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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** | Practicum in Business Management |
| **Lesson/Unit Title** | Goin’ Global |
| **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.  (8) The student researches the business elements of cultural challenges and diversity:  (A) The student is expected to explain the role of culture in global business;  (B) The student is expected to identify various elements of culture; and  (C) The student is expected to suggest ways for managers to understand and deal with cultural diversity. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, students will understand the significance of conducting business internationally.   * **Students will discover the interdependence among nations.** * **Students will assess the benefits of international trade.** * **Students will examine the requirements of a balance of trade and its barriers.** * **Students will interpret the standard business practices involved in importing and exporting.** * **Students will determine the cultural, economic, and political factors that should be considered when deciding whether to do business abroad.** * **Students will understand the meaning and effects of outsourcing.** |
| **Rationale** | In this lesson, students will learn about the global economy, conduct research on the culture of a foreign country and its impact on business relations, and write an essay about their views on outsourcing. |
| **Duration of Lesson** | This lesson should take 5 class days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Copies of assigned activities * Internet * Multimedia Presentations * Cultural Differences Presentation Rubric * World Map * Global Economy Student Notes * Goin’ Global Student Notes * Global Economy Notes Extension Activity * Foreign Business Project Country Selection * Cultural Differences Worksheet * Business Customs Comic Strip Worksheet * Business Customs Comic Strip Rubric * Foreign Business Project * Teacher-Facilitator Rubric * Foreign Business Project Rubric * Outsourcing Persuasive Essay * Outsourcing Persuasive Essay Rubric * Computer lab * Teacher computer * Projector (for any digital presentation) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Preparation**   * Ask why is it necessary to get goods from other countries? * Ask why our government puts trade restrictions on imports? * Ask how do emerging nations become involved in international trade?   **Lesson Introduction**   * Show the multi-media presentation and lead class in a discussion. * Explain how all leading nations are interdependent. * Discuss the impact of cultural and social environments on global trade. |
| **Direct Instruction \*** | **Each student should** have a StudentNotes sheet to complete during the multi-media presentation. Explain to the class that the vocab will be on an exam so it is important they fill in all blanks.  Have students take notes to keep in notebook.  Part 1   1. Terminology (Students will fill in blanks)    1. Business Cycle    2. Prosperity    3. Inflation    4. Recession    5. Depression 2. U.S. and International Trade- Approximately 1/3 of world-wide production is sold outside of the “home” country;    1. Raw materials    2. Manufactured goods    3. Services as popular exchanges    4. Data is transferred 3. Businesses are Going Global 4. Changing markets 5. Foreign markets draw attention 6. Competition 7. Demand 8. Government support 9. Importance of International Trade 10. Over 250,000 U.S. businesses export products 11. 11% of GNP 12. 95% are small to med. Sized Export over $500 billion in products Wholesalers export over $100 billion 13. U.S.is 2nd largest exporter 14. U.S. is 1st in imports 15. U.S. trade deficit in 1971   Source: *Forbes* Global 2000: Top 25 Countries  After going through the facts stated in the outline above regarding international trade, begin a discussion with students about how international business affects them personally.  **Notes Extension Activity:** hand outthe assignment sheet and complete in class. You may want the group to partner up or just have each student complete it individually. This is one reason why students should have taken notes! DISCUSS the questions.  Part 2:   1. Introduction    1. Global business    2. International business    3. Multinational corporation   Ask how many students buy products online. Have a student record on the board what companies’ students shop online and whether those companies are based in this country or abroad.  Discuss with students the difference between a virtual business and an international or multinational company. A virtual business may (or may not) only exist online and not have any locations in other countries, but a multinational company can have facilities or factories scattered around the world, which can have a big impact on how business is physically conducted in the other countries. Have students in pairs think of a common company and research how many locations it is in and have the pairs discuss the kinds of issues must be considered in those countries   1. Common topics today    1. Culture    2. Trade agreements    3. Economic advantage    4. Outsourcing    5. Fair trade 2. Culture    1. Values       1. Religion       2. Authority       3. individualism/collectivism    2. Business customs       1. dress code       2. gift-giving       3. using a title       4. making appointments       5. negotiating contracts       6. phrases    3. Non-verbal communication       1. personal space       2. eye contact       3. smells       4. touch   **Assign “Cultural Differences” project**.This project will take approximately 3 to 4 class periods to complete and 1 to 2 class periods to present to the class.  \*Note: prior to the onset of this activity, the teacher will need to go to the website and pre-select the countries to use. Try to get countries that are not popular and those that are not in the news as much, for the students to really learn something when researching.  This activity allows for great class discussion, especially when the students present the final section.   1. Common trade agreements 2. Purpose-to make trade easier between member nations by reducing trade restrictions 3. WTO-World Trade Organization 4. EU-European Union 5. NAFTA-North American Free Trade 6. WTO 7. Increased international economic growth 8. More than 150 members 9. Headquartered in Geneva, Switzerland 10. Lower tariffs 11. Quotas eliminated 12. Less financing restrictions 13. EU 14. 28-member countries 15. Based in Brussels, Belgium 16. Eliminated many trade barriers 17. Established consistent standards for many products 18. Established a common currency to facilitate trade 19. NAFTA 20. Canada, Mexico, and United States are member countries 21. Reduced some and eliminated other tariffs between the member countries   Ask students how NAFTA can affect their lives as a result of living in a state bordering Mexico. Have students research NAFTA and how it has affected Texas, its job market, and any other issues they can uncover. Informally have them take turns presenting their findings.   1. Economic advantage 2. Absolute advantage-when a country can produce a product at a lower cost than other countries can 3. Comparative advantage-when a country may have an absolute advantage in producing more than one product, but it is more efficient at 4. Can be partially determined by a product’s life cycle   Discuss with students how economic advantage can be the basis of trade. For example, countries produce what they are best at and that they can produce as cheaply as possible. But sometimes countries can import something less expensively than they can produce it, such as the U.S. with oil. We can produce it, but it is more expensive for us to do that on a large scale so we still rely on foreign oil. Discuss the product life cycle with students-introduction, growth, maturity, and decline stages. Explain to students that when we were inventing computers (intro.) and sales were on the increase (growth), other countries developed technology to create competitors (used to be called “clones”) so as computers reached the maturity stage here, other countries could produce them cheaper and our country looked for different variations of the computer such as laptops, etc. Many countries benefitted from this cycle. Have students suggest other products that have gone through the same cycles and how countries benefit. Draw a bell curve diagram to demonstrate the process.   1. Outsourcing 2. Transferring functions normally performed within a company to outside of the company 3. Can reduce costs of a company 4. Can reduce jobs within a company, but can create more jobs to companies who specialized in the outsourced functions   Ask students if they have ever contacted tech support online or by phone for any of their products such as phones, software CDs, or DVDs. Most likely many of these people are located in other countries.  This is an effective way to introduce outsourcing as an expansion into global business.   1. Fair Trade    1. Promotes equitable trading opportunities in developing countries    2. Promotes sustainability and social awareness such as concern for the environment and favorable working conditions   Show students fair trade web sites such as those that have rules and regulations for what can be considered as fair-trade products.  There is a persuasive essay assignment on producing one over the other; for example, it may be more efficient to produce one product domestically and import the other product  *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 \*** | * The teacher will present the multi-media presentation while students take notes using their handout. * Students will work in class to complete the Notes Completion Activity to ensure understanding of the material. The projects are student-driven; therefore, the teacher will take on the role of a facilitator after students begin working on them. * Have students in pairs write a list of each of the brand names they are either wearing, carrying, or using. Have a student recorder use sticky flip chart paper and place them around the room according to the category of items such as clothing, backpacks, phones, or school supplies. Then have each pair go around the room and write down the brand names for each category on their list. The pairs should research online which brands are manufactured in which countries. Give each pair a blank world map (found later in this lesson) and record in which countries their items are manufactured. In this way students can better understand the impact of global business as it relates to their own lives.   *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** | Why do countries trade with each other?  Why do governments put trade restrictions on businesses?  Why is it important to an economy to maintain a balance of trade?  Which country is most influential according to Forbes “Global 2000: Top 25?” |
| **Summative / End of Lesson Assessment \*** | Rubrics will be used.  As a suggestion, the teacher may want to have students evaluate their peers as well. If so, copy extra rubrics ahead of time.  *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 (cte.unt.edu). |
| **References/Resources/**  **Teacher Preparation** | **Preparation**   * Make copies of all handouts for this unit * Secure a computer lab, if one is not readily available to your class * Make sure web sites are working and available. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English**  110.42(b) Knowledge and skills.   1. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:    1. expand vocabulary through wide reading, listening, and discussing; and    2. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary. 2. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:   **Speech**   1. identify main ideas and their supporting details; 2. summarize texts; and   (J) read silently with comprehension for a sustained period of time.  110.56 (b) Knowledge and skills.  (1)(A) explain the importance of communication in daily interaction;  (2)(E) participate appropriately in conversations for a variety of purposes; (3)(A) The student uses appropriate communication in group settings;  (E) use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups;  (5)(B) use language clearly and appropriately; |
| **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)