product and geography

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts
- Tests (combination of open-ended and objective)

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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: International Business	GRADE(S): 10-12
UNIT: Global Pricing and Distribution Strategies	TIME FRAME: 90 Days

PA ACADEMIC STANDARDS:

To understand the interrelatedness of one country's political policies and economic practices on another's

NBEA STANDARDS:

Achievement standard: Apply marketing concepts to international business situations

Level 2 Performance expectations:

- Describe major transportation methods used for international business activities

Level 3 Performance expectations:

- Explain how foreign exchange rates, economic conditions and the international business environment affect prices charged in foreign markets
- Explain the benefit and the drawbacks of dumping for domestic, multinational and international companies and countries
- Contrast direct and indirect distribution channels for international marketing.
- Identify differences in the roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies and customs' brokers

UNIT OBJECTIVES:

- Identify factors that must be considered by businesses when setting prices
- Discuss some pricing factors that are unique to global markets
- Contrast direct and indirect channels of distribution
- Explain the role played by international intermediaries
- Describe the shipping requirements for international distribution
- Compare transportation modes available to international distributors

ACTIVITIES:

- Practice - a variety of vocabulary and program activities
- Review – concepts and skills
- Application – a variety of projects, simulations and research

ASSESSMENTS:

- Teacher observation
- Activities/Projects
- Quizzes
- Worksheets/Handouts

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Tests (combination of open-ended and objective)

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