# Scope & Sequence

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| Course Name: Global Business **PEIMS Code:** 13011800 | | | **Course Credit:** .5  **Course Requirements:** Grade Placement 10-12.  **Prerequisites:** None. |
| **Course Description:** Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 88 Periods  3960 Minutes  66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.140. (c) Knowledge and skills** | |
| **Unit 1: Business Communication**  Students will begin the course by discussing effective communication, collaboration skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in classroom and/or workplace vignettes/scenarios that highlight leadership, professionalism, collaboration, and teamwork. Students will also research, explore, and briefly discuss examples and benefits of CTSO and/or other extracurricular leadership and team-building student activities. Students will explain and compare successful methods of time management in small groups/teams and/or in other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Unit 2: Global Business and Investments**  Students will learn and explain the theories of global trade and investments as they participate in classroom discussions and activities that examine and define global business and identify and explain specialization as well as the concept of comparative advantage. Students will create and/or use charts, diagrams, examples, and/or text to describe and distinguish between portfolio investment and direct investment, and to describe the current position of the U.S. in global trade as well as advantages and problem areas for U.S. firms wanting to enter global business. | 9 periods  405 minutes | (2) The student analyzes the theories of global trade and investments. The student is expected to:  (A) define global business;  (B) explain the advantages of specialization;  (C) identify the concept of comparative advantage; and  (D) distinguish between portfolio investment and direct investment.  (9) The student demonstrates the process in implementing a global operation. The student is expected to:  (A) describe the rise of global linkages in global business;  (B) describe the position of the United States in global trade; and  (C) list advantages and problem areas for U.S. firms wanting to enter global business. | |
| **Unit 3: Money and Exchange Rates**  Students will learn, discuss, and summarize the role of the IMF, how a foreign exchange market functions and fluctuates, and various strategies of global banking. Students will discuss and demonstrate calculating exchange rates and arguing for and against floating and fixed exchange rates by creating and/or participating in simulated workplace vignettes/scenarios. Students will use appropriate online technology to research and explain global exchange cases, and to identify economic factors influencing current exchange rates, and discuss their findings. Students will continue to develop and demonstrate their professionalism and effective communication skills with active listening and by asking appropriate questions during presentations, activities, and discussions. | 10 periods  450 minutes | (3) The student analyzes the role of the international monetary system in the economy. The student is expected to:  (A) describe the role of the International Monetary Fund;  (B) argue for and against floating exchange rates;  (C) argue for and against fixed exchange rates;  (D) explain the impact of the common European currency;  (E) calculate foreign exchange rates; and  (F) research cases dealing with global exchange using appropriate online technology.  (4) The student identifies the importance of international financial markets. The student is expected to:  (A) explain how a foreign exchange market functions;  (B) identify the economic factors that influence exchange rates and explain how these factors work; and  (C) differentiate between alternative strategies of global banking.  (14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:  (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates. | |
| **Unit 4: Global Integration**  Students will discuss and explain the different levels of economic integration and arguments surrounding economic integration. Students will describe the current organization of the European economic community in small groups, class discussions, and/or brief presentations. Students will also create and/or use examples, charts, diagrams, and/or text to explain the different levels of economic integration and arguments surrounding economic integration, and use appropriate online technology to research issues regarding global trade. Students will summarize and discuss their findings in brief reports and/or brief presentations. | 6 periods  270 minutes | (5) The student examines various levels of economic integration among foreign countries. The student is expected to:  (A) identify the different levels of economic integration;  (B) explain the various arguments surrounding economic integration; and  (C) describe the organization of the European community.  (6) The student identifies the importance of different trade and trade investment policies. The student is expected to:  (D) research cases and issues on global trade using appropriate online technology. | |
| **Unit 5: Global Trade and Agreements**  Students will identify, discuss, and explain various trade policies, investments, agreements, international laws, and regulations that affect global business and trade. Students will also create and/or use examples, charts, diagrams, and/or text to present summaries of the balance of trade and the major ways and reasons imports and exports are controlled. Students will research current/contemporary cases dealing with imports, exports, and the balance of trade, and discuss their findings in brief written reports and/or brief oral presentations. | 10 periods  450 minutes | (6) The student identifies the importance of different trade and trade investment policies. The student is expected to:  (A) understand the role of foreign aid in global trade and investment;  (B) explain the goals of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement; and  (C) identify the major ways in which imports are being restricted and describe reasons for controlling exports.  (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; and  (C) discuss the role of international law in the conduct of global business.  (9) The student demonstrates the process in implementing a global operation. The student is expected to:  (D) research current cases on imports, exports, and balance of trade using appropriate online technology. | |
| **Unit 6: Fair Trade**  Students will be given examples and opportunities to examine and discuss copyrights and trademarks, and to discuss intellectual property rights and issues, fair trade, and the benefits of fair trade. Students will review and analyze the Foreign Corrupt Practices Act, and explain the effects of copyrights and trademarks and intellectual property rights on global business, the role of international law in the conduct of business, and the reasoning behind the regulation of global business behavior. Students will also create and/or use examples, charts, diagrams, and/or written explanations to describe the benefits of fair trade both domestically and internationally. | 10 periods  450 minutes | (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 of global business.  (9) The student demonstrates the process in implementing a global operation. The student is expected to:  (E) relate effects of copyrights and trademarks and intellectual property rights on global business;  (G) define fair trade; and  (H) describe benefits of fair trade domestically and internationally. | |
| **Unit 7: Logistics and Free Trade Zones**  Students will identify, discuss, and explain global logistics and free trade zones as well as factors that influence transportation, such as cost, geography, time zones, and resources. Students will also create and/or use examples, charts, diagrams, and/or written explanations to present summaries of the effects of geography, time zones, work days, resources, and natural harbors on global trade and transportation of materials. Students will learn to distinguish between materials management and physical distribution, and analyze the cost effect when using global logistics. Students will research free trade zones locally and statewide using appropriate online technology, and discuss the usefulness of free trade zones in small groups, class discussions, and/or brief presentations. | 8 periods  360 minutes | (10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:  (A) define global logistics;  (B) distinguish between materials management and physical distribution;  (C) list the factors that influence the selection of particular transportation modes;  (D) describe the usefulness of free trade zones;  (E) research free trade zones locally and statewide using appropriate online technology; and  (F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business. | |
| **Unit 8: Markets and Marketing**  Students will identify, discuss, and explain various elements of culture and the role of culture in global business, and apply their knowledge of cultural challenges and diversity to unit activities. Students will select a foreign target market for a particular product or products, determine a pricing strategy, and identify data-based analytical techniques for estimating market potential. Students will use appropriate online technology to identify advertising media in the selected foreign target market, and discuss why and whether to standardize or adapt the marketing mix. | 10 periods  450 minutes | (8) The student researches the business elements of cultural challenges and diversity. The student is expected to:  (A) explain the role of culture in global business; and  (B) identify various elements of culture.  (9) The student demonstrates the process in implementing a global operation. The student is expected to:  (F) identify advertising media used in foreign markets such as newspaper, radio, television, Internet, and magazine.  (11) The student identifies different strategies for exporting in the global market. The student is expected to:  (A) discuss the procedure by which a foreign target market is selected;  (B) determine the pricing strategy for export items;  (C) identify various data-based analytical techniques available for estimating market potential; and  (D) evaluate the reasons behind the need to standardize or to adapt the marketing mix. | |
| **Unit 9: Human Resource Management**  Students will identify, discuss, and explain various elements of culture and its roles in human resource management as well as in global business, and apply their knowledge of cultural challenges and diversity to activities. Students will identify, discuss, and explain the objectives of human resource management in a global firm and identify sources of recruitment. Students will also discuss and demonstrate how the human resources function changes as a firm goes global, ways for managers to understand and deal with cultural diversity, and the differences and similarities of training employees in different countries by creating and/or participating in simulated workplace vignettes/scenarios and/or other classroom activities. Working together in teams, as a class, or as assigned, students will generate an orientation manual for people preparing to live and work in a foreign country. | 10 periods  450 minutes | (8) The student researches the business elements of cultural challenges and diversity. The student is expected to:  (A) explain the role of culture in global business;  (B) identify various elements of culture; and  (C) suggest ways for managers to understand and deal with cultural diversity.  (12) The student identifies the functional changes in process with global human resource management. The student is expected to:  (A) explain the objectives of human resource management in a global firm;  (B) describe how the human resources function changes as a firm goes global;  (C) identify sources of recruitment for staffing positions abroad; and  (D) describe differences and similarities of training employees in different countries.  (13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:  (D) generate an orientation manual for people preparing to live and work in a foreign country.  (14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:  (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates. | |
| **Unit 10: Global Employment Options**  Students will use appropriate materials and/or technology to identify appropriate employment opportunities abroad. Students will research and self-assess personal global marketability, and participate in mock interviews both as applicants and as potential employers. Students will model professionalism and effective communication and interpersonal skills as they participate in mock interviews and demonstrate their knowledge of global employment opportunities, salaries, benefits, and requirements. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills.  (13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:  (A) assess personal global marketability;  (B) identify appropriate employment opportunities abroad; and  (C) evaluate global employment options such as salaries, benefits, and prerequisites.  (14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:  (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and  (B) participate in leadership and career development activities. | |