

Global Industry

Media Type: Microsoft® PowerPoint® Presentation

Duration: 117 slides

Goal: To define various economic concepts related to global business as well as global employment practices and the laws.

Description: This presentation will define global business and common business practices as well as explain various economic concepts related to global industry. Foreign policy, global employment practices and laws which impact global trade and industry are also detailed.

Objectives:

1. To define global business and common business practices.
2. To explain economic concepts related to global industry.
3. To analyze laws impacting global trade and industry.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	<ul style="list-style-type: none"> Reasoning Problem solving Justification and proof Real-life applications
	<i>Application of Mathematical Technology</i>	<ul style="list-style-type: none"> Collecting data Evaluating conclusions Compare/contrast findings Classification/organization skills

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Social Studies	<i>Impacts of History, Government & Economics</i>	<ul style="list-style-type: none"> Points of reference in world history Chronological sequencing Describe cause/effect relationships Laws and regulations Types of economies Economic processes Impact of government and economies on history
	<i>Geographical Skills & Applications</i>	<ul style="list-style-type: none"> Geographic trends Cultural trends Identify the importance of geographical locations

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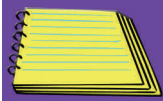
Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> • Editing/proofreading • Composition mechanics • Descriptive, informative, • Brainstorming • Analyzing audiences • Utilizing reference materials • Creating bibliographies • Enhancing grammatical mechanics • Vocabulary enhancement
	<i>Analysis of Text & Information</i>	<ul style="list-style-type: none"> • Drawing inferences and generalizations • Reading/content literacy • Critical thinking • Creative thinking • Values and ethics • Expression of thoughts and ideas • Communication skills • Correlating text events with personal experiences • Developing listening and comprehension skills • Literary interpretation • Creating visual representations
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> • Utilizing document processing software • Utilizing presentation processing software • Internet-based research

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Science	<i>Scientific Thinking & Investigating</i>	<ul style="list-style-type: none"> • Critical thinking • Real-world investigations and applications • Analytical skills • Collecting data • Conducting experiments • Technology-based research • Evaluating conclusions • Compare/contrast findings • Classification/organization skills

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by passing out *Global Industry Vocabulary Handout* for students to use as reference materials. Show slides 1 to 18 of the *Global Industry - Introduction to Global Economics* segment. Have students complete the *Specialization Activity* and introduce the *How a Global Business Runs Project*.



Slides
1-18

Class 2: Remind students to continue using the *Vocabulary Handout*. Show slides 19 to 35 of the *Global Industry - Introduction to Global Economics* segment. Students should complete the corresponding *Assessment*. Have students complete the *Trading Game Activity* in class and the *Global Economies Activity* for homework.



Slides
19-35

Class 3: Remind students to continue using the *Vocabulary Handout*. Show slides 36 to 51 of the *Global Industry - Trade & Foreign Policy* segment. Distribute the *Fair Trade Activity* and allow the remainder of the class for students to work.



Slides
36-51

Class 4: Remind students to continue using the *Vocabulary Handout*. Show slides 52 to 62 of the *Global Industry - Trade & Foreign Policy* segment. Students should complete the corresponding *Assessment*. Have students complete the *International Business Law Activity*.



Slides
52-62

Class 5: Students should share their *How a Global Business Runs Project* with the class.

Class 6: Remind students to continue using the *Vocabulary Handout*. Show *Global Industry - Going Global* and follow with its *Assessment*. Introduce the *Going Global Project*.



Slides
63-86

Class 7: Remind students to continue using the *Vocabulary Handout*. Show slides 87 to 108 of the *Global Industry - Understanding the Global World of Work* segment. Introduce the *Going Abroad Project*.



Slides
87-108

Class 8: Remind students to continue using the *Vocabulary Handout*. Show slides 109 to 117 of the *Global Industry - Understanding the Global World of Work* segment. Students should complete the corresponding *Assessment*. Have students present the *Going Global Project*.



Slides
109-117

Class 9: Administer the *Global Industry Final Assessment* and allow time for students to complete it. Allow students to continue working on the *Going Abroad Project*.

Class 10: Have students present their *Going Abroad Projects*.

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Lesson Links

World Trade Organization

- <https://www.wto.org/index.htm>

CNN Money

- <http://money.cnn.com/data/currencies/>

Career & Technical Student Organizations

Business Professionals of America

- Global Marketing Team
- Entrepreneurship

DECA

- International Business Plan - IPB

Family, Career and Community Leaders of America

- Entrepreneurship

Future Business Leaders of America

- Entrepreneurship
- Global Business

Lab Activities

Specialization

Directions:

Students will briefly research and compare the advantages and disadvantages of specialization and fill out the chart provided based on reliable sources. Lead a class discussion following this *Activity*.

Trading Game

Directions:

Students will explore the idea of free trading by exchanging items with each other, based on how they value their own items. After the *Activity*, students will discuss their actions while trading. See the *Trading Game Teacher Instruction Sheet* for more information.

Global Economies

Directions:

Students will compare four countries: America, China, Germany and another country of their choosing. Students will research various economic factors of each country including public debt, currency and the type of economic integration each is involved in.

Fair Trade

Directions:

Students will briefly research domestic and international fair trade and identify benefits of each. Using their findings, students will write a paragraph for domestic fair trade and a paragraph for international fair trade including the benefits of each and conclude by writing a paragraph and describing why they would choose one over the other. Remind students to attach a citation sheet listing all sources used. Lead a class discussion so students can share their findings with the class.

International Business Law

Directions:

Working in groups, students will consider what they have learned from the presentation and discuss the following: reasoning behind the regulation of global business behavior, Foreign Corrupt Practices Act and its complications as well as the role of international law in the conduct of global business. Groups should write down their ideas and be prepared to discuss with the class.

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50148, Corey Rosenbush, Vice President, Global Cold Chain Alliance
- iCEV50416, Philip Mowry, Chief Marketing Officer & Director of Business Development, National Composite Center
- iCEV50154, Christopher Wenk, Senior Director, International Policy, U.S. Chamber of Commerce
- iCEV50151, Andrew Kovalcin, Senior Director of Stakeholder Advocacy, Global Intellectual Property Center, U.S. Chamber of Commerce
- iCEV50031, Kim Green, Genetics Lab Technician, Global Genetics & Biologicals

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Projects

How a Global Business Runs

Directions:

Students will choose a company from the United States or another country to conduct research over. Students should notify you prior to conducting additional research, so no two students select the same company. Using the Internet, library or any other available resources, student should locate the following information: location of the company's home base, when the company was created, who created the company, who is in charge now, products the company makes, where the company sells its products, where the company creates its products, pictures of the company and products, how it is a global company and global linkages the company has. Using the information, students should prepare a 10 to 15 slide Microsoft® PowerPoint® presentation based upon their research. Remind students to include a citation slide listing all sources used. Students should be prepared to present their *Project* to the class and participate in a group discussion afterwards.

Going Global

Directions:

Working in groups of two or three, students should imagine they have a company going global and think about the factors provided and discuss how each will affect their business. Groups should begin their research by using web pages, articles and books as resources. While researching, students should be sure to include what business decisions may be affected by each of the following factors: copyrights, trademarks, intellectual property rights, advertising media, geography, time zones, work days, resources and natural harbors. Groups should prepare a Microsoft® PowerPoint® presentation based upon their research. The last slide of the presentation should include all resources used. Groups should Share their findings with the class.

Going Abroad

Directions:

Students will create a pamphlet a young American may read when preparing to live, work or study abroad. They will include jobs one may want to seek abroad, safety concerns and other types of information one would wish to know before going abroad. Students will share their pamphlets with the class when finished.