



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

BUSINESS & COMPUTER SCIENCE

COURSE: Business Essentials

UNIT 3: Business Concepts & International Business



INTRODUCTION

Annotation: In this unit students will demonstrate an understanding of basic business concepts and how they are applied to business activities including international business. The students will utilize technology in a variety of ways while solving business problems.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 6 – 90 minute blocks

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Additional Author(s): Small Business Development Pathway Team

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

BCS-BE-6: The student demonstrates an understanding of basic business concepts and how they are applied to business activities.

BCS-BE-7: The student utilizes technology in a variety of ways while solving business problems.

BCS-BE-8: The student analyzes how international business impacts business.

GPS Academic Standards:

SSEIN1 The student will explain why individuals, businesses and governments trade goods and services.

SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.

National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association

I. Foundations of International Business

Achievement Standard: Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels).

II. The Global Business Environment

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

Achievement Standard: Describe the environmental factors that define what is considered ethical 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 Relations

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

VII. International Management

Achievement Standard: Analyze special challenges in operations and human resource 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.



UNDERSTANDINGS & GOALS

Enduring Understandings:

In this unit the student:

- Explains the role of business in society.
- Describes types of business activities (i.e., service and production).
- Defines entrepreneurship.
- Differentiates between entrepreneurship and entrepreneurship.
- Determines major causes of business failure.
- Describes how government affects business.
- Identifies and describes issues and trends in business.
- Identifies use of technology in the workplace.
- Describes the impact of technology on the skills needed in the workplace and worker productivity.
- Selects and applies appropriate application software to common business tasks.
- Uses online databases, Web-based sources, and other information sources to retrieve information.
- Defines international business.
- Discusses the role the United States has played in international trade throughout history.
- Describes the impact of international business activities on the local, state, and national economies.
- Identifies small business opportunities in international trade.

Essential Questions:

- What role (s) does business play in our society?
- What are the different types of business activities?
- What is the role government plays in the formation of business?
- What is a global marketplace?
- What are the chief imports & exports of the United States?

Knowledge from this Unit:

- Students will understand the impact business has on our society both economically and culturally.
- Students will understand the concept of a global marketplace
- Students will understand the ever-changing role of government in business

Skills from this Unit:

- Students will be able to use a variety of technology to research and resolve any issue related to business no matter the complexity.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
 - ☒ Vocabulary
- ☒ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☒ Self-check rubrics
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☒ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

International Business-Country Export Project

Assessment(s) Description/Directions:

Student should complete all parts of the International Business-Country Export Project

Attachments for Assessment(s): Please list.

International Business-Country Export Project.doc



LEARNING EXPERIENCES

Sequence of Instruction:

1. Identify the Standards. Standards should be posted in the classroom for each lesson:

BCS-BE-6: The student demonstrates an understanding of basic business concepts and how they are applied to business activities.

BCS-BE-7: The student utilizes technology in a variety of ways while solving business problems.

BCS-BE-8: The student analyzes how international business impacts business

2. Review Essential Questions:

- What role (s) does business play in our society?
- What are the different types of business activities?
- What is the role government plays in the formation of business?
- What is a global marketplace?
- What are the chief imports & exports of the United States?

3. Identify and review the unit vocabulary:

Business	Multinational firm
Production	Tariff
Manufacturing	Embargo
Service	Sanction
Finance	Exchange rate
Commercial	Culture
Retail	Trade barrier
Competition	NAFTA
Entrepreneur	World Trade Organization
Intrapreneur	International Monetary Fund
Export	World Bank
Import	

4. Related FBLA Competitive Events:

Testing Events:

Introduction to Business
Business procedures
Entrepreneurship
Global Business

Report & Performance Events:

Emerging Business Issues
American Enterprise Project
Partnership with Business

Lesson 1 – Introduction to Business Concepts & International Business

Essential Question:

What role (s) does business play in our society?

Discussion & Activity:

Ask students to imagine a world with no business – everybody had to rely on their own wits to live. Have them write a basic outline of their day in this world that they have imagined? Give them about 15 minutes to complete the assignment and then discuss their days with the entire class.

Did they assume there was a government? A school?

Where did they live?

How did they eat?

What did they do with their day?

Once the point has been made, ask the students if “Business could survive without government and vice versa?”

Have students define the list of vocabulary provided below and then review the definitions in class

Business	Entrepreneur	Exchange rate
Production	Intrapreneur	Culture
Manufacturing	Export	Trade barrier
Service	Import	NAFTA
Finance	Multinational firm	World Trade Organization
Commercial	Tariff	International Monetary
Retail	Embargo	Fund
Competition	Sanction	World Bank

Prepare the students for the remainder of the activities of this unit by handing out the **International Business Export Project** handout and discussing the details of the project. Depending on class size you may want the

students to work collaboratively or alone. If you would like collaborative groups then you may want to have the groups formed at this time so that students can get right to work during the next class meeting.

Lesson 2 – International Business Export Project (4 days & 1 day for presentations)

Essential Questions: Rotate these each class meeting as the students are working on this project – Present each question at the beginning of the class meeting. These will be used to jumpstart the students at the beginning of each class meeting.

- What are the different types of business activities?
- What is the role government plays in the formation of business?
- What is a global marketplace?
- What are the chief imports & exports of the United States?

Discuss – International Business Export Project

Working in pairs, students will identify a product, locate a country to export your product to, and explain why there is a good market opportunity in the targeted country.

There are many parts to this project. We will be doing most of the work in class.

On the day the project is due; students will present their PowerPoint presentation.

Project requirements:

Part 1: Identifying a Product and Country

Use the Trade Leads, Best Market and Country reports on the **itdn.net** web site to get you started. List two possible products and a potential country, give at least two reasons why you think your product and country would be a good idea.

Part 2: Identify and describe your product in detail.

Give three reasons why you feel there is demand for this product in the country you selected.

Part 3: Give your company a name and explain why you chose it.

Part 4: Company Logo/Trademark

Create a Logo for your company. If you are not artistic, you may use clip art. If you have graphic design skills, you may use the computers to design your logo. If not, Use may use markers, colored pencils, colored paper etc.

Part 5: Business Customs

Using the Internet, research information about doing business in your chosen country. You may use the following websites as sources of information about your country: www.state.gov

- o click on the countries tab
- o find your country
- o click on background notes

http://www.executiveplanet.com/index.php?title=Main_Page

Information about your country must include:

- o Population information
- o Government & Leaders
- o Economy

- Culture & History
- Political Conditions
- Trade policy
- U.S. Relations
- Travel & Business Information
- Customs & Etiquette

Find at least three business practices/customs that a business person should know about when doing business in this country. Briefly describe each custom.

Part 6: Trade Barriers

Prepare a list of trade barriers and find two that would affect how you do business in the country you selected.

Part 7: Report

Directions: Write a two page summary report of your research and findings including the following information:

Paragraph 1 (at least seven sentences)

- Identify your product and country. Explain why you think your product and country would be a good idea. Give three reasons why you feel there is demand for your product in the country you selected.
- What is the name of your company and why did you choose it? Describe the trademark that you created for your company.

Paragraph 2 (at least seven sentences)

- Describe the three business practices/customs you found that a business person would need to know when doing business with your country. Why is it important to understand the culture of the country that you are doing business with?

Paragraph 3 (at least seven sentences)

- What trade alliance does your country belong? Which nearby countries also belong?
- Describe the two trade barriers that you found. How would these barriers change the way you would do business in this country?

Part8: PowerPoint / multimedia presentation

Create a PowerPoint or other Multimedia Presentation detailing this project. This must be a minimum of 12 slides and WILL be presented to the class.

Attachments for Learning Experiences:

International Business – Country export Project.doc

Notes & Reflections:

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

International Business – Country export Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**Attachments for Culminating Performance Task:**

International Business – Country export Project.doc



UNIT RESOURCES

Web Resources:

www.state.gov

http://www.executiveplanet.com/index.php?title=Main_Page

www.itdn.net

Attachment(s):**Materials & Equipment:**

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input checked="" type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		