

Planned Course of Study

**GLOBAL CORPORATE PERSPECTIVES**

*Grades 10 – 12*

Business Department  
Salisbury Township School District  
1140 Salisbury Road  
Allentown, PA 18103

## **RATIONALE**

Global Corporate Perspectives is an elective Business course, which introduces students to the global economy and its effect on the business world. This course will provide the student with a foundation for studying international business and the many aspects of conducting business in today's global economy.

These foundations are the stepping-stones to success in an international environment, and will allow you to develop the appreciation, knowledge, and skills needed to live and work in a global economy. Students will gain the ability to analyze world economic trends and their impact on financial decisions and their personal lives. "Change is constant"...are you ready for the global workplace?

## **COURSE DESCRIPTION**

This course will help students gain an understanding of the international financial world. Learn how monetary policies and corporate business law affect global corporations. See how cultural diversity impacts business policies, procedures, and transactions. Investigate the corporate structure of a multi-national corporation. Consider international tax implications for global business practices. Take this course if you plan to climb the corporate ladder.

## **COURSE GOALS**

The student will:

- Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels).
- Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.
- Apply communication strategies necessary and appropriate for effective and profitable international business relations.
- Describe the environmental factors that define what is considered ethical business behavior in a global business environment.
- Relate balance of trade concepts to the import/export process.
- Apply marketing concepts to international business situations.
- Explain the concepts, role, and importance of international finance and risk management.

# COURSE SYLLABUS

- I. We Live in a Global Economy
  - A. The Foundation of International Business
  - B. International Business Basics
- II. Our Global Economy
  - A. Economics and Decision Making
  - B. Basics of Economics
  - C. Economic Systems
  - D. Achieving Economic Development
  - E. Resources Satisfy Needs
- III. Government and Global Business
  - A. Politics and Global Business
  - B. How Government Discourages Global Business
  - C. How Government Encourages Global Business
- IV. Foreign Exchange and International Finance
  - A. Money Systems Around the World
  - B. Foreign Exchange and Currency Controls
  - C. Currency Transactions Between Two Nations
- V. Production Systems for Global Business
  - A. Global Production
  - B. Expanding Productive Activities
- VI. Global Marketing and Consumer Behavior
  - A. Marketing Around the World
  - B. The Marketing Mix and the Marketing Plan
  - C. Planning Global Marketing Activities

**Global Corporate Perspectives**  
**10-12**  
**Semester**

***WE LIVE IN A GLOBAL ECONOMY***

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. differentiate between international and domestic business</li> <li>2. identify the three reasons why international business is important.</li> <li>3. describe the beginning of international business</li> <li>4. define NAFTA</li> <li>5. describe basic international business activities</li> <li>6. explain the components of the international business environment</li> <li>7. describe the roles that workers, consumers, and citizens play in international business</li> </ol>	<ul style="list-style-type: none"> <li>• teacher lead discussion on the differentiation between international and domestic business.</li> <li>• Student experiences of international business</li> <li>• Identify the countries that are involved in NAFTA (on a map)</li> <li>• Teacher lead discussion on the basic international business activities</li> <li>• Student examples of the international business components</li> <li>• Role play the various roles we play in an international business environment</li> <li>• Internet activities</li> <li>• Worksheet exercises</li> <li>• Global business examples</li> <li>• Global commerce and technology examples</li> </ul>	<ul style="list-style-type: none"> <li>• Homeworks</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Portfolios</li> <li>• Internet research projects</li> <li>• Class discussion</li> </ul>	<p>I. A Level 1,2 3 4</p>

**Resources/Materials**

Textbook, worksheets, internet, teaching transparencies, periodicals, atlas, encyclopedia

**Additional Resources/Inter-disciplinary Relationships**

Entrepreneurship, World Cultures, Business Math, Computer Applications, Economics, Social Studies, English

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**10-12**  
**Semester**

**OUR GLOBAL ECONOMY**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. describe the basic economic problem</li> <li>2. list the steps of the decision making process</li> <li>3. describe how the market sets prices</li> <li>4. explain the causes of inflation</li> <li>5. name the three main factors of production</li> <li>6. understand how different countries make economic decisions</li> <li>7. describe the factors that affect economic development</li> <li>8. identify the different levels of economic development</li> <li>9. discuss the economics of foreign trade</li> </ol>	<ul style="list-style-type: none"> <li>• guided lecture on scarcity and how it affects us everyday</li> <li>• role play how the decision making process is utilized (student examples)</li> <li>• student demos of supply and demand and everyday examples</li> <li>• discuss the resources that make up the factors of production and have students give examples</li> <li>• internet activities researching the various types of economies and how they affect economic decisions</li> <li>• teacher lead discussion on the three development factors</li> <li>• have students evaluate various countries and determine their economic status</li> <li>• global business examples</li> <li>• cooperative group worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• homeworks</li> <li>• quizzes</li> <li>• tests</li> <li>• portfolios</li> <li>• review packets</li> <li>• class discussion</li> <li>• written research paper on country economic development</li> <li>•</li> </ul>	<p>I. B. Level 1,2,3 II. A. Level 4 D. Level 2,3,4</p>
<b>Resources/Materials</b>			
Textbook, worksheets, internet, teaching transparencies, periodicals, atlas, encyclopedia			
<b>Additional Resources/Inter-disciplinary Relationships</b>			
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**GOVERNMENT AND GLOBAL BUSINESS**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. discuss various political systems around the world</li> <li>2. explain the political environment for a company's home and host countries</li> <li>3. describe laws and trade barriers that can discourage global business</li> <li>4. explain how political risks can disrupt global business activities</li> <li>5. identify the major types of taxes that governments impose around the world</li> <li>6. explain government actions that can encourage global business activities</li> <li>7. discuss the U.S. government agencies that can help reduce international risk</li> <li>8. describe how tax incentives encourage global businesses</li> </ol>	<ul style="list-style-type: none"> <li>• teacher lead discussion on political systems and the types of economies that are associated with them</li> <li>• student examples of home and host countries</li> <li>• internet research on various consumer protection laws</li> <li>• have students explain the various types of trade barriers</li> <li>• lecture on the political risks in international business and have students give their own examples from their experiences</li> <li>• have students research the various types of taxes and how they affect international business as well as the individual</li> <li>• teacher lead discussion on OPIC and EXIM</li> <li>• global business examples</li> <li>• cooperative worksheets encouraging exporting and importing activities</li> </ul>	<ul style="list-style-type: none"> <li>• homeworks</li> <li>• quizzes</li> <li>• tests</li> <li>• portfolios</li> <li>• government role playing strategies</li> <li>• class discussion</li> <li>• review packets</li> </ul>	<p>II. A. Level 4 B. Level 1,2,3,4 C. Level 3,4</p>
<b>Resources/Materials</b>			
Textbook, worksheets, internet, teaching transparencies, periodicals, atlas, encyclopedia			
<b>Additional Resources/Inter-disciplinary Relationships</b>			
Entrepreneurship, World Cultures, Business Math, Computer Applications, Economics, Social Studies, English			

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**FOREIGN EXCHANGE AND INTERNATIONAL FINANCE**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the role of money and currency systems in international business</li> <li>2. identify factors that affect the value of currency</li> <li>3. discuss foreign exchange controls</li> <li>4. describe the main activities of the World Bank and the International Monetary Fund</li> <li>5. discuss payment methods and financing sources for international business transactions</li> <li>6. explain other payment methods and financial documents used in international trade</li> </ol>	<ul style="list-style-type: none"> <li>• view various financial television shows to introduce students to role of money in various countries</li> <li>• have students give examples of older forms of money</li> <li>• internet research project based on the various other currencies and their exchange rates</li> <li>• ask students who have currency from other countries to bring in and offer their experiences with the currency in that country</li> <li>• teacher lead discussion on World Bank and the IMF</li> <li>• student lead discussion on payment methods other than cash</li> <li>• worksheet where students fill out a Commercial Invoice, Bill of Exchange, and Promissory Note</li> <li>• student lead discussion on the countries involved with the Euro Dollar</li> </ul>	<ul style="list-style-type: none"> <li>• one page summaries of TV shows viewed in class</li> <li>• homeworks</li> <li>• quizzes</li> <li>• tests</li> <li>• portfolios</li> <li>• internet activities</li> <li>• class discussion</li> <li>• research paper</li> </ul>	<p>IX. A. Level 1,2,3,4 B. Level 3,4 C. Level 3,4</p>
<b>Resources/Materials</b>			
Textbook, worksheets, internet, teaching transparencies, periodicals, atlas, encyclopedia, video			
<b>Additional Resources/Inter-disciplinary Relationships</b>			
Entrepreneurship, World Cultures, Business Math, Computer Applications, Economics, Social Studies, English			

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<b>PRODUCTION SYSTEMS FOR GLOBAL BUSINESS</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. diagram the basic model for all production processes</li> <li>2. summarize methods of operations management</li> <li>3. describe the different production methods used in various countries</li> <li>4. identify two ways production output is measured</li> <li>5. differentiate between producing products and creating services</li> <li>6. describe how technology influences office activities</li> </ol>	<ul style="list-style-type: none"> <li>• have students pick 3 products and describe the basic model for the production process</li> <li>• teacher lead discussion on the various methods for operations management</li> <li>• introduce the term JIT</li> <li>• internet activity in which students view the various production methods in a certain company</li> <li>• introduce CAD/CAM</li> <li>• teacher lead discussion based on productivity, quality control, and TQM</li> <li>• student lead discussion based on creating a service and why it's so important in today's society</li> <li>• give examples of the importance of having a technologically update office and the importance for doing business abroad</li> <li>• global business example</li> <li>• internet research on robotics</li> </ul>	<ul style="list-style-type: none"> <li>• homeworks</li> <li>• quizzes</li> <li>• tests</li> <li>• portfolios</li> <li>• internet reports</li> <li>• class discussion</li> </ul>	<p>VII.A. Level 2,3,4</p>
<b>Resources/Materials</b>			
Textbook, worksheets, internet, teaching transparencies, periodicals, atlas, encyclopedia			
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Entrepreneurship, World Cultures, Business Math, Computer Applications, Economics, Social Studies, English			

**Global Corporate Perspective**  
**10-12**  
**Semester**

<b>GLOBAL MARKETING AND CONSUMER BEHAVIOR</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. describe the nature of markets</li> <li>2. identify trends that influence global marketing opportunities</li> <li>3. list the four elements of the marketing mix</li> <li>4. describe a marketing plan and its use in global marketing activities</li> <li>5. explain the international marketing environment</li> <li>6. identify factors that influence consumer behavior in different countries</li> <li>7. describe the methods used to segment markets and identify a target market</li> </ol>	<ul style="list-style-type: none"> <li>• ask students to differentiate between selling abroad as opposed to in it's home country</li> <li>• global example "Global Marketing of Fast Food"</li> <li>• focus on technology as the most important trend that influences global marketing</li> <li>• have students pick 3 products and describe the 4 elements of the marketing mix</li> <li>• E-commerce example</li> <li>• Teacher lead discussion explaining the international marketing plan</li> <li>• Have students create a marketing plan</li> <li>• Teacher lead discussion on the 4 factors of the marketing environment and the 4 factors that influence consumer behavior</li> <li>• Student lead discussion on how we segment markets and identify a target market</li> <li>• Global example</li> <li>• Internet activity identifying global marketing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homeworks</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Portfolios</li> <li>• Internet activities</li> <li>• Class discussion</li> <li>• Marketing plan</li> </ul>	<p>VII. A. Level 2,3,4 B. Level 2,3,4 C. Level 1,2,3,4</p>
<b>Resources/Materials</b>			
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