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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Principles of Business, Marketing, and Finance |
| **Lesson/Unit Title** | The Foundation of International Business |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**  (4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy:  (A) The student is expected to compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies; and  (B) The student is expected to summarize the characteristics of the private enterprise system.  (5) The student relates to the impact of international business on the U.S. economy:  (B) The student is expected to compare domestic and world trade; and  (C) The student is expected to explain the impact of imports and exports on the U.S. economy. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * Distinguish between domestic business and international business. * Discuss reasons why international business is important. * Understand the history of international business. * Describe basic international business activities. * Explain the components of the international business environment. * Explain the importance of international business for workers, consumers, and citizens. |
| **Rationale** | The student will define domestic and international business and explain the impact of global dependency on the United States economy. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | • culture – the accepted behaviors, customs, and values of a society or a system of learned, shared, unifying, and interrelated beliefs, values, and assumptions  • domestic business – making, buying, and selling goods and services within a country  • exports – products sold to other countries  • global dependency-a condition that exists when items consumers need and want are created in other countries  • imports-products bought from businesses in other countries  • international business-all business activities needed to create, ship, and sell goods and services across national borders  • trade barriers-restrictions that reduce free trade among countries |
| **Materials/Specialized Equipment Needed** | Instructional Aids:  2. Expanding Beyond U.S. Borders Assignment #1  3. Expanding Beyond U.S. Borders Assignment #1 Rubric  4. Conducting Business in Another Country Brochure Assignment #2  5. Conducting Business in Another Country Brochure Assignment #2 Rubric  6. Exporting Out of State Debt Assignment #3  7. Exporting Out of State Debt Assignment #3 Rubric  8. Internet  Materials Needed:  1. Construction paper  2. Scissors and glue  3. Poster board  4. Newspapers  Equipment Needed:  1. Computers for students to complete projects  2. Projector for PPT |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Ask students to list three examples of domestic and three examples of imported automobiles. Then ask students to circle that brand that they would most likely purchase. Then conduct a class discussion about domestic and imported goods and how different purchases affect the U.S. economy.  2. Ask students why commercials advertising fast-food restaurants emphasize that the “beef is from North America.” Then ask students if this means that the beef came from U.S. farmers. Explain how different parts of the world have different regulations for producing foods. The standards set for U.S. farmers to follow may put them at a disadvantage when trading in a global marketplace that includes producers from countries with less strenuous standards |
| **Direct Instruction \*** | Introduction (LSI Quadrant I):  1. McDonalds is now buying beef from South America. U.S. farmers have more strenuous U.S. standards to meet when producing beef than farmers in South America. How is global trade unfair in this situation? How can consumers make a statement to let McDonalds know that American farmers need their support?  2. Show students a map of the world that does not label the countries. Then give students names of the countries to place on the map. This activity emphasizes the importance of understanding geography when conducting international business.  3. Ask students to choose a country that is ripe for international trade. Students must explain the cultural and social factors, economic conditions, political and legal factors, population, and geography for their chosen country   |  |  | | --- | --- | | 1. International Business 2. All activities needed to create, ship, and sell goods and services across national borders 3. Also referred to as global business, international trade, and foreign trade 4. Importance of international business   1. source of raw materials  2. supplier of foreign products  3. new market and investment opportunities  4. improved political relations   1. History of International Business 2. Roman Empire-more than 15,000 years ago dominated international business for more than 600 years 3. Eleventh Century 4. renewed interest in global commercialism 5. 1500-1900: several European countries established colonies in Africa, Asia, North America, and South America | Ask students to give  advantages and  disadvantages for  increased  international  business.  Ask students to give  examples of how  political relations  affect international  business around the  world.  Ask students to list  three goods/services  that are specialties  for the United States.  Then ask students to  list countries where  these goods/services  are highly  demanded. | | 1. International Business Basics 2. Trade Activities-viewed from the side of the buyer and the seller 3. Imports-products bought from businesses in other countries 4. Exports-products sold in other countries 5. Four Major Categories of the International Business Environment 6. geographic conditions 7. cultural and social factors 8. political and legal factors 9. economic conditions 10. Trade Barriers-attempts to protect domestic business 11. quota-limit the amount of trade 12. tariff-tax on imports 13. embargo-refuse trade with another country usually for political reasons 14. Knowledge for International Business     1. history     2. geography     3. foreign language     4. culture     5. study skills 15. Advantage of International Business 16. consumer-more choices 17. citizen-increased awareness of the world | Ask students why it is important to study the international business environment before trying to conduct business around the world.  Survey the class to determine if students support increased global business.  Ask students why an  increasing number of people from Mexico take the risk of crossing the border to work in the United States. How does this activity affect the U.S. economy and employment rate of U.S. citizens? |   *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 \*** | **Guided Practice (LSI Quadrant III):** Ask students to tell how international business hashelped workers, consumers, and citizens. Put the students’ answers into a three-column table. Flash pictures of domestic and imported product to the clash. Students must guess whether the products are domestic or imported. Then discuss how specialization, raw materials, and labor impact where products are produced.  *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 \*** | **Independent Practice (LSI Quadrant III):**   1. **Expanding Beyond U.S. Borders Assignment:** Put the names of differentcountries in a hat. Split the class into teams of two; each team will draw a country from the hat. Then the team must prepare a PowerPoint presentation that covers the geography, cultural and social factors, economic conditions, and political and legal factors for conducting business in their chosen country. The presentation will be evaluated using the assigned rubric. 2. **Conducting Business in Another Country Brochure Assignment:** Askstudents to design a brochure with tips for conducting business in another country. The brochure should include tips about culture, language, gestures, customs, religion, and political influences in the country. The brochure will be evaluated using the assigned rubric.    1. **Exporting Out of State Debt Assignment:** Put the names of U.S. states in ahat. Each student draws a state from the hat; they research the state to determine its areas of specialization. Then students determine an international business partner for the state. Students prepare a PowerPoint presentation to explain what the specialization for the state, proposed international trade partner, what products to sell internationally, and why the international trade partner is a good choice. The presentation will be evaluated using the assigned rubric.   *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 (LSI Quadrants I and IV):**   1. Why is international business important? 2. International business opens new markets, creates more jobs, and improves political relationships. 3. What is global dependency? 4. Global dependency means that countries around the world depend upon each other to trade goods and services. 5. How is specialization related to global business? 6. International business allows countries to specialize their production according to their natural resources and expertise. 7. Why do governments sometimes create trade barriers to discourage imports? 8. Trade barriers are used as political strategies. Trade barriers are attempts to protect American production and jobs. 9. What are the four parts of the international business environment? 10. Geography, cultural and social factors, economic conditions, and political and legal factors are the four parts of the international business environment.   **Q**: What is the difference between an import and an export?   1. Imports are products bought from businesses in other countries and exports are products sold in other countries. 2. Why should individuals study the culture of another country before conducting international business. 3. Business transactions are frequently influence by the country’s culture. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment (LSI Quadrant III):**   1. Instructor will observe students during Independent Practice. 2. Instructor will assist students as needed.   **Formal Assessment (LSI Quadrant III, IV):**  Assigned Rubrics will be used to assess assignments 1, 2, and 3 for Independent Practice (LSI Quadrant III).  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences: It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | References:  1. Introduction to Business, Brown Clow, Glencoe McGraw-Hill  2. Intro to Business, Dlabay Burrow Klendl, South-Western Cengage Learning  3. International Business, Dlabay Scott, South-Western Cengage Learning  4. Online Resources: globaledge.msu.edu, worldnetdaily.com/news/article |
| **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)** | FBLA, BPA |
| **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)