

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Develop Global Economic Awareness

Course Code: 034300

COURSE INTRODUCTION:

Course Rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.

Course Description: This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government's role in business, and technology in the business world.

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UNIT DESCRIPTION:		SUGGESTED UNIT TIMELINE: 4 Weeks				
Students will learn how international business impacts daily life.		CLASS PERIOD (min.): 50 MINUTES				
ESSENTIAL QUESTIONS:						
1. How does the global economy affect me?						
2. What is the impact of supporting global economies?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/ CLEs	PS	CCSS	OTHER	DOK
1. Describe the influence of international trade on business				RST.11-12.5 N-CN.11-12.1 N-CN.11-12.2 N-CN.11-12.3	Intl I.A.1.1	2
2. Explain marketing and its importance on a global economy				RST.11-12.1 RST.11-12.2	Mktg I.3.4 Mktg 1.4.1 III.F.2.1 III.F.3.1 III.F.3.2	3
3. Describe the different ethical standards of various cultures				RST.11-12.9	Intl IV.1.1	2
4. Identify the impact of the global economy on consumers				RST.11-12.1 RST.11-12.2 WHST.11-12.1a	Com II.A.2.2 Com II.A.3.5 Mktg III.D.E.t (?)	1
5. Adapt communication to the cultural and social differences among clients				SL.11-12.4 ST.11-12.5 RST.11-12.1 RST.11-12.2	Intl IV.4.1 Intl I.A.3.1	4

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6. Discuss the impact of globalization on business				SL.11-12.1a SL.11-12.1c SL.11-12.1d		3
7. Compare and contrast the USD to other currencies				RST.11-12.9 N-CN.11-12.1 N-CN.11-12.2 N-CN.11-12.3	Intl IX.A.2.2	3
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Individual presentation explaining the culture and economy of chosen country. (DOK Level 3) Group project demonstrating awareness of global economics. (DOK Level 4) Written Test assessing understanding of terminology and general ideas from the unit. (DOK Level 2) *Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
7	1. The teacher will lecture and facilitate discussions on topics included in the Foreign Currency Exchange Lesson and assist students as they complete the questions and worksheets for each section. The teacher will also assist students as they use problem-based learning to complete the Trail of Thieves activity.					
1	2. The teacher will have students complete Trade Among Nations and Measuring Trade Relations graphic organizers as part of the lecture on these topics. The teacher will also lecture on Scarcity, having students pick a country and complete the Country Task Sheet .					
2, 4	3. The teacher will instruct students to pick a county and research it to answer questions on the Trading Economies Worksheet. The teacher will share the rubric with students for the International Business poster and discuss items that should be on the accompanying worksheet.					
4	4. The teacher will present information on the points of Global Marketplace worksheet while students take notes on the					

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	worksheet.
3, 5	5. The teacher will provide the Personal Culture Bingo cards or have students create their own and the teacher will call out items. The teacher will lead a class discussion based on the items listed on the Cultural Misunderstandings assignment.
6	6. The teacher will assist students as they do independent research to complete the Gathering Data activity. The teacher will provide magazines and the Visual Representation of Intl Bus scoring guide for students to produce a creative project.
3, 5	7. The teacher will introduce the Country Cultures Assignment and have students choose a country. Students will need to complete the Culture Worksheet as part of the project and the teacher will need to approve it before students are allowed to create the presentation. The teacher will review the directions for International Business Trip project and assess student's individual progress. The teacher will facilitate as students research their chosen country for the International Business Travel project. The teacher will convey the expectations for the International Business Project with Quiz and score their presentation and the quiz created by the student.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7	1. Students will take notes on a graphic organizer and discuss the basics of foreign currency exchange. Students will complete worksheets on foreign currency exchange rates. Students will also complete the Trail of Thieves activity.
1	2. Students will take notes on graphic organizers about trade among nations and trade relations. Students will complete a country task sheet.
2, 4	3. Students will conduct online research to complete the trading economies worksheet.
4	4. Students take notes on the global marketplace worksheet.
3, 5	5. Students explore personal culture and cultural misunderstandings through activities and an assignment.
6	6. Students conduct independent research on a country using a teacher provided worksheet. Students then create a visual representation of this country.
3, 5	7. Students choose a country to research for an international business trip project. Worksheets are used to guide student research. Students will make a final presentation of research findings.

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UNIT RESOURCES: (include internet addresses for linking)

www.mcce.org – Resources @ MCCE:

BE 10.0102 B577 - Focus: Globalization

William Bosshardt, David Hummels, Bonnie T. Meszaros, Sandra J. Odorzynski, Phillip J. VanFossen, Michael Watts

NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2006.

BOOK — Overview to help teachers grasp the concepts underlying the debates surrounding globalization. Provides 12 classroom-ready lessons to help students apply economic understanding to real-world situations.

BE 10.0102 L951 - Focus: International Economics

Gerald J. Lynch, Michael W. Watts, Donald R. Wentworth, Harlan Day, Jane Lopus, Charles Noussair, Caryn Kikta, Daniel Vazzanna

NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 1998.

BOOK — Examines basic concepts and issues in international economics. 20 lessons organized around several major content themes: international economics; global production and competition; exchange rates and issues in international finance; free trade vs. protectionism; international economic development; and, economic systems.

BE 52.1401 D627 - Multicultural Manners: Essential Rules of Etiquette for the 21st Century

Norine Dresser

HOBOKEN, NY, JOHN WILEY & SONS, 2005.

BOOK — Readers will discover the dos and don'ts of successful business and social interaction, detailed tips on avoiding embarrassment in a variety of social settings, amusing firsthand accounts of cultural gaffes, a breakdown of customs, religions, languages, and ethnicities for seventy different countries, and appropriate etiquette for innumerable settings.

BE DVD ROM 80 - Cappuccino Trail: The Global Economy in a Cup

Films for the Humanities and Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES AND SCIENCES, 2002.

DVD ROM — A 150-pound bag of coffee beans might earn a farmer \$50; the "street value" of that same bag 10,000 cups of coffee is around \$20,000. By following the trail of two coffee beans grown in the Peruvian Andes, this program takes a unique look at the ubiquitous stimulant which, after oil, is the most globally traded commodity. One of the beans takes the route of the open market where its price is determined by commodities traders and analysts, such as Merrill Lynch's Judy Gaines, the industry oracle who discusses the markets volatility. The other bean finds its way into Cafe Direct, a new gourmet coffee launched in Britain by a company dedicated to paying fair prices to farmers for their high-quality organic crop. 50 minutes.

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BE VIDEO 155 - Global Marketplace

Art & Design Television Networks

NEW YORK, NY, A&E TELEVISION NETWORKS, 2001.

VIDEO — The downfall of communism and the end of the Cold War provided an atmosphere for a booming world economy. The removal of former barriers heightened global awareness. It also brought age-old ethnic wars to public attention. Is our nation obligated to defend the countries we do business with? This video documents a whole new genre of ethics for a new era. 50 minutes.

BE VIDEO 38 - International Trade

The School Company

VANCOUVER, WA, THE SCHOOL COMPANY, 2001.

VIDEO — This video series is an excellent resource for economics. It presents snapshots of the topics that include clear definitions, distinguishing differences, relevant backgrounds, and overall summaries. This fast-paced series will help answer some of the basic questions students have about economics in an easy-to-understand way.

BE VIDEO 66 - Cross Cultural Communications

Promedion Productions

PROMEDION PRODUCTIONS, 2002.

VIDEO — This video shows the difficulties of cross-cultural communication. It emphasizes the importance of understanding and respecting other cultures. 36 minutes.

BE 13.1399 W333 - Teaching the Ethical Foundations of Economics

Jonathan B. Wight and John S. Morton

NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2007.

BOOK — Book contains 10 lessons that reintroduce an ethical dimension to economics in the tradition of Adam Smith. Through these materials students will have the opportunity to learn about the important role ethics and character play in a market economy and how, in turn, markets influence ethical behavior. The lessons involve students through simulations, group decision making, problem solving, classroom demonstrations and role playing. Grades 9 - 12.