

Marketing 4: Global Business Issues

Grades 10-12

Units of Credit: One Semester (Elective)

Prerequisites: Recommended Marketing 3

Course Description:

Global Business Issues command center stage in today's global economy. The international business standards focus on:

- raising awareness of the interrelatedness of one country's political policies and economic practices on another;
- learning to improve international business relations through appropriate communication strategies;
- understanding the global business environment--that is, the interconnectedness of cultural, political, legal, economic, and ethical systems;
- exploring basic concepts underlying international finance, management, marketing, and trade relations; and
- identifying forms of business ownership and international business opportunities.

Co-curricular with Career & Technical Student Organizations, including BPA and DECA (optional by school).

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S,R)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)
4. I can identify my personal goals and values. (K)
5. I can identify my personal strengths and weaknesses. (K)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (K)
2. I can contact my school career counselor or teacher to pursue career pathways. (S)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (K)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (S)
3. I can identify child development theories and their implications for educational and childcare practices. (K,R)
4. I can analyze cultural and environmental influences when assessing children's development. (R)
5. I can analyze abilities and needs of children and their effects on children's growth and development. (R)
6. I can identify appropriate guidelines for positive interactions with children. (K)
7. I can identify changes in family roles and family types. (K)
8. I can interpret the family life cycle/roles of parents. (R)
9. I can define and identify ways parenting skills can be developed. (K)
10. I can evaluate factors to consider in determining personal preparedness for parenthood: (i.e., biological, social, emotional, financial, and education). (R)
11. I can evaluate the demands and rewards of parenting. (R)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)**Benchmark 1:**

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (S)
2. I can document financial inputs and outputs. (S)
3. I can identify the necessity to maintain accurate financial records. (K)
4. I can apply and stay within a fixed budget. (S)
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. (K)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (S)
2. I can prioritize resources, equipment and tasks. (S)
3. I can reflect upon completion. (S)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (S)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (K)
2. I can maintain the tools of the trade. (S)
3. I can maximize the use of my resources. (S)
4. I can investigate the costs of birth defects to my family and society. (S)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (S)
2. I can apply leadership styles in group activities and projects. (S)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can arrive on time for class and work. (S)
2. I can develop personal and work related goals. (S)
3. I can describe ethical behavior in the workplace. (K)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S)
4. I can participate in classroom discussions while respecting diverse opinions. (S,R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S)
3. I can develop quality written professional communications. (S)
4. I can model and demonstrate appropriate communication skills. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels. (K,R,S)
2. I can describe the interrelatedness of the social, cultural, political, legal, and economic

factors that shape and impact the global business environment. (K,R,S)

3. I can apply communication strategies necessary and appropriate for effective and profitable international business relations. (K,R,S)
4. I can describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment. (K,R,S)
5. I can identify forms of business ownership and entrepreneurial opportunities available in international business. (K,R,S)
6. I can relate balance of trade concepts to the import/export process. (K,R,S)
7. I can analyze special challenges in operations, human resources, and strategic management in international business. (S,R)
8. I can apply marketing concepts to international business situations. (K,R,S)
9. I can explain the concepts, role, and importance of international finance and risk management. (K,R,S)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can understand and follow listed direction to keep students and equipment safe. (K)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can use best practices equipment, programs, and procedures for specific tasks. (K)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can use established procedures to manage and maintain technological tools. (K)
2. I can understand and follow appropriate trouble shooting steps. (K,S)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can use research procedures and skills to develop an informed position on a marketing-related issue. (K,R,S)
2. I can select appropriate technology in a business environment. (R,S)
3. I can select and use presentation software and electronic media. (R,S,P)
4. I can explain and evaluate the effects of technology on consumers and business. (K,R,S)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (S)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (*K*)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (*S*)
3. I can present my unique project to an authentic audience. (*S*)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (*Type*):

1. I can identify possible consequences of carelessness and horseplay. (*K*)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (*K*)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (*Type*):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (*S*)