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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Global Business |
| **Lesson/Unit Title** | Regulating Global Business |
| **TEKS Student Expectations** | 130.140. (C) Knowledge and Skills  (7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:  (A) describe the reasoning behind the regulation of global business behavior,  (B) analyze the Foreign Corrupt Practices Act; and  (C) discuss the role of international law in the conduct. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   * Describe the effects of controls and the regulation of global business behavior. * Analyze the Foreign Corrupt Practices Act. * Discuss the role of international law in the conduct of global business. |
| **Rationale** | The purpose of this lesson is to give students a basic knowledge in understanding the reasoning behind the effects of controls on global business behavior, the analyzation of the Foreign Corrupt Practices Act, and the role of international law in the conduct of global business. |
| **Duration of Lesson** | Two days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, cf; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Reasoning – The process of forming conclusions, judgments, or inferences from facts or premises.  Effect – a result, consequence.  Control – To exercise restraint or direction over; dominate; command.  Regulation – A law, rule, or other order prescribed by authority, especially to regulate conduct.  Business Behavior – The manner of behaving or acting as a person, partnership, or corporation engaged in commerce, manufacturing, or a service; profit-seeking enterprise or concern.  Analyze – To examine carefully and in detail to identify causes, key factors, possible results, etc.  Foreign Corrupt Practices Act – Legislation signed into law in 1977 that prohibits US firms from engaging in bribery and other unlawful and fraudulent practices when conducting business in foreign countries. The legislation assigned responsibility for FCPA enforcement to the US Department of Justice with supporting roles played by the Securities & Exchange Commission (SEC) and the Office of General Counsel of the Department of Commerce.  International Law – Body of legal rules governing interaction between sovereign states (Public International Law) and the rights and duties of the citizens of sovereign states towards the citizens of other sovereign states (Private International Law).  Conduct – Personal behavior; way of acting; bearing or deportment. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Access to Internet * Access to businessdictionary.com and dictionary.com * Websites on Regulating Global Buisness * Venn Diagram Printable (.jpg) * SBA Organization Chart (.pdf)   **Equipment/Software Needed:**   * Projection unit * Instructor computer * Internet access * Electronic system for taking notes |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Purpose of Assignment and Need to Know Terms |
| **Direct Instruction \*** | I. Introduction (Day 1)  A. Lesson Objectives  B. Need to Know Terms.  C. Discovery Activity  II. Discussion (Day 1) – The Reasoning Behind the  Effects of Controls and the Control of Global Business  Behavior  III. Discussion (Day 1) – Foreign Corrupt Practices Act  A. Cover information  B. Introduce activity  IV. Activity (Day 2) – Foreign Corrupt Practices Act Venn Diagram  V. Instruction/Discussion (Day 2) – International Law and Global Business  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | **Review**  Purpose of Assignment, Review, and Extensions |
| **Summative / End of Lesson Assessment \*** | Lesson 1.8 Formal Assessment  Lesson 1.8 Formal Assessment Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | **References:**  [www.dictionary.com](http://www.dictionary.com/)  [www.businessdictionary.com](http://www.businessdictionary.com/)  <http://www.sba.gov/about-offices-content/1/2889>  <http://www.cit.uscourts.gov/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | . |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)