

Public District School Board Writing Partnership

Business Studies

Course Profile

Introduction to International Business

Grade 12

University/College Preparation

BBB4M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview

Introduction to International Business, BBB4M, Grade 12, University/College

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.*

Prerequisite: Any University, University/College, or College Preparation course in Business Studies or Canadian and World Studies

Course Description

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.

Course Notes

Safety is a very important issue that should be emphasized by the teacher. The fields trips suggested in the activities will be governed by the local board policy on trips. Topics of discussion should include the environment, trip safety, Internet safety, ethics, and legal requirements of working online, and interview safety. Special emphasis should be placed on part-time and summer jobs, as many students may be employed or looking for employment. A safety resource produced by The Ontario Ministry of Labour is found in the Overview Resources.

Students work collaboratively throughout the course; therefore, addressing conflict management is important to student success. A variety of topics in international business can lead to emotionally charged discussions and potential conflicts. At the beginning of the course, the teacher should address this issue, emphasizing that not all conflicts can be resolved but people can always choose how to handle them.

New approach to conflict resolution might include: define the conflict; state the problem; check your perceptions; generate and evaluate a list of possible decisions/alternatives; reach a mutually acceptable decision; and implement and evaluate the decision. If the decision is satisfactory, continue the work; if the decision is unsatisfactory, repeat the process. Point out that different cultures perceive conflict differently – what constitutes conflict and how to resolve problems may vary from culture to culture. Self-, peer, group, and teacher assessments are a way to assess students on their ability to work as a team.

Throughout this profile, teachers should refer to and make use of the school's Guidance and Career Education Program Plan (*Choices Into Action*). Students can use career-access software, e.g., *Career Cruising* and *Career Explorer*, listed under Career Resources, to explore job descriptions, working conditions, earnings, education, career paths, and related fields in international business. Students should be aware of the cooperative education experiences available and the dynamic nature of business career paths available to them. Unit 5, World Markets and Careers, activities can be integrated throughout the course depending on the approach to career education the teacher wishes to take.

It is advisable for teachers to identify and gain the participation of local businesses with international connections, wherever possible. Teachers are encouraged to develop an in-class display of community businesses and to highlight existing school/business partnerships. In addition, teachers might approach community businesses that reflect the diversity of the local school community and use them as a supplementary resource.

To create interest in Introduction to International Business, community members who have had experiences working or studying abroad could be invited to speak to the class or to the school. An International Business class could organize an "International Opportunities Fair" on a day, or an afternoon, where representatives from educational institutions, student services, multi-national corporations, local businesses, and international development agencies could set-up displays to inform the students in the school about the variety of exciting opportunities that exist for them in the world of international trade.

For some of the activities students will need access to computer technology, including the standard office productivity tools, such as word processors, spreadsheets, databases, e-mail, and the Internet.

Units: Titles and Times

* Unit 1	The Global Environment for Business	30 hours
Unit 2	Business and Trade	18 hours
Unit 3	Factors Influencing Success in International Markets	24 hours
Unit 4	Marketing Challenges, Approaches, and Distribution	24 hours
Unit 5	World Markets and Careers	14 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Global Environment for Business

Time: 30 hours

Strand(s): The Global Environment for Business, Business and Trade

Unit Description

Students determine how international business and economic activities increase the interdependence of nations; analyse ways in which people and domestic businesses have been affected by international business; evaluate the factors that influence a country's ability to participate in international business; and demonstrate an understanding of international business terminology and concepts.

Cluster 1.1 focuses on international interdependence. Students create a chart with the following headings in the left column: Food Sources; Clothing Sources; and Entertainment Sources. To the right of each heading, students list goods and services that they commonly purchase and then identify where these goods and services have been manufactured or produced. Sharing lists with other classmates and creating a master list of as many foreign manufacturers and producers as possible completes this part of the activity. Next, the class discusses interdependence on a much larger scale, such as trying to achieve global objectives such as eliminating hunger, child poverty, child labour, or terrorism. Groups of students can research a past Team Canada mission, an international agreement (NAFTA), or an international organization (WTO), to identify the positive impacts of going into business with foreign companies and/or trading abroad. Students then research the impact of relying on goods and services manufactured in other countries.

In **Cluster 1.2** students examine some of the major effects of international business activities. The teacher provides organization charts of two business firms operating in the same major industry, one business concentrates on domestic markets and the other has a major international/global focus. Students make comparisons of the global and the domestic organizations. In addition, they conduct a specific examination of a major Canadian international business relationship by identifying both its advantages and disadvantages. A culminating activity of this cluster involves identifying ways in which global business has led to changes in jobs and the workplace in general. The students use the Internet, newspapers, and magazines to prepare a scrapbook of job advertisements for middle or upper management positions that include international business responsibilities.

Cluster 1.3 requires students to examine the government regulations and international currency fluctuations that impact foreign trade. Each student acts as a government agent and inspector, analysing an invoice from one of the "shipments" that has just arrived. The teacher creates a series of invoices, each one for a product that comes under specific Canadian government regulations, and each one from a different country. Students calculate the value of the shipment using different tariff and currency exchange rates. The second part of the activity has the students calculate what the shipment would have cost had it been ordered a year ago. Students assess the need for trade restrictions.

Cluster 1.4 requires students to investigate ways in which technology impacts on global business. In a group e-search activity students examine several areas in which technology supports international activities. Each student group selects one area of the technological infrastructure (e.g., banking, communication) examines a number of competing websites, and prepares a report using presentation software, where possible. Through a think/pair/share activity students examine a variety of other factors that impact on global activities. This exercise helps students develop, refine, and organize their understanding of the factors that encourage trade and provides them with an opportunity to present them.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
1.1	GEV.01, GE1.01, GE1.02, GE1.04	Knowledge/Understanding Thinking/Inquiry Communication Application	International Interdependence (8 hours)
1.2	GEV.02, GE2.01, GE2.02, GE2.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Effects of International Business (6 hours)
1.3	BTV.01, GEV.01, GEV.03, BT1.02, GE1.03, GE3.02, GE3.04, GE3.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Factors that Discourage Trade (8 hours)
1.4	GEV.03, BTV.01, GE3.01, GE3.03, GE3.04, GE3.05, BT1.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Factors that Encourage Trade (8 hours)

Unit 2: Business and Trade

Time: 18 hours

Strand(s): Business and Trade

Unit Description

Students profile Canadian businesses that have benefited from their involvement in international trade, and use these businesses as examples that reflect the impact of international trade on Canada’s economy and on the rationalization of Canadian industries.

In **Cluster 2.1** students analyse individual company profiles taken from a variety of industries and sectors, e.g., communication, transportation, retail, packaged goods, etc. These profiles are available in text material, videotapes, annual reports, magazine and newspaper articles and various websites (see Resources). Students draw conclusions from the profiles that illustrate how Canadian companies benefit from international trade and how Canada’s development of trade with other nations has helped our trading partners.

The focus of **Cluster 2.2** is broader, in that it requires students to use their research skills to observe the state of the Canadian economy and its relationship to international trade. By examining a series of annual reports from several major Canadian companies, documenting the history of these firms, and describing their increased involvement and dependence upon international operations, students report on the impact that the state of the Canadian economy has had on the growth of Canadian business internationally and the impact that Canadian businesses that have grown internationally have had on the Canadian economy.

Cluster 2.3 focuses on the concept of rationalization. Students examine businesses both nationally and in their community to understand the concept of rationalization and the effects of rationalization, e.g., its role in downsizing, mergers, shutdowns, plant transfers and growth opportunities, on the local and national economy. Using interviews, newspaper articles, and personal observations, students describe the reasons for the growth of international business activity in Canada and explain how this growth has affected both multi-national corporations and neighbourhood stores, factories, and industries by changing the way these businesses function today, expanding cultural awareness, providing growth opportunities, and causing some economic hardships.

Guest speakers, both from companies that have benefited from global trade and from companies that have not, bankers, and local economic development officers would be valuable resources for this unit.

Teachers must follow board and school policies related to visitors to the classroom. Students with relatives in other parts of Canada are an excellent resource to help with regional comparisons of the impact of trade. **Note:** Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all.

Students personalize this unit by identifying the products they would not have if international trade were to stop altogether. Teachers could provide a “What Would You Miss Most” assignment to begin the activity, requiring students to create a top ten list of the products that would disappear if Canadian businesses did not trade.

Teachers involve students in discussions of trade’s economic impact by asking them to outline what would happen to their job or the job of one of their relatives if Canada ceased trading with other nations. For example, students working for one major fast food chain might lose their jobs, while students working for another chain would not.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
2.1	GEV.04, BTV.02, GE4.01, GE4.03, BT2.02, BT2.06, BT2.01	Knowledge/Understanding Thinking/Inquiry Application	Benefits of Trade (6 hours)
2.2	BTV.02, BTV.03, BT2.02, BT2.03, BT2.04, BT2.05, BT3.02	Thinking/Inquiry Communication Application	The Importance of Trade (6 hours)
2.3	GEV.04, BTV.03, GE4.02, BT3.01, BT3.03, BT3.04, BT3.05, BT3.06	Thinking/Inquiry Communication Application	Managing International Business (6 hours)

Unit 3: Factors Influencing Success in International Markets

Time: 24 hours

Strand(s): Factors Influencing Success in International Markets

Unit Description

This unit focuses on the reasons why some businesses are successful in international markets and others are not by examining a numbers of Canadian businesses. Students analyse the reasons for the successes and the causes of the failures.

In **Cluster 3.1**, students determine what shapes a country’s culture and determine how cultural factors influence consumer needs and wants. They should work in small groups to define the factors that make up Canada’s culture and share their findings with the class to arrive at a Canadian Cultural Profile. Students then select a country, and create a Cultural Profile for that country. Students ultimately create a chart that compares Canadian culture with the culture of the selected country, with examples that illustrate each cultural difference. Students can use the chart to create a bulletin board display, class presentation, school wide Cultural Fair display, or an illustrated report, etc.

Cluster 3.2 builds on the cultural factors identified in Cluster 3.1. The focus of this cluster is on how various factors influence negotiations, business practices and actual trade agreements, and how a lack of awareness of any of these factors could cause problems. The need for research before any business enters a new market should be emphasized. Students work individually or in small groups to research the accepted business practices of a selected country to create a business travel advisory, e.g., “Doing Business in (*country*)” for Canadian managers wishing to deal with companies in this country. The travel advisory includes specific examples of businesses that have been unsuccessful as a result of their failure to research the accepted business practices. The reports could be shared with the class to create a list of common business mistakes. Numerous websites provide detailed information concerning “dos and don’ts” about dealing with other nations (see Resources).

In **Cluster 3.3** students examine Canadian businesses that have been successful in international markets, including multinational corporations (MNC), global businesses and local businesses dealing internationally. Students should write a short essay or report on the following topic: Using several specific examples of Canadian businesses, show how Canada’s cultural diversity contributes to the competitive success of these businesses in international markets. These essays and/or reports are presented to the class in the form of an illustrated talk focusing on why some companies are more capable of achieving international success than others.

Cluster 3.4 focuses on the factors that influence a business’ success that cannot be controlled by the individual business. An understanding of these factors will provide the potential Canadian importer or exporter an opportunity to anticipate and plan for all possible scenarios, i.e., contingency planning. Teachers develop scenarios that describe economic and political situations and have the students assume the roles of Canadian businesspersons, determining the potential impact on their businesses. Some examples could include drought conditions, declaration of war, hurricane devastation, sudden change in the value of the Canadian dollar, changes in legislation related to environmental standards, and a change in government of a trading partner. These activities suggest using many different approaches in the presentation of the content, such as guest speakers, panel discussions, field trips, etc.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
3.1	IMV.01, IM1.01, IM1.03, IM1.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Cultural Factors (6 hours)
3.2	IMV.01, IMV.03, IM1.02, IM3.01, IM3.02, IM3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Problems and Mistakes (6 hours)
3.3	IMV.04, IM4.01, IM4.02, IM4.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Business Success in International Markets (6 hours)
3.4	IMV.02, IMV.04, IM2.01, IM2.02, IM2.03, IM4.03, IM4.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Political and Economic Factors (6 hours)

Unit 4: Marketing Challenges, Approaches, and Distribution

Time: 24 hours

Strand(s): Marketing Challenges, Approaches, and Distribution

Unit Description

Students explain the marketing challenges facing international business. They focus on the examination of marketing approaches, distribution and logistics, and ethical challenges.

Cluster 4.1 is a group research and presentation activity. Students select one major Canadian export and one major Canadian import. Using an e-search of websites, e.g., federal government, trade associations, students compare the ease with which these items move between Canada and a principal, offshore trading partner. In addition, they explain the significant challenges faced by the Canadian exporter in dealing with this trading partner. The material developed by each group is presented orally to the class.

Cluster 4.2 is an individual activity in which students select a specific product or product category and a specific foreign market. Through an e-search of websites, e.g., federal government, destination government, students identify major market characteristics, e.g., legal-political, socio-cultural, educational. They determine what other secondary and primary market research activities are needed to prepare for entering this market. Based on the information generated they prepare a report, which outlines how the product's Canadian marketing mix could be or has been changed to meet the foreign market requirements. This activity may be linked to Cluster 4.3.

Cluster 4.3 is a group activity in which students select a specific product or product category and two diverse foreign markets, e.g., one located in Europe, and one in Asia. Each group then compares product distribution in Canada to its distribution in the two foreign markets. An export plan outlining delivery logistics, transportation, and possible technological support is produced for each of the two markets.

Cluster 4.4 focuses on the role of the multinational companies in a host country. The impacts are presented and evaluated in a student debate using a resolution, such as, "multinational companies do more good than harm." The effectiveness of the arguments is assessed by a group of student judges.

In **Cluster 4.5**, students conduct an individual e-search of Canadian Government websites, e.g., Department of Foreign Affairs and International Trade, C.I.D.A, to develop an annotated bibliography that contains descriptions of Canadian initiatives to aid developing nations strengthen their international business capabilities.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.1	MCV.01, GEV.04, MC1.01, MC1.02, GE4.04	Knowledge/Understanding Thinking/Inquiry Communication	The Challenges of International Marketing (6 hours)
4.2	MCV.01, MCV.02, MC1.03, MC2.01, MC2.02, MC2.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Adapting Marketing Approaches to Foreign Market Conditions (6 hours)
4.3	MCV.01, MCV.02, MCV.03, MC1.04, MC3.01, MC3.02, MC3.03, MC3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Distribution and Logistics (6 hours)
4.4	MCV.04, MC4.01, MC4.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Ethical Issues Confronting Multinationals (4 hours)

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.5	MCV.04, MC4.03	Knowledge/Understanding Communication	Canada's Role in Developing Potential Within Host Countries (2 hours)

Unit 5: World Markets and Careers

Time: 14 hours

Strand(s): World Markets and Careers

Unit Description

Students identify a variety of opportunities available to them in international markets for entrepreneurial ventures, employment, training, and education. Teachers could integrate Cluster 5.3 throughout the course, emphasizing career opportunities as the course material dictates (a career profile of a translator in Unit 3, a career profile of a freight forwarder in Unit 4, etc.). The focus here should be on how the students can participate in world markets, and not on the specific trade relationships.

Cluster 5.1 deals with the entrepreneurial opportunities that exist because of Canada's foreign trade. Students select an entrepreneurial venture they would like to start and describe how they would use the international marketplace to make their venture a success. They select three possible markets, one being the United States, and compare the opportunities available in each of these markets for their business idea. The comparison should include the business environmental, economic, and social factors that would influence the success of their businesses in each of their selected markets. As some students will select import opportunities and others will select export ventures, groups consisting of both exporters and importers should be formed to discuss the feasibility of each student's venture and help select the best market for it.

The focus of **Cluster 5.2** is on opportunities for students to work abroad. Numerous websites outline the employment opportunities in other nations, and provide information regarding working and living conditions, the application process, government restrictions, and other details necessary for the student to know before working abroad. The student selects one of these employment opportunities and creates a letter of application for the job. They submit this application letter along with a detailed description of the job, the countries' cultural differences, and the working conditions they expect to find when they begin work there.

In **Cluster 5.3** students create or examine a variety of individual profiles that outline career paths that lead to jobs in international businesses. These profiles could be part of a portfolio or journal and should be assigned as the course material dictates. In the final part of the activity students select the career that is of most interest to them personally, and to research that career in depth (educational requirements, detailed job description, names of companies that provide careers in this area, advantages and disadvantages of working in this career, etc.).

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
5.1	WMV.01, WM1.01, WM1.02, WM1.03, WM1.04	Knowledge/ Understanding Thinking/Inquiry Application	Entrepreneurial Opportunities in International Business (4 hours)

Cluster	Learning Expectations	Assessment Categories	Focus/Time
5.2	WMV.02, WM2.01, WM2.02, WM2.03, WM2.04	Thinking/Inquiry Communication Application	Working in International Markets (6 hours)
5.3	WMV.03, WM3.01, WM3.02, WM3.03, WM3.04	Thinking/Inquiry Communication Application	Careers in International Business (4 hours)

Teaching/Learning Strategies

There is a conscious quest for a balance of traditional modelling of skills and knowledge, together with a blend of small group, individual practice, and individual exploration in this profile. The strategies are listed to provide a means for teachers to quickly reflect on what they have used in the past and what they can adopt. The Pedagogy Resources section and *The Ontario Curriculum Unit Planner K-12* provide detailed explanations of strategies.

Assessment & Evaluation of Student Achievement

Teachers should employ assessment strategies frequently throughout the course to communicate the expectations of the course to students and to make appropriate adjustments to teaching and learning strategies.

Marking schemes and rubrics used for evaluation should be organized to include the four Achievement Chart categories or as many as are applicable. One student-generated product or process may be evaluated under multiple categories: Knowledge and Skills, Thinking/Inquiry, Communication, and Application.

Some strategies, which are consistent with the assessment techniques referred to in the activities, are presented below:

- Share the rubrics for culminating activities at the beginning of the unit, so criteria are clear for students and can be used to support the learning in all activities in the unit.
- Develop rubrics with students, where appropriate and when both teacher and students understand and are comfortable with the process.
- Emphasize the language of assessment and evaluation in your discussions with students.
- Provide sample work demonstrating achievement at different levels for students.
- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Provide opportunities for students to retry assignments until they can demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide choice in activities/assessment tasks to accommodate the diverse needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.

Assessment Purposes

Assessment may be diagnostic, formative, and summative. Diagnostic assessment includes informal observation checklists, quizzes, and in-class questions and answers. The following strategies and tools may be used for both formative and summative purposes.

Method	Strategy	Tool
Paper-and-Pencil	Test - selected response - true/false - constructed response	Marking Scheme
Performance Task	Oral presentation Debate	Rubric Checklist
Personal Communication	Student-teacher conference Classroom question and answer	Rating Scale Anecdotal record

Final Course Evaluation

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, portfolio, and/or other method of evaluation. Teachers must ensure that a student's most consistent performance level is reflected in his/her final grade. Teachers must also provide a variety of opportunities for students to demonstrate their achievement of the expectations. The final evaluation could be a portfolio that consists of material relating to a specific Canadian trade relationship (see Appendix A).

Accommodations

Teachers should consult individual student IEPs for specific direction on accommodation for individuals. *The Ontario Curriculum Unit Planner K–12, Special Education Companion* is an excellent source of accommodation suggestions.

ESL/ELD Accommodations

- The teacher should set the tone for a positive attitude toward helping students with special needs.
- English-speaking students can help their classmates in ESL/ELD programs by repeating, rephrasing, and writing words down.
- Provide peer tutors, ideally who speak the same first language, and give them specific responsibilities.
- Give recognition to partners for undertaking responsibilities.
- Avoid all-ESL groupings.
- Encourage students in ESL/ELD programs to use their own language for clarification and explanation.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts on which the teacher highlights important terms, explains words, and clarifies instructions, etc. while students do the same on their copy.
- Provide a glossary of terms for the reading.
- Encourage the use of first-language dictionaries for assignments and assessments.
- Pair written instructions with verbal instructions.
- Provide visual and auditory clues.
- Prior work may be needed to familiarize ESL students with the process and vocabulary of rubrics.

Enrichment Accommodations

The teacher can challenge the learner through product and process. The teacher can enrich the learning experience by:

- encouraging and reinforcing the application of abstract thinking skills to complex content, resulting in a sophisticated product;
- integrating cross-curricular activities;
- fostering in-depth learning of a self-selected topic within the expectation requirements;
- being aware that students may be gifted in one area and not in others;
- encouraging and using the DECA™ and Ontario Business Educators Association (OBEA) contests;
- motivating students to synthesize course content with their own experiences and ideas.

Resources

Units in this profile reference the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that this licence covers resources they wish to use. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Pedagogy Print

Bennett, B., Carol Rolheiser-Bennett, and Laurie Stevahn. *Cooperative Learning Where Heart Meets Mind*. Toronto: Educational Connections, 1991. ISBN 0-4444-555-6

Gibbs, Jeanne. *Tribes: A Process for Social Development and Cooperative Learning*. Santa Rosa, 1996. ISBN 0-932762-08-5

OSSTF/FEESO. *Quality Assessment: Fitting The Pieces Together*. Toronto: OSSTF Educational Services Committee, 1999. ISBN 0-920930-47-6.

Pedagogy Internet

The writers have verified the URLs for the websites before publication. Given the frequency with which these designations change, teachers should always verify the websites before assigning them for student use.

Interactive Curriculum – www.interactivecurriculum.com Completed profiles, test and assessment tools.

Pedagonet – <http://www.pedagonet.com/>

This site offers a search engine, which facilitates the exchange of learning resources.

Premier Tracks – <http://4teachers.org/premier/>

A collection of K-12 web-based lessons for a variety of subject areas created by SCR*TEC's TrackStar.

School Net – <http://www.schoolnet.org>

This site is dedicated to serving the interests of students, parents, and educators regarding every facet of education.

Teacher Talk – <http://www.mightymedia.com/ttalk/index.asp>

This site provides a discussion area for teachers related to technology instruction.

Safety

Canadian site for occupational Health and safety – www.ccohs.ca/

Live Safe! Work Smart! Health and Safety Resources for Ontario Secondary School Teachers. Queen's Printer for Ontario, 2000. ISBN 0-7794-0226-X. Ministry of Labour Publications Department, phone: 1-416-326-7731

General Interest

Electronic

Canada's School Net – <http://www.schoolnet.ca>

Canoe – a bilingual, international network of news and information sites (Canadian Newsstand and Information) – <http://www.canoe.com/>

Careers in a Package – an interdisciplinary teaching tool, which provides young people from with a basic understanding of the packaging industry, its potential for career choice, and its impact on the environment – <http://www.packagingcareers.org/>

Cities.com offers a searchable database of 4331 city guides in 150 different countries.
– <http://www.cities.com/>

Country profiles are plentiful in the CIA World Fact Book
– <http://www.cia.gov/cia/publications/factbook/>

DECA™ is a Business/Marketing Organization site for students and teachers, with resources available
– <http://www.deca.org>, or DECA ONTARIO – <http://www.deca.on.ca>

Electric Library Canada provides searches and tools – <http://www.elibrary.ca>

Find Articles is an on-line article-search service of articles from over 300 reputable magazines and journals – <http://www.findarticles.com>

Foundation for Teaching Economics promotes economic education – <http://www.fte.org>

Global Edge is a site maintained by Michigan State University with information for the global marketer.
– <http://globaledge.msu.edu/ibrd/ibrd.asp>

International Business links site that offers links to other international business sites
– <http://www.itm-usa.com/international.html>

International Marketing is a site with sources of international marketing information including. The country profile section is incredible – <http://www.d.umn.edu/~jvileta/mktg.html>

Krislyn's Strictly Business site provides a list of links to international business magazines.
– <http://sites.krislyn.com/internat.htm>

Marketing links to a list of marketing magazines from many different countries are available at
– <http://marketing.kub.nl/magazine.htm>

Strategis Industry Canada maintains a Website called Strategis, for Canadian businesses wishing to trade. The site contains links to other secondary sources of marketing data – <http://strategis.ic.gc.ca/>

Study Web is an extensive research library of annotated links in 25 categories.
– <http://www.studyweb.com/>

The Canadian Exporter's Catalogue lists numerous Canadian businesses that are already exporting and provides links to country profiles – <http://www.worldexport.com/>

The Canadian Foundation for Economic Education site gives information on economics, enterprise, entrepreneurship, and personal finance – <http://www.cfee.org>

The Canadian Government's definitive source of secondary data is Statistics Canada, and provides information for international marketers as well. Many of the reports cost money, but there is still a great deal of free information that a marketer can use here – <http://www.statcan.ca/>

The Department of Foreign affairs and International Trade provides 100s of country profiles with detailed marketing data. There are two sites maintained by dfait – <http://www.infoexport.gc.ca/menu-e.asp> that provides the profiles and – <http://www.dfait-maeci.gc.ca/menu-e.asp>, which is the home page

The Global Schoolhouse connects to the best on-line collaborative learning site – <http://www.gsn.org>

The International Trade Center offers an index to trade information sources by country and region.
– <http://www.intracen.org/menus/countries.htm>

The Internationalist is a centre for international business and travel.

– <http://www.internationalist.com/welcome.php3>

The U.S. Census Bureau provides a separate section on trade statistics.

– <http://www.census.gov/foreign-trade/www/>

Tradeport has information on doing business in other countries. – <http://www.tradeport.org/>

Travel Aids is a site that provides country profiles for the business traveller

– http://rcmtravelsite.com/Travel_Aids/

U.S. State Department provides links to country profiles at – <http://www.state.gov/r/pa/bgn/>

“Prices and earnings Around the Globe,” a 44-page comparison of international purchasing power – http://www.ubs.com/e/index/about/research/pcc/publications.newdialog.0015.Upload1.pdf/total_publication.pdf is available in PDF format.

Newspapers and Magazines

Ad Age Global – <http://www.adageglobal.com/>

Canadian Business Magazine – <http://www.canbus.ca>

E-Business Magazine – <http://www.hp.com/Ebusiness>

Globe and Mail – <http://www.theglobeandmail.com>

Macleans’s Magazine – <http://www.macleans.ca>

Marketing Magazine – <http://www.marketingmag.ca>

Strategy Magazine – <http://www.strategymag.com/>

Report on Business Magazine – <http://robmagazine.com>

The National Post – <http://www.nationalpost.com/>

The New York Times – <http://www.nytimes.com>

The Toronto Star – <http://www.thestar.com/>

Print Material

Dittmar, Eileen. *International Business*. NY, USA: DDC Publishing, Monarch Books of Canada. ISBN 1585770450

Liepner, Mike, et al. *Exploring Business for the 21st Century*. Toronto: McGraw-Hill Ryerson, 2001.

Murphy, Terry G., et al. *The World of Business: A Canadian Profile*, 4th ed. Scarborough: Nelson Thomson Publishing, 2001. ISBN 0-17-620140-8

Schultz, M., D. Notman, and R. Hernder. *International Business: Canada in the Global Marketplace*. Toronto, Irwin Publishing, 2002. ISBN 0-7725-2932-9

Videos

Disney Goes to Haiti. Crowing Rooster Arts, 1995. Orders can be placed via the National Labour Committee (NLC) website, – <http://www.nlc.org> or by calling (212) 242-0986.

Economix. Montreal, QC: National Film Board of Canada and the Kativik School Board in cooperation with the Canadian Foundation for Economic Education.

Notman, David and Jack Wilson. *The World of Business*. Video Series (Teacher’s Resource). Scarborough, Ontario: ITP Nelson, 1997.

Unit 1 Profile of Business. ISBN 0-17-606584-9

Unit 2 International Business. ISBN 0-17-606585-7

Unit 4 and 5 Money and Financial Institutions, Credit and Personal Finance. ISBN 0-17-606587-3

Unit 6 You, The Consumer. ISBN 0-17-606588-1

Unit 7 Accounting. ISBN 0-17-606589-X

Unit 8 Marketing. ISBN 0-17-606569-5

Unit 9 Canadian Law. ISBN 0-17-606590-3

The Global Environment for Business, Unit 1

Electronic (Examine the **General Interest** sites first.)

Access Market Sectoral Trade Barriers Database – <http://mkaccdb.eu.int/mkdb/mkdb.pl> - A list of trade barriers by country and market sector

Canada Customs and Revenue Agencies – <http://207.61.56.166/services/servicee.htm> - Website provides a “tariff wizard” for calculating international tariffs

GO Global – <http://www.go-global.com/globallinks.html> - A site for terminology and other links

Hudson’s Bay Company – <http://www.hbc.com>

The Fraser Institute redirects public attention to the role markets can play in providing for the economic and social well-being of Canadians and provides on-line publications – <http://www.fraserinstitute.ca>

The Universal Currency Converter – <http://www.xe.com/ucc/>

World Class – <http://web.idirect.com/~tiger/institu.html> – links to every global trade organization and major trade agreements

Videos

ECO Chips, *The World of Business*. Video Series, Unit 7

Earth Buddy, *A Venture* program available from the CBC library that discusses the buying forward principle.

Liquidators, *The World of Business*. Video Series, Unit 7

Vietnam, *The World of Business*. Video Series, Unit 2

Print Resources

Pico, Iyer. *The Global Soul*. New York: Vintage, 2000.

Business and Trade, Unit 2

Government of Canada Website highlighting many advantages of investing in Canada – <http://www.investincanada.gc.ca/>

The Canadian Labour Congress site examines the impact of rationalization on Canadian business, economics and labour – <http://www.clc-ctc.ca/eng-index.html>

The World Trade Organization (WTO) home page – <http://www.wto.org/>

Trade Observatory – An organization that watches the WTO and is a source of information and videos and multi-national trade – <http://www.tradeobservatory.org/multimedia>

Print Resources

Thomas L. Friedman. *The Lexus and the Olive Tree; Understanding Globalization*. Farrar, Straus & Giroux, 1999.

Video Resources

Cuban Trade, *The World of Business*. Video Series, Unit 2

Luxury Goods, *The World of Business*. Video Series, Unit 6

Vulture Funds, *The World of Business*. Video Series, Unit 7

Factors Influencing Success in International Markets, Unit 3

Electronic (Examine the **General Interest** sites first.)

Advertisers List – [http://www.cardmedia.com.](http://www.cardmedia.com/) / The 2001 National List of Advertisers is a reference book providing over 13 000 brand names, their manufacturer or distributor, and limited advertising spending data.

Videos

Cross-Culture, *The World of Business*. Video Series, Unit 2

Doc Martens. Oakville: Magic Lantern Communications, 1997. 8 min. Video describes the product life cycle of the popular boot.

Terra Nova Boots. *The World of Business*. Video Series, Unit 2

Print Resources

Alfons Trompenaars, et al. *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2nd ed. McGraw-Hill Professional Publishing, (December 1, 1997.)

Harris, Phillip and Robert T. Moran. *Managing Cultural Differences*, 3rd ed. Houston: Gulf Publishing, 1993.

Roger E. Axtell. *Do's and Taboos Around the World*, 2nd ed. New York: John Wiley and Sons, 1990.

Roger E. Axtell. *Gestures: The Do's and Taboos of Body Language Around the World*. New York: John Wiley and sons, 1991.

Guy, Vincent and John Mattock. *The International Business Book; All the Tools, Tactics and Tips You Need for Doing Business across Cultures*. Lincolnwood: NTC Publishing Group, 1995.

Marketing Challenges, Approaches and Distribution, Unit 4

Electronic (Examine the **General Interest** sites first).

Canada's NGOs at www.ethicscentre.com

Canadian Council on Social Development, a national, self-supporting, non-profit organization, and the main product is information and its main activity is research. – <http://www.ccsd.ca/>

Canadian Business for Social Responsibility at www.cbsr.bc.ca.

C.D. Howe Institute is an independent, non-profit, economic and social policy research institution.

– <http://www.cdhowe.org>

David Suzuki Internet site – www.davidsuzuki.org

Maslow's Hierarchy of Needs – <http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

Media Builder assists in the creation of banners for webpages – <http://www.mediabuilder.com/abm.html>

Videos

Beyond Compliance: Serving Customers with Disabilities. Mississauga: Marlin Motion Pictures, 1997. 24 min. American video about serving disabled customers.

Competing in a Global Environment. Oakville: Magic Lantern Communications, 1997. 30 min.

American video describes the challenges companies face in the global marketplace.

Marketing Products and Services. Oakville: Magic Lantern Communications, 1996. 30 min. American video explains marketing concepts and the marketing mix.

Print Resources

Canadian Cooperative Association. *Co-operative Development*. Ottawa, 1997. This resource package investigates the issues facing a small agricultural enterprise in a developing country.

Canadian Foundation for Economic Education. *Canada's Charitable Economy*. Publication about the role and contribution of volunteers and charitable organizations.

Canadian Foundation for Economic Education. *Canada/U.S. BORDER Project Teaching Resource Kit*. A teaching kit on the economic relationship between Canada and the United States.

Canadian Foundation for Economic Education. *EXPORT CANADA*. An introduction to trade and the major trade issues and questions.

Canadian Foundation for Economic Education. *International Economic Development*. Examines what is meant by economic development and how it is measured and looks at Canada's contribution to the process of economic development in the Third World.

Canadian Foundation for Economic Education. *The BRIDGES Project Teaching Resource Kit*. A teaching kit on Canada's relationship with the Asia Pacific region.

Canadian Foundation for Economic Education. *The Canadian Economy: Adjusting to Global Change*. An examination of challenges facing the Canadian economy in an increasingly competitive global marketplace.

Czinkota, Czinkota, and Tarrant. *The Global Marketing Imperative*. Lincolnwood: NTC Publishing, 1996. Comprehensive guide to global marketing issues.

Guy, Vincent, et al. *The International Business Book*. Lincolnwood: NTC Publishing, 1998. Case studies, checklists, games, and quizzes challenge assumptions about other cultures and build positive and productive international business relationships.

Jeffrey Heilbrunn, ed. *Marketing Encyclopaedia*. Chicago: NTC Business Books, 1995. Essays by professional and academic marketing experts on issues and trends shaping the future of marketing.

Judson, Bruce and Kate Kelly. *Hyper Wars 11 Strategies for Survival and Profit in the Era of Online Business*. New York: Scribner, 1999. ISBN 0-684-85564-X. Chapter 7, Market Relentlessly, deals with concepts for Web marketing. It goes beyond a discussion of banner ads and is appropriate for students.

Kaatz, Ron. *Advertising and Marketing Checklists*, 2nd ed. Lincolnwood: NTC Publishing, 1996. 107 worksheets, forms, and checklists on advertising and marketing.

Marketing Magazine. A weekly magazine reviewing various Canadian issues and marketing trends in including everything from controversial advertising to new product launches

McEachin, R. *Reach the Global Marketplace: A Canadian Guide to Researching Foreign Markets and Online Sources*. Toronto: Productive Publications, 1995. ISBN0-920847-92-7

Liepner, Michael and J. Magnan. *Exploring Business: A Global Perspective*. Toronto: McGraw-Hill Ryerson Limited, 1994.

Seelye, Ned. *Culture Clash: Managing in a Multicultural World*. Lincolnwood: NTC Publishing, 1996. 41 case studies from various countries designed to develop cultural fluency.

Williamson, Ian. *Marketing Beyond 2000*. Toronto: Productive Publications, 1997. ISBN 1-896210-66-X

World Markets and Careers, Unit 5

Electronic (Examine the **General Interest** sites first.)

Career Cruising – <http://www.careercruising.com/home/index/html>

Career Explorer – <http://cdn.cx.bridges.com/>, www.on.cx.bridges.com

Curriculum Vitae Tips – <http://www.cvtips.com>

Job Shark – <http://www.jobshark.ca/caeng/index.cfm>

Jobsabroad is a site for students wishing to work or study in another country.

– <http://www.jobsabroad.com/search.cfm>

Resume Dot Com – <http://www.pcrservices.com/>

International opportunities program offers country specific links for students wishing to work or study abroad – <http://www.cie.uci.edu/iop/work2.html>

The Career Services Centre of Western Washington University maintains a website, which provides an assortment of links to sites of interest to students wishing to work and study abroad.

– <http://www.careers.wvu.edu/intlinks4.asp>

Print Resources

Canadian Crossroads International. 31 Madison Ave. Toronto, ON M5R 2S2 Tel: 416-967-0801
opportunities to live and work in developing countries

International Directory of Voluntary Work, David Woodworth, Vacation Work, Oxford, UK
The Complete Guide to International Jobs and Careers: Your Passport to a World of Exciting and Exotic Employment, 2nd ed. Ronald and Caryl Krannich, 1992.

The Canadian Guide to Working and Living Overseas, 3rd ed. Jean-Marc Hachey, University of Toronto Press, 2000.

Transitions Abroad is a bimonthly full-colour magazine guide to practical information on affordable alternatives to mass tourism: living, working, studying, or vacationing alongside the people of the host country.

What in the World is Going On? A guide for Canadians wishing to work, volunteer or study in other countries, 5th ed. Canadian Bureau for International Education, 1996.

International Employment Gazette More than 400 current overseas jobs, published 26 times per year
Live and Work Abroad, the definitive guide for working and studying in a foreign country, published by Travel Abroad Magazine (see above) and available through their Website.

– <https://ssl.ahnet.net/transa/forms/ordernew.html>

Work Series published by Vacation Work, Oxford, UK each book on specific country or region

Work Your Way Around the World, 7th ed, Vacation Work, Oxford, UK

Canadian Retail and Service Business Websites

Air Canada – <http://www.aircanada.ca>

Altamira Financial Services – <http://www.altamira.com>

Bell Canada Enterprises – <http://www.bce.ca>

Bootlegger – <http://www.bootlegger.com>

Canadian Tire – <http://www.canadiantire.ca>

Chapters.ca – <http://www.chapters.ca>

Club Monaco – <http://www.clubmonaco.com>

Daimler Chrysler Canada – <http://www.chryslercanada.ca>

Danier Leather – <http://www.danier.com>

Ford of Canada – <http://www.ford.ca>

Gap – <http://www.gapinc.com>

Indigo – <http://www.indigo.ca>

McDonald's Corporation – <http://www.mcdonalds.com>

Nevada Bob's Golf – <http://www.nevadabobs.ca>

Rent A Goalie – <http://www.rentagoalie.com>

Retail Council of Canada – <http://www.retailcouncil.org>

Roots – <http://www.roots.com>

Sears Canada – <http://www.sears.ca>

Staples/Business Depot – <http://www.staples.ca>

Tommy Hilfiger Inc. – <http://www.tommy.com>

Wendy's Corporation – <http://www.wendys.com>

OSS Considerations

The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.

The Ontario Curriculum, Grades 9 to 12, Choices Into Action: Guidance and Career Education Program Policy For Ontario Elementary And Secondary Schools, 1999.

Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

This course may count as an optional credit or an additional compulsory credit for diploma purposes.

Appendix A

Portfolio

The final evaluation could be a portfolio that consists of material that relates to a specific trade relationship and that contains student work representing all of the achievement chart categories. Teachers who are using portfolio assessment should introduce the portfolio requirements at the beginning of the course. The students can be supplied with the following portfolio checklist. The checklist becomes a formative assessment tool for the students.

The Working Portfolio

The working portfolio is not just a collection of student work. The portfolio has a clear purpose: to hold student work for the Culminating Project. Students will need teacher direction on which pieces of work are to be used. The portfolio is a tool to store and organize student work. The teacher and students establish the form the portfolio will take and select the contents for the portfolio (rough drafts, best work or work that needs revisions, school material or material from outside the school). At the end of each unit, the teacher/students determine the work to be placed in the portfolio.

Portfolio Checklist

Superior Portfolio Performance
<input type="checkbox"/> Extensions of assigned activities are done. <input type="checkbox"/> Applications of concepts are enhanced wherever possible. <input type="checkbox"/> Portfolio is stored in more than one medium.
Proficient Portfolio Performance
<input type="checkbox"/> Extensions of assigned activities are done with assistance. <input type="checkbox"/> All errors are corrected. <input type="checkbox"/> Applications of concepts are occasionally enhanced.
Adequate Portfolio Performance
<input type="checkbox"/> Assigned activities are completed. <input type="checkbox"/> Initial errors have been corrected. <input type="checkbox"/> Applications of concepts are evident.
Limited Portfolio Performance
<input type="checkbox"/> Assigned activities are not completed. <input type="checkbox"/> Initial errors, which have been pointed out, are not corrected. <input type="checkbox"/> Gaps exist in the applications of concepts.

Appendix A (Continued)

Portfolio Inspection/Assessment Tool starts with the highest category. The hope is that the student will aspire to the first set of criteria. The tool can be used for both formative and summative assessment, but the items do not tie to expectations, rather they apply only to learning skills.

Portfolio Inspection/Assessment Tool

Superior Portfolio Performance	
	The portfolio is clearly organized and exciting to look through.
	The work demonstrates creative and insightful mastery of concepts and tools.
	Unique techniques are used to store the portfolio.
	Makes elegant and precise correction of all errors.
	Self-evaluation reflects a desire to excel in the subject.
Proficient Portfolio Performance	
	The portfolio is organized and easy to look through.
	The work demonstrates perceptive use and comprehensive mastery of concepts and tools.
	Storage method is clean and attractive.
	All errors are corrected.
	Self-evaluation reflects a desire to succeed in the subject.
Adequate Portfolio Performance	
	The portfolio is complete and organized.
	The work demonstrates appropriate use of concepts and tools.
	Basic requirements are met for the storage method.
	Most of the errors are corrected.
	Self-evaluation reflects a desire to succeed some of the time.
Limited Portfolio Performance	
	The portfolio is unorganized, messy, or hard to look through.
	The work demonstrates limited mastery of concepts and tools.
	Storage method problems are not solved.
	Few errors are corrected.
	Self-evaluation does not reflect a desire to improve in the subject.

Comments:

Assessed by:

Date:

Appendix A (Continued)

Portfolio Archive

1. Title Page _____
2. Inspection/ Assessment Tools _____

Formative assessment

Content	Assessed with ... Assessed by ...	Date
International Interdependence Summary	Written Report Rubric Self-assessed	

Complete Culminating Project Component Checklist

- | | | |
|--------|--------------------------|----------------------|
| Unit 1 | <input type="checkbox"/> | Date Submitted _____ |
| Unit 2 | <input type="checkbox"/> | Date Submitted _____ |
| Unit 3 | <input type="checkbox"/> | Date Submitted _____ |
| Unit 4 | <input type="checkbox"/> | Date Submitted _____ |
| Unit 5 | <input type="checkbox"/> | Date Submitted _____ |

Coded Expectations, Introduction to International Business, Grade 12, University/College Preparation, BBB4M

The Global Environment for Business

Overall Expectations

- GEV.01** · determine how international business and economic activities increase the interdependence of nations;
- GEV.02** · analyse ways in which people and domestic businesses have been and are affected by international business;
- GEV.03** · evaluate the factors that influence a country's ability to participate in international business;
- GEV.04** · summarize the effects of trends in business, the workforce, and the nature of work on global business activity and economic conditions.

Specific Expectations

International Interdependence

- GE1.01** – evaluate ways in which global business activity affects the links between, and interdependence among, countries;
- GE1.02** – compare the advantages and disadvantages for a nation as it increases its interdependence with other nations;
- GE1.03** – identify barriers to international business activity (e.g., tariffs, non-tariff barriers, restrictions on currency movements and foreign investment, visa and passport policies, immigration policies) and describe ways in which countries can lower the barriers;
- GE1.04** – identify and explain reasons for the international business relationships that Canada has established with its major global partners over time.

Effects of International Business

- GE2.01** – compare the features of a multinational company participating in global business with those of a company focused on domestic business activity;
- GE2.02** – evaluate the advantages and disadvantages of Canada's international business relationships and activities;
- GE2.03** – analyse ways in which the workplace, occupations, the nature of work, and working conditions have changed historically as a result of the growth of a global economy.

Factors Influencing Participation in International Business

- GE3.01** – describe ways in which technology (e.g., e-commerce, e-banking, distribution and communication technology) has had an impact on the global business environment;
- GE3.02** – describe how the value of a country's currency affects its ability to acquire products from other nations;
- GE3.03** – demonstrate an understanding of international agreements and organizations that have influenced global business activity (e.g., the General Agreement on Tariffs and Trade, the World Trade Organization) and of Canada's involvement in them;
- GE3.04** – explain why governments may develop policies to protect some products or industries from the international competition that results from global business activity;
- GE3.05** – determine the effect on international business of Canadian government policies (e.g., related to corporate taxation, tariffs, investment) and initiatives (e.g., intergovernmental contacts, embassy and consulate networks, government trade missions).

Effects of Trends

- GE4.01** – identify Canadian companies and industries that have benefited from increasing global business activity in the last few decades;
- GE4.02** – describe reasons for the growth of the number and size of multinational companies over time;
- GE4.03** – predict how increases in global business will affect the strength of businesses, industries, and sectors in Canada’s economy in the next decade;
- GE4.04** – identify growing international markets and describe the nature of these markets.

Business and Trade

Overall Expectations

- BTV.01** · demonstrate an understanding of international business terminology and concepts;
- BTV.02** · analyse the impact of international business activity on a country’s economy;
- BTV.03** · assess how international business can affect one or more of a company’s business functions.

Terminology and Concepts

- BT1.01** – define the basic terminology of international business (e.g., international trade, multinational enterprise, global company, exports, imports, culture);
- BT1.02** – demonstrate an understanding of key concepts related to international business and globalization (e.g., terms of payment, exchange rate, absolute and comparative advantage);
- BT1.03** – explain the factors that motivate companies to engage in international business.

The Impact of International Business

- BT2.01** – analyse the proportion of Canada’s gross domestic product and jobs that are directly affected by its international business activity;
- BT2.02** – evaluate arguments for and against freer international trade for Canada;
- BT2.03** – describe how the state of Canada’s economy and industries can affect international businesses operating in Canada (e.g., the effect of low production and high unemployment levels);
- BT2.04** – describe the effects of international business activity on economic conditions in Canada (e.g., on employment levels, quality and quantity of products, prices, competition, technological development);
- BT2.05** – describe the impact of international business activity on various regions in Canada;
- BT2.06** – analyse ways in which Canada has tried to assist other countries with economic development, international business capability, and opportunities to benefit from international business.

The Functions of Business

- BT3.01** – define “rationalization” as it applies to business and industry;
- BT3.02** – describe the impact of global business on rationalization in Canadian business (e.g., its role in downsizing, mergers, shutdowns, plant transfers, growth opportunities);
- BT3.03** – explain how each of the functions of business (e.g., management, marketing, finance and accounting, operations, information technology) can be rationalized internationally;
- BT3.04** – evaluate the impact of cultural differences in managing diverse workforces;
- BT3.05** – explain why a Canadian-based business may divide various functions among various countries;
- BT3.06** – assess how the global marketplace has changed the ways in which an individual might run a business, considering factors such as markets, financing, and labour.

Factors Influencing Success in International Markets

Overall Expectations

- IMV.01** · analyse the ways in which cultural factors influence international business methods and operations;
- IMV.02** · assess the ways in which differences in political, economic, and physical factors influence international business methods and operations;
- IMV.03** · identify and describe common mistakes made by businesses in international markets;
- IMV.04** · evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Specific Expectations

Cultural Factors

- IM1.01** – describe the modifications made to goods and services to adapt them to the cultures of other countries;
- IM1.02** – describe the challenges a company may encounter when ethics, values, language, and business practices vary among countries and cultures;
- IM1.03** – analyse how differences among cultures affect consumer needs and wants;
- IM1.04** – explain how the global market (e.g., global distribution and availability of products) has homogenized consumer demand.

Political, Economic, and Physical Factors

- IM2.01** – explain the factors that make business opportunities in a more developed country better than those in a less developed country (e.g., size of consumer base, amount of disposable income, efficiency of communication and transportation);
- IM2.02** – compare different kinds of political and economic systems in relation to their impact on international business opportunities;
- IM2.03** – summarize ways in which environmental concerns, policies, and regulations can affect international business activity.

Common Mistakes

- IM3.01** – identify companies that have made mistakes when entering foreign markets and describe the most common mistakes;
- IM3.02** – identify and describe the problems that some companies have experienced when exporting or importing goods and services;
- IM3.03** – explain why some products imported to Canada have not sold well.

International Competitiveness

- IM4.01** – compare the successes of Canadian businesses in a variety of international markets;
- IM4.02** – explain how Canada's cultural diversity contributes to its competitive success in international business;
- IM4.03** – demonstrate an understanding of how changes in the value of the Canadian dollar can affect business opportunities (e.g., a lower-valued dollar can boost export sales in the short run);
- IM4.04** – demonstrate an understanding of how Canada's taxation policies have affected its international business activities;
- IM4.05** – explain why some companies are much more capable of achieving international business success than are others.

Marketing Challenges, Approaches, and Distribution

Overall Expectations

- MCV.01 · demonstrate an understanding of the challenges facing a business that wants to market a product internationally;
- MCV.02 · compare the approaches taken by various companies to market their products internationally;
- MCV.03 · compare the logistics of local, national, and international distribution;
- MCV.04 · analyse the ways in which ethical issues affect international distribution and service.

Specific Expectations

Marketing Challenges

- MC1.01 – compare categories of products that move freely into and out of Canada with those that are restricted in their movement;
- MC1.02 – compare the challenges a company faces in getting a product to different markets;
- MC1.03 – determine the importance of understanding consumer differences when marketing globally (e.g., differences in cultural, economic, and other characteristics);
- MC1.04 – describe the ways in which technology (e.g., e-commerce, advances in distribution and manufacturing, electronic communication) is influencing global marketing strategies.

Marketing Approaches

- MC2.01 – describe the adaptations that have been made to the marketing mix of a product in order to market it internationally;
- MC2.02 – describe the legal, cultural, and economic factors that must be addressed to market a product internationally;
- MC2.03 – determine the types of market research necessary to prepare businesses for entering foreign markets.

Distribution and Logistics

- MC3.01 – describe the logistics of delivering a product to a local, a national, and an international market;
- MC3.02 – describe the key factors (e.g., climatic considerations, topography, cost) that influence the ways in which a company may deliver its product to an international market;
- MC3.03 – compare the advantages and disadvantages of different modes of transportation as means for distributing a product to different world markets;
- MC3.04 – determine the value of having an export plan when exploring opportunities for doing global business in a new international market.

Ethical Issues

- MC4.01 – describe ways in which multinational companies have both positive and negative effects on the countries in which they operate;
- MC4.02 – evaluate the ethical issues that arise for companies competing internationally in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good working conditions, use of child labour); the host country (e.g., effects on the local economy, laws, cultural preservation); and society (e.g., sustainability of development, health of environment, conservation of resources);
- MC4.03 – describe ways in which more developed countries such as Canada can help strengthen the international business potential and capability of less developed countries (e.g., by helping develop key business infrastructures such as telecommunications networks, establishing partnerships/alliances between mature and newer companies, supplying human “capital” to train/educate individuals in businesses).

World Markets and Careers

Overall Expectations

- WMV.01** · analyse the business implications of the physical, economic, and social conditions in various countries;
- WMV.02** · develop strategies to prepare for working in international markets;
- WMV.03** · describe career opportunities, skills and competencies, and education and training that relate to international markets.

Specific Expectations

Physical, Economic, and Social Conditions

- WM1.01** – analyse the physical, economic, and social factors that have influenced international business relationships over time;
- WM1.02** – compare the sources and destinations of Canada’s current major imports and exports;
- WM1.03** – compare the business and trade links between Canada and the United States with those between Canada and other countries;
- WM1.04** – demonstrate how the global marketplace has created business opportunities for small businesses.

Working in International Markets

- WM2.01** – describe a process (e.g., interview, survey, Internet research, marketing plan) to prepare individuals for work in international markets;
- WM2.02** – compare working conditions (e.g., gender roles, business customs and practices, means of communication, structure of the work day) in various international markets;
- WM2.03** – analyse differences across cultures of perceptions, interpretations, and attitudes (e.g., in relation to gender, hierarchical structure, communication, actions, events) that might affect how individuals work in another country;
- WM2.04** – compare conflict-management and negotiation strategies across cultures.

Careers and Skills

- WM3.01** – identify occupations that require an understanding of international markets;
- WM3.02** – determine the skills and competencies required for employment in international business;
- WM3.03** – describe education and training opportunities that are available in other countries;
- WM3.04** – determine the educational requirements for employment in international business.

Unit 1: The Global Environment for Business

Time: 30 hours

Unit Description

Students determine how international business and economic activities increase the interdependence of nations; analyse ways in which people and domestic businesses have been affected by international business; evaluate the factors that influence a country's ability to participate in international business; and demonstrate an understanding of international business terminology and concepts.

Strand(s): The Global Environment for Business, Business and Trade

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
1.1 International Interdependence 8 hours	GEV.01, GE1.01, GE1.02, GE1.04	Knowledge/ Understanding Thinking/Inquiry Application Communication	1. Creating a Chart 2. Class Discussion, Written Report 3. Internet Research, Oral Presentation 4. Debate
1.2 Effects of International Business 6 hours	BEV.02, GE2.01, GE2.02, GE2.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. International Markets vs. Domestic Markets 2. Debate on the Benefits of International Agreements 3. International Employment Opportunities Scrapbook and Discussion
1.3 Factors That Discourage Trade 8 hours	BTV.01, GEV.01, BT1.02, GEV.03, GE1.03, GE3.02, GE3.04, GE3.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Comparison of Domestic and International Businesses 2. Analysis of Currency Fluctuations 3. Invoice Assignment 4. Buying Forward Activity
1.4 Factors That Encourage Trade 8 hours	GEV.03, BTV.01, GE3.01, GE3.03, GE3.04, GE3.05, BT1.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Presentation Software and Internet Usage Review 2. Website Assessment 3. Electronic Presentation 4. Conditions that Impact on Import/Export

Activity 1.1: International Interdependence

Time: 8 hours

Description

Activity 1.1 focuses on international interdependence. Students create a chart with the following headings in the left column: Food Sources; Clothing Sources; and Entertainment Sources. To the right of each heading, students list goods and services that they commonly purchase and then identify where these goods and services have been manufactured or produced. Sharing lists with other classmates and creating a master list of as many foreign manufacturers and producers as possible completes this part of the activity. Next, the class discusses interdependence on a much larger scale, such as trying to achieve global objectives such as raising living standards. Groups of students can research past Team Canada missions, which will illustrate the positive impact of going into business with foreign companies and/or trading abroad. Students then research the impact of relying on goods and services manufactured in other countries.

Strand(s) & Learning Expectations

Strand(s): The Global Environment for Business

Overall Expectations

GEV.01 - determine how international business and economic activities increase the interdependence of nations;

BTV.01 - demonstrate an understanding of international business terminology and concepts.

Specific Expectations

GE1.01 - evaluate ways in which global business activity affects the links between, and interdependence, countries;

GE1.02 - compare the advantages and disadvantages for a nation as it increases its interdependence with other nations;

GE1.04 - identify and explain reasons for the international business relationships that Canada has established with its major global partners over time.

Prior Knowledge & Skills

- Knowledge of terms, such as interdependence, domestic business, global economy, international partnerships, and protectionist.

Planning Notes

- Prepare a pre-unit test of terms.
- Teacher should prepare a chart for students to record data on food, clothing, and entertainment sources.
- Teacher generates a list of topics/issues, such as child labour, labour issues, global opportunities, and marketing/advertising, to help in student discussion of what interdependence is all about.
- Teacher checks relevant websites listed in Resources for the unit.
- Teacher gets up-to-date information on past, present, and future Team Canada missions at www.tcm-mec.gc.ca. A bulletin board display showing the advantages and disadvantages of international trade could serve as a useful reference when studying this unit.
- Another approach to the activity could include a survey of students, teachers, parents/guardians, and friends to find out where Canadians travel while on vacation. What is the number one destination for travel by Canadians? Since the U.S. is Canada's #1 trading partner, do the survey results demonstrate this close relationship? **Note:** Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all.
- The teacher reviews the school and board Internet use policy with the class.

Teaching/Learning Strategies

- 1.1.1 Students individually complete the chart on the sources of goods and services they purchase and record their entries under the headings Food, Clothing, and Entertainment. Then the whole class generates a master list. The master list can be organized under the following market headings: European, North American, Asia Pacific, and Other.
- 1.1.2 Students discuss the concept of international interdependence by answering questions like: Is it possible to address the issues of child labour, literacy, poverty, and hunger on an international basis without the involvement of many nations? Could Canada satisfy consumer demand without importing goods and services? How is marketing of goods or services different in a foreign country? If Canada closed its borders, what goods and services would disappear from store shelves? Is it possible to be self-sufficient in our society? Students submit for evaluation a one-page summary of the class discussion. (See *Written Report Rubric* found in BTX4E Public Course Profile.)
- 1.1.3 Students, in groups, assess international interdependence by listing the advantages and disadvantages of international trade. Students research background information from websites such as, Team Canada. Opportunities exist for both formative and summative assessment. Assessment/Evaluation tools are found in Appendices for the presentations of findings in the form of an oral report or a bulletin board display. (See Appendix 1.1.1, Oral Presentation Checklist.)
- 1.1.4 Students divide into groups to analyse the issue of the benefits and downsides of international trade, e.g., ‘consumer choices versus job opportunities’ on the Canadian economy. A teacher and/or peer assessment approach could be used to assess group presentations.

Assessment & Evaluation of Student Achievement

Diagnostic:

- pre-unit test

Formative:

- teacher assessment of students’ in-class work
- peer/teacher assessment of debate (Appendix 1.1.1)

Summative:

- written summary

Accommodations

- ESL students may not be familiar with the use of rubrics and should be given practice before using them as assessment tools.
- Students could be allowed more time to prepare presentations and allowed to pre-tape spoken segments.
- Provide students with a glossary of vocabulary used in the Appendices, if necessary.

Resources

See Overview Resources Unit 1.

Appendix 1.1.1 – Oral Presentation Checklist

Formative Assessment

Outstanding <ul style="list-style-type: none"><input type="checkbox"/> Thorough treatment of all aspects of the topic<input type="checkbox"/> Deep insight into the topic<input type="checkbox"/> Sensitive, precise use of words with attention to connotative and denotative meanings<input type="checkbox"/> Creative introduction and interesting hook<input type="checkbox"/> Could hear all things at all times<input type="checkbox"/> Excellent pace, no interruptions<input type="checkbox"/> Clear topic, flowed effortlessly<input type="checkbox"/> Does not read notes<input type="checkbox"/> Effective visual aids used effectively<input type="checkbox"/> Exceptionally organized
Above Average <ul style="list-style-type: none"><input type="checkbox"/> Understood the topic well<input type="checkbox"/> Communicates information and ideas with considerable clarity<input type="checkbox"/> Introduction clear with a hook<input type="checkbox"/> Volume clear for most of the class<input type="checkbox"/> Good pace with few interruptions<input type="checkbox"/> Some reliance on notes<input type="checkbox"/> Visual aids used intermittently<input type="checkbox"/> Good organization
Average <ul style="list-style-type: none"><input type="checkbox"/> Had some knowledge of the topic<input type="checkbox"/> Communicates information and ideas with some clarity<input type="checkbox"/> Introduction clear, no hook<input type="checkbox"/> Spoken too quietly at times<input type="checkbox"/> Breaks in the flow<input type="checkbox"/> Reads notes for the majority of the presentation<input type="checkbox"/> Visual aid(s) do(es) not enhance the presentation<input type="checkbox"/> Speech gets “off track” in places
Needs Improvement <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates limited knowledge of the topic<input type="checkbox"/> Headline missing, no hook<input type="checkbox"/> Volume barely audible<input type="checkbox"/> Starting and stopping<input type="checkbox"/> Constantly looking at notes<input type="checkbox"/> Poor visual aid(s)<input type="checkbox"/> Gaps in preparation evident
Does Not Meet Criteria <ul style="list-style-type: none"><input type="checkbox"/> Does not address the topic<input type="checkbox"/> Could not be heard<input type="checkbox"/> Reads notes<input type="checkbox"/> No interaction with the audience<input type="checkbox"/> No visual aid(s)<input type="checkbox"/> No organization
Comments (Strengths and areas for improvement)

Appendix 1.1.2

Peer Assessment of Discussion

Group Members:

Examine your team process.

As a group, discuss your ideas on the benefits and pitfalls of international trade. What aspects of your group's analysis make you feel particularly proud?

Highlight your thoughts below.

Comment on individual group members' contributions.

Group Member	Knowledge/ Understanding <i>Thorough understanding of international interdependence</i>	Thinking/Inquiry (Inquiry Skills) <i>Interprets and evaluates the benefits and pitfalls to maximize the group's effectiveness</i>	Applications (Making Connections) <i>Effectively uses and applies the concepts. To analyse various international trading relationships</i>	Communication <i>Provides thorough, supported facts and data with clarity and confidence</i>

Assessed by:

Activity 1.2: Effects of International Business

Time: 6 hours

Description

Students examine some of the major effects of international business activities. The teacher provides organization charts of two businesses operating in the same major industry; one business concentrates on domestic markets and the other has a major international/global focus. Students focus on a comparison of global and domestic organizations. In addition, they conduct an examination of a major Canadian international business relationship by identifying both its advantages and disadvantages. A culminating activity involves identifying ways in which global business has led to changes in jobs and the workplace in general. The students use the Internet, newspapers, and magazines to prepare a scrapbook of job advertisements for middle or upper management positions that include international business responsibilities.

Strand(s) & Learning Expectations

Strand(s): The Global Environment for Business, Business and Trade, World Markets and Careers

Overall Expectations

GEV.02 - analyse ways in which people and domestic businesses have been and are affected by international business;

BTV.01 - demonstrate an understanding of international business terminology and concepts;

BTV.02 - analyse the impact of international business activity on a country's economy;

WMV.03 - describe career opportunities, skills and competencies, and education and training that relate to international markets.

Specific Expectations

BT1.01 - define the basic terminology of international business (e.g., international trade, multinational enterprise, global company, exports, imports, culture);

BT2.04 - describe the effects of international business activity on economic conditions in Canada (e.g., on employment levels, quality and quantity of products, prices, competition, technological development);

GE2.01 - compare the features of a multinational company participating in global business with those of a company focused on domestic business activity;

GE2.02 - evaluate the advantages and disadvantages of Canada's international business relationships and activities;

GE2.03 - analyse ways in which the workplace, occupations, the nature of work and working conditions have changed historically as a result of the growth of a global economy.

Prior Knowledge and Skills

- Understand the purpose and presentation format of organization charts.
- Knowledge of research skills.
- Knowledge of debating skills.

Planning Notes

- The teacher obtains organization charts from one business with international focus and one with domestic focus. Some organizational charts are quite lengthy and complex and their presentation may require some adjustment or discussion to highlight key areas.
- The teacher previews job search websites and resources.
- The teacher reviews the rules of debate.
- Teacher photocopies and distributes the Debate Rubric, Appendix 1.2.1, and the *Written Report Rubric* found in BTX4E Public at www.curriculum.org.
- The teacher books computers with Internet connections.

Teaching/Learning Strategies

- 1.2.1 Students are provided with the organization charts of two businesses operating in the same major industry, e.g., manufacturing, resource, financial services. One business concentrates on domestic markets and the other has a major international/global focus. Individually, students determine areas where significant organizational differences occur, e.g., marketing structure, production structure, management structure, and prepare a written/keyed analysis. A peer assessment encourages each student to comment on the report of another student through written/keyed identification of areas of strength and constructive suggestions for improvement. Draft work (with peer comments) is included with an edited or an alternative written report that is evaluated by the teacher. (See *Written Report Rubric*, BTX4E Public Course Profile at www.curriculum.org.) The teacher reviews the school and board Internet use policy.
- 1.2.2 Student groups use an e-search and/or newspaper/magazine articles to identify and list the “pros and cons” of one major Canadian trading relationship, e.g., NAFTA. Once this background material is gathered, the class participates in a formal debate. Two groups debate the resolution (e.g., that the Agreement is harmful to Canadian economy) and the effectiveness of their arguments is assessed by a third group of judges using a debate rubric, Appendix 1.2.1. Peer (judges) assessment is provided. This activity provides some background information for the class discussion in Activity 1.2.3. (See *Debate Rubric*, Appendix 1.2.1.)
- 1.2.3 Students use an e-search and/or newspaper articles to prepare a scrapbook of job advertisements for middle or upper management positions that include international business responsibilities. An analysis of each job advertisement identifies its necessary qualification and responsibilities. Using the scrapbook information as a basis, the teacher conducts a class discussion of how international business has caused changes in occupations, the workplace, the nature of work, and working conditions. A summary of this discussion is prepared by each student and included in the scrapbook. The teacher provides a scrapbook rubric at the beginning of the activity for the students to use as a formative assessment tool. The teacher uses a scrapbook rubric as a summative assessment tool.

Assessment & Evaluation of Student Achievement

- Focus: Knowledge/Understanding, Thinking/Inquiry, Communication, Application.
- Involving students, peer assessment encourages students to participate fully in group activities. The teacher assigns individual grades.
- The timeline for Activity 1.2.1 should provide sufficient time between peer evaluation and final submission for students to make additions and changes to their submission.

Formative Assessment

- Written report – peer assessment
- Peer assessment using *Debate Rubric*, Appendix 1.2.1

Summative Assessment

- Teacher evaluation of report and individual students contributions to debate
- *Written Report Rubric* from BTX4E Public and *Debate Rubric*, Appendix 1.2.1

Accommodations

- For the scrapbook activity, alter the number of advertisements required, where necessary.
- ESL students may benefit from a discussion of the vocabulary used in assignments and organization charts.
- ESL students can read or pre-tape a specific debate argument and to omit the rebuttal element of the debate format.
- Provide extended preparation times for all activities.

Resources

See Overview Resources Unit 1.

Appendix 1.2.1

Debate Rubric – Feedback Tool for Group Performance

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Understanding of effect of international business terms and concepts GEV.02, BTV.01	- limited understanding demonstrated by the group	- some understanding demonstrated by the group	- considerable understanding demonstrated by the group	- thorough understanding demonstrated by the group
Factual support of position GE2.02	- identifies limited applicable and factual support	- identifies some applicable and factual support	- identifies considerable applicable and factual support	- identifies a high degree of applicable and factual support
Thinking/Inquiry				
Organization and quality of rebuttal GEV.02, BTV.01	- demonstrates limited ability to organize a coherent rebuttal	- demonstrates some ability to organize a coherent rebuttal	- demonstrates considerable ability to organize a coherent rebuttal	- demonstrates the ability to organize a coherent rebuttal
Application				
Application of course skills, concepts in the debate BT2.02, BT2.04	- demonstrates a limited ability to organize and structure ideas	- demonstrates some ability to organize and structure ideas	- demonstrates considerable ability to organize and structure ideas	- consistently presents ideas in an organized and well-structured manner
Communication				
Use of terminology of international business to present a clear argument BT1.01	- uses terminology with limited effectiveness	- uses terminology with some effectiveness	- uses terminology with considerable effectiveness	- uses terminology with consistent effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Adjustment to criteria and expectations may be made to provide for specific requirements as identified by the teacher.

Activity 1.3: Factors That Discourage Trade

Time: 8 hours

Description

Activity 1.3 requires students to examine the government regulations and international currency fluctuations that impact foreign trade. Each student will have an opportunity to act as a government agent and inspector, analysing an invoice from one of the “shipments” that has just arrived. The teacher creates a series of invoices, each one for a product that comes under specific Canadian government regulations and each one from a different country. Students calculate the value of the shipment, using different tariff and currency exchange rates. The second part of the activity has the students calculate what the shipment would have cost had it been ordered a year ago. Students assess the need for trade restrictions.

Strand(s) & Learning Expectations

Strand(s): The Global Environment for Business

Overall Expectations

GEV.01 - determine how international business and economic activities increase the interdependence of nations;

GEV.03 - evaluate the factors that influence a country’s ability to participate in international business.

Specific Expectations

GE1.03 - identify barriers to international business activity (e.g., tariffs, non-tariff barriers, restrictions on currency movements and foreign investment, visa and passport policies, immigration policies) and describe ways in which countries can lower the barriers;

GE3.02 - describe how the value of a country’s currency affects its ability to acquire products from other nations;

GE3.04 - explain why governments may develop policies to protect some products or industries from the international competition that results from global business activity;

GE3.05 - determine the effect on international business of Canadian government policies (e.g., related to corporate taxation, tariffs, investment) and initiatives (e.g., intergovernmental contacts, embassy and consulate networks, government trade missions).

Prior Knowledge & Skills

- Knowledge of foreign exchange.

Planning Notes

- Prepare a quiz to determine students’ prior knowledge of the major currencies in the world. The business section of any national newspaper will provide a list of currencies and conversion rates.
- Photocopy a class set of the Blank Invoice Form (Appendix 1.3.1). Prepare each invoice. The invoices should be for a pharmaceutical product, a food product, clothing, a product that has an environmental impact, a car or bus, a product that is restricted in Canada, a toy for a young child, meat or fish, livestock, and honey. Each specific product has been selected because it provides a different set of import regulations for students to examine. The price of the goods should be stated in the currency of the country of origin. (As an added feature, one of the invoices could be from North Korea or another country on which Canada has placed a trade embargo.) Teachers can either include a tariff rate or have the students research the rate as part of the activity.
- Check all websites to ensure that they are current.
- Some students may have samples of currency from another country. They could bring it to class and discuss the complexity of currency exchange. This can only occur where security can be provided for this currency.

Teaching/Learning Strategies

- 1.3.1 The teachers should make sure students are familiar with government rules and regulations regarding the importation of goods (textbook assignment, match the government department with the type of good that is restricted, etc.) and where to locate this information electronically. Review school Internet policy.
- 1.3.2 The reasons for and impact of international currency fluctuations should be analysed. The Canadian/U.S. dollar comparison could be used as a benchmark. Students who have had personal experience with other currencies could be used as a resource.
- 1.3.3 Divide the class in half. One half of the class receives an invoice; the other half acts as Canadian Government inspectors. The inspectors need to state what government agencies they represent (there will always be several) and what inspections were made on the product, calculate the value of the shipment in Canadian dollars, calculate the tariff rate, add the GST and total the invoice. The other half of the class then exchanges roles with their partners, using a new invoice. Each invoice is submitted to the teacher and posted in the classroom. Students are given some time to examine the work of their classmates. A discussion should follow as to what was learned. (**Note:** If students receive their invoices in advance, they can prepare them using actual businesses. They could also bring in products or pictures of products to represent the goods to be inspected. See Appendix 1.3.1.)
- 1.3.4 Each student is to select one of the invoices (not one they have worked with) and calculate a new value for it based on the currency rate in effect one year ago. Each student should then move to the left side of the classroom if their new invoice total is higher than the original, to the right if the new invoice total is lower than the original, or remain seated if there is no change. An analysis of the results should follow, mentioning the “buying forward” principle for invoices in foreign currency. It will be especially hard on the left-hand side of the class, as their goods all increased in value and became more expensive. Be sure to point out that many foreign purchases are made a year in advance.

Assessment & Evaluation of Student Achievement

Focus: Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Diagnostic

Currency Quiz (prior knowledge) teacher-generated

Formative

Terminology quiz (formative) teacher-generated

Matching exercise (formative) teacher-generated

Students submit invoices to assess for completion and accuracy.

Resources

See Overview Resources Unit 1.

Appendix 1.3.1

Blank Invoice Form

Ship From: _____

Ship To: _____

Date: _____ Currency _____

Item Description	Quantity	Cost (each)	Total
_____	_____	_____	\$ _____

Calculations:

Currency Conversion

Invoice Total in Canadian Dollars: \$ _____ (a) Tariff Rate: _____ % (b)

Tariff Amount: (b) × (a) \$ _____ (c)

Invoice Total: (a) + (c) \$ _____ (d) GST: 7% (e) GST (e) × (d) \$ _____ (f)

Invoice Total: (d) + (f) \$ _____

Inspections:

Inspected For: _____

Inspected By: _____
(Government agency)

Inspected For: _____

Inspected By: _____
(Government agency)

Inspected For: _____

Inspected By: _____
(Government agency)

Inspected For: _____

Inspected By: _____
(Government agency)

Activity 1.4: Factors That Encourage Trade

Time: 8 hours

Description

Activity 1.4 requires students to investigate ways in which technology impacts on global business. Through an e-search activity, students examine several areas in which technology supports international activities. Each student team selects one business and examines how that business uses technology to conduct international business. The team examines the technological infrastructure of e-commerce, e-banking, distribution, or communication technology. The team should look at a number of websites of competing businesses and prepare a report using presentation software. A think/pair/share activity encourages students to examine a variety of other factors that impact on global activities. This exercise helps students to develop, refine, and organize their understanding of the factors that encourage trade and provide them with an opportunity to present them.

Strand(s) & Learning Expectations

Strand(s): The Global Environment for Business, Business and Trade

Overall Expectations

GEV.03 - evaluate the factors that influence a country's ability to participate in international business;
BTV.01 - demonstrate an understanding of international business terminology and concepts.

Specific Expectations

GE3.01 - describe ways in which technology (e.g., e-commerce, e-banking, distribution and communication technology) has had an impact on the global business environment;
GE3.05 - determine the effect on international business of Canadian government policies (e.g., related to corporate taxation, tariffs, investment) and initiatives (e.g., intergovernmental contacts, embassy and consulate networks, government trade missions);
BT1.03 - explain the factors that motivate companies to engage in international business.

Planning Notes

- Obtain reports on trade and business development missions that Canada has been involved in.
- Book computers.

Teaching/Learning Strategies

- 1.4.1 The class brainstorms reasons why businesses would wish to operate internationally (i.e., opportunities not available in domestic markets, exchange rates, solutions to problems that cannot be solved domestically, enhanced profits, new markets, access to raw materials, financial assistance, lower labour costs, skilled labour, etc., economic stability, political stability, etc.) and record this information for use later in the course.
- 1.4.2 The teacher distributes reports on completed trade missions by Team Canada and other groups engaged in Business Development Missions for Canada to the groups. Each group reviews and reports on the trade or business development mission that it reviewed and provides a summary handout to the class.
- 1.4.3 The teacher introduces the topic of the impact of technology on the way business is conducted internationally and leads the class in a discussion, i.e., e-commerce, e-banking, communication, distribution.
- 1.4.4 Students are put into groups and each group selects one of the following areas to research: e-commerce, e-banking, communication, distribution, and determine its impact on the global business environment. (**Note:** all areas should be researched by at least one group.)
- 1.4.5 Each group makes a presentation to the class on its research and provides the class with summary sheets.
- 1.4.6 Students reflect on the learnings in this unit and write an essay on the topic of the Global Environment for Business.

Assessment & Evaluation of Student Achievement

Diagnostic

Brainstorming activities enable the teacher to determine the depth and breadth of students' knowledge.

Formative

A formative assessment of the assigned work in the form of roving conferences as students work on the in-class presentation and do their research.

Summative

Essay on Global Environment for Business.

Appendix 1.4.1

Website Assessor

Criteria	Comments
Credibility of Source Where does the information come from? Methods used for obtaining data	
Organization Logical flow Ease with which specific data can be accessed	
Appropriateness Is the depth of information appropriate for the target market? Give reasons for your response	
Type of site If a commercial site, are the sponsors provided? Information leading to specific products/services	
Up-to-Date Relevance of information When was the most recent information posted? Provide an example	
Links Are useful links offered?	
Text Legibility Is there a balance of text type?	
Graphics and Illustrations Are graphics/animation helpful or just amusing? Explain.	
Navigation Can the information be accessed quickly? Is the site awkward to use? Give an example.	
Interactive Does the site keep you involved and interested? How or why not? Does the site allow for personalized information to fit specific needs and circumstances? Provide an example.	