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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** | Global Business |
| **Lesson/Unit Title** | Lesson 1.1 – Global Business Defined |
| **TEKS Student Expectations** | **130.140. (c) Knowledge and Skills**  (2) The student analyzes the theories of global trade and investments  (A) The student is expected to define global business  (9) The student demonstrates the process in implementing a global operation  (A) The student is expected to describe the rise of global linkages in global business  (B) The student is expected to describe the position of the United States in global trade  (C) The student is expected to list advantages and problem areas for U.S. firms wanting to enter global business |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * Define global business. * Describe the rise of global business linkages in global business. * Describe the position of the United States in global trade. * Identify advantages and problem areas for United States firms wanting to enter global business. |
| **Rationale** | The purpose of this lesson is to help students gain a basic understanding of global business…its definition and development. |
| **Duration of Lesson** | 3 days |
| **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. * Domestic Business – Making, buying, and selling goods and services within a country. * Exports – Products sold in other countries. * Global Dependency – People need and want goods and services that are produced in other countries. * Imports – Products bought from business in other countries. International Business – The activities necessary for creating, shipping, and selling goods and services across national borders. * Trade Barriers – Restrictions that reduce free trade among countries. * Absolute Advantage – A country’s ability to produce a good or service at a lower cost than other countries. * Balance of Trade – The difference between a country’s exports and imports. * Comparative Advantage – A situation that exists when a country specializes in the production of a good or service at which it is relatively more efficient. * Consumer Price Index (CPI) – The monthly United States federal government report on inflation. * Economics – The study of how people choose to use limited resources to satisfy their unlimited wants and needs. * Economic System – The method a country uses to answer the basic questions of what to produce, how to produce it, and for whom to produce it. * Factors of Production – The three types of resources used to produce goods and services. * Foreign Debt – The amount a country owes to other countries. * Gross Domestic Product (GDP) – A measure of the productive output of a country within its borders, including items produced with foreign resources. * Gross National Product (GNP) – A measure of the total value of all goods and services produced by the resources of a country. * Infrastructure – A nation’s transportation, communication, and utility systems. * Privatization – The process of changing an industry from public to private ownership. * Scarcity – The limited resources available to satisfy the unlimited wants and needs of people. * Supply – The amount of a good or service that businesses are willing and able to make available at a certain price. * Body Language – A type of nonverbal communication where facial expressions, upper and lower body movements, and gestures convey what is meant. * Class System – A means of dividing the members of a cultural group into various levels. * Collectivism – The belief that the group is more important than the individual. * Cultural Baggage – The idea that you carry your beliefs, values, and assumptions with you at all times. * Culture Shock – A normal reaction to all the differences of another culture. * Ethnocentrism – The belief that one’s culture is better than other cultures. * Extended Family – A group that consists of parents, children, and other relatives living together. * Individualism – The belief in the individual and her or his ability to function relatively independently. * Nonverbal Communication – Communication that does not involve the use of words. Nuclear Family – A group that consists of a parent or parents and unmarried children living together. * Subculture – A subset or part of a larger culture. * Boycott – Absolute restriction on the import of certain products from certain countries. * Common Market – Member countries eliminate trade barriers, encourage investment, and allow workers to move freely across borders. * Democracy – A political system in which all people take part in making the rules that govern them. * Economic Nationalism – A policy of restricting foreign ownership of local companies and hindering foreign imports. * Expropriation – Government takeover of a foreign-owned business. Free Trade * Agreement – An arrangement between countries that eliminates duties and trade barriers on products traded among members. * Free Trade Zone – Designated area where products can be imported duty-free. * Home Country – The country in which a multinational enterprise is headquartered. * Host Country – A country in which a multinational enterprise is a guest. * MFN Status – Designation given to certain countries that allows their products to be imported into the granting country under the lowest customs duty rates. * Political System – Means by which people in a society make the rules by which they live. * Protectionism – Government policy used to protect local, or domestic, industries from foreign competition. * Quota – A limit on the amount of a product that can be imported from a given country. * Social Responsibility – * Tax Holiday – Tax incentive used by governments to attract foreign investment where a corporation does not pay income taxes for a time after investing. * Trade Embargo – Complete ban on any trade with a particular country. |
| **Materials/Specialized Equipment Needed** | Instructional Aids:  • Products that represent your wants/needs (three of each)  • Textbook  Materials Needed:   * Lesson 1.1 Formal Assessment * Lesson 1.1 Formal Assessment Key   Equipment/Software Needed:  • Projection unit  • Instructor computer  • Internet access  • Electronic system for taking notes |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Discovery Activity slide snapshot copied and pasted below: |
| **Direct Instruction \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Introduction (LSI Quadrant I-Why are we doing this lesson?):  ASK: Can you define international business?  ASK: Do you personally feel international business is important?  ASK: Do you feel the United States thinks international business is important?  ASK: Can you currently explain the USA’s position on global international business by identifying ways we encourage and discourage it?  ASK: Can you identify the advantages and problem areas for the United States firms wanting to enter global business?  ASK: Do you think international business is a good thing for you personally? How about for your family? For your state? Why or why not?  SAY: Over the next few days, we’re going to learn what international business is about, try and determine how you feel about it personally and ways our government both encourages and discourages it.  I. Introduction (Day 1)  A. Discovery Activity  B. Lesson Objectives  C. Need to Know Terms. (See provided presentation for details.)  II. Guided Instruction (Day 2)  A. Notes/Discussion/Lecture Unit 1-The World of International Business  1. C1-We Live in a Global Economy  (a) What is international business?  (b) Why is international business important?  (c) The fundamentals of international trade  (d) The international business environment  (e) The global business world  2. C2-Our Global Economy  (a) The basic economic problem  (b) Economic resources satisfy needs  3. C3-Cultural Influences in Global Business  (a) Subcultures in society  (b) Family relationships  (c) Society’s institutions  (d) Language differences  (e) Learning a second language  (f) Direct/indirect/nonverbal communication  (g) Values around the world  4. C4-Government and Global Business  (a) Political relationships in business  (b) Government activities influence business |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For the Discovery Activity, bring in three items that you want/need and do research to find out where those products come from...USA or other country. See presentation for details. |
| **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** |  |
| **Summative / End of Lesson Assessment \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Informal Assessment (LSI Quadrant III):  Check one or all of the following:   * Need to Know Terms * Discovery Activity * Notes taken during class lecture/discussion * Formal Assessment (LSI Quadrant III, IV) * Test - Global Business Defined |
| **References/Resources/**  **Teacher Preparation** | Teacher Preparation:  • The teacher will review the terms in the outline, presentation slides, and any provided materials to become familiar with the lesson.  • Teacher should locate and evaluate various resources and websites before the lesson.  • Teacher will have assignments and website information ready to distribute to students.  References:  International Business (3E), Dlababy & Scott, Thompson Southwestern |
| **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)