

COURSE 5: MODULE 14—MARKETS WITHOUT BORDERS

Content	Prerequisite Teacher Skills	Skills Taught	Ongoing Student Projects
<ul style="list-style-type: none"> • Multiple perspectives on globalization • Cultural challenges of doing business in a global economy • International trade: <ul style="list-style-type: none"> ➤ Economic principles of trade: comparative advantage and specialization ➤ Trends in trade balance ➤ Economic purposes and effects of trade barriers ➤ Role of currency and exchange rates in international trade • Role of international regulations in a global economy 	<ul style="list-style-type: none"> • Internet research • Using Excel spreadsheets to make charts and graphs • Calculating opportunity cost and comparative advantage • Facilitating teamwork 	<ul style="list-style-type: none"> • Apply economic principles to solve problems and make decisions • Analyze data to predict and interpret economic trends • Negotiate international economic agreements • Throughout all Ford PAS modules students engage in collaborative learning. Most activities involve small group work; students are continuously developing their teamwork skills. 	<p><i>Global Economic Exchange (Global E2):</i> Students participate in a computer-based international relations simulation. Working in teams, students take on the roles of policymakers for one of five countries. Each team analyzes its country’s economic relations and interdependence with other countries in the simulation, and then proposes and negotiates agreements with other Country teams regarding trade, investment, and international regulations.</p> <p><i>Country Briefing Handbooks</i> Students work in their Country teams to create a Country Briefing Handbook, in which they compile information about their project country’s economy, trade relations, laws, and social and environmental issues related to globalization.</p>

Learning Goals	In this activity students will:	Relevant Courses and TEKS			
Activity 1: What is Globalization?		English IV 110.45	US Government 113.35	Economics 118.2	International Marketing 124.23

<p>1.1 Identify the characteristics of a global economy, and describe the events that contribute to the expansion of international markets. 1.2 Describe multiple perspectives on the ways that globalization affects people throughout the world.</p>	<ul style="list-style-type: none"> • Watch a video about changes in the coffee industry and engage in a discussion about how changes in the coffee industry illustrate the effects of globalization. • Identify the various players involved in the international coffee industry and trace the “travels of a coffee bean” from a farm in Guatemala to their coffee cup in the United States; predict how much of each dollar spent on coffee goes to each of the players. • Read and discuss quotations that illustrate different perspectives on globalization. • Begin participating in Global E2, their ongoing project, by conducting research on their project country’s economy. 	<p>4A 4B 4D 4F 14A 14B 16F</p>	<p>4B 6A 7A</p>	<p>1B 2B 10B 22A 22B</p>	<p>10A 20B</p>
<p>Activity 2: Cultural Challenges in a Global Economy</p>		<p>ENG</p>	<p>GOV</p>	<p>ECON</p>	<p>IM</p>
<p>2.1 Identify the effects of companies and their products on cultures and languages. 2.2 Describe the cultural challenges of conducting business in a global economy.</p>	<ul style="list-style-type: none"> • Engage in a game that simulates the challenges of conducting business across cultures. • Use a global web forum to ask students in other countries about their perspectives on the effect of international business and trade on their culture. • Develop a cultural exchange report that describes workplace norms and taboos in their project country and exchange their reports with the other Global E2 teams. 	<p>1C, 1E, 4A, 4B, 4D, 4F, 5B, 5C, 10A, 10C, 16F, 19B</p>		<p>1B 2B 22B 27A</p>	<p>9A 10C</p>
<p>Activity 3: Trade in the Global Economy</p>		<p>ENG</p>	<p>GOV</p>	<p>ECON</p>	<p>IM</p>
<p>3.1 Explain the roles of specialization and exchange in maximizing productivity and profits. 3.2 Identify factors that affect a country’s trade balance. 3.3 Apply principles of comparative advantage in order to develop, negotiate, and evaluate various trade proposals.</p>	<ul style="list-style-type: none"> • Participate in a trade simulation that illustrates the principles of opportunity cost, comparative advantage, and specialization. • Calculate opportunity costs and comparative advantage for two fictional countries. • Identify the country of origin of different manufactured products in their classroom and analyze patterns of U.S. imports. • Analyze charts about trends in U.S. trade balance and discuss different perspectives on the significance of a trade deficit. • Work in their Global E2 teams to log in to the simulation, compile and post economic data about their country, compare economic data of each Global E2 country, and discuss the advantages that each country might have in the production of particular goods and/or services. • Work in their Global E2 teams to develop and negotiates trade proposals with the other Global E2 teams. • Conduct “reality check” research on their Global E2 countries’ actual trade relations and trade balance. 	<p>1C, 1E, 2G, 4A, 4D, 4F, 4G, 5B, 8E, 8G,10A, 10C, 13D, 14B, 14D, 14F, 16F, 17D</p>	<p>21E 21F</p>	<p>12B 13A 13B 13C 23A 23D 23F 25B 26A 27A</p>	<p>10B 10C 10D 11A</p>

Activity 4: Money, Money, Money		ENG	GOV	ECON	IM
<p>4.1 Analyze currency and exchange rate data to calculate the costs of goods and services produced in various countries.</p> <p>4.2 Analyze foreign exchange rate data to determine whether countries' currencies are currently strong or weak and over- or under-valued in order to predict future exchange rates movements and the implications for international trade..</p> <p>4.3 Develop a proposal to change the value of a country's currency through trade or investment in that country.</p>	<ul style="list-style-type: none"> Analyze currency and exchange rate data to make recommendations to a fictional high school student considering the costs of attending college in various countries. Engage in a discussion about the factors that affect the supply and demand for a country's currency and the effect that supply and demand of the currency has on its exchange rate. Use the "Big Mac Index" to explain the purchasing power parity theory and to determine whether particular countries' currencies are overvalued or undervalued. Work in their Global E2 teams to research the value and strength of their project countries' currencies. Use the Global E2 simulation to propose and negotiate trade or investment agreements that will affect the value of one or more countries' currencies. 	<p>1C 1E 1F 4D 4F 4G 5C 8E 8G 10C 13B 13D 14B 14F</p>		<p>7A 13C 13D 23F 23G 24C 27A</p>	<p>13A 13B 15C</p>
Activity 5: Trade Policy: Can Trade Be Free and Fair?		ENG	GOV	ECON	IM
<p>5.1 Identify the purpose and effects of various types of trade barriers on a country's economy.</p> <p>5.2 Analyze the effects of US trade policy on various stakeholders in order to debate and amend a trade bill.</p>	<ul style="list-style-type: none"> Participate in a simulation that illustrates the effects of a trade barrier on production, consumption, and price. Read real-world scenarios about trade barriers and identify the type, purpose, and potential effects of the trade barrier described in each scenario. Take on the role of different stakeholders who have particular interests in U.S. trade policy, and develop presentations to give at a mock U.S. Senate hearing about what U.S. trade policy should focus on. Taking on the role of U.S. Senate committee members, synthesize the different stakeholders' testimonies and make recommendations about specific pieces of trade legislation. Work in their Global E2 teams to discuss and analyze their country's current trade policies and determine whether their country would benefit from freer or more managed trade with the other Global E2 	<p>1C, 1E, 1F, 2G, 4A, 4D, 4G, 5B, 5C, 8E, 8F, 8G, 10C, 11B, 13D, 14B, 14F, 16C, 16E, 16F, 16G, 16H, 17A, 17B, 17C, 17D, 17E</p>	<p>6A 7A 7B 9G 12D 15D 16C 17C 21A 21B 21C 21D 23B</p>	<p>14A 14B 16A 23A 23C 23D 23E 24D 25A</p>	<p>11B 13A 13B 14A 14B 15C 16A</p>

	<p>countries.</p> <ul style="list-style-type: none"> Develop a bilateral or multilateral trade proposal that reflects their overall trade strategy and negotiate trade proposals with other country teams. 				
Activity 6: A Global Community?		ENG	GOV	ECON	IM
<p>1. Analyze the effects of international regulations on trade and international businesses in order to propose solutions to a trade dispute.</p> <p>2. Use negotiating and compromising skills to create an international agreement that balances individual countries' economic interests and global concerns.</p>	<ul style="list-style-type: none"> Explore how international laws and regulations affect international business and trade by analyzing scenarios in which international regulations conflict with local laws. Conduct research on the Global E2 countries' wage laws Propose and negotiate an international agreement about whether there should be an international minimum wage. 	<p>1E, 1F, 2B, 2E, 2H, 4D, 4F, 4G, 5C, 8G, 10C, 13D, 14B, 14G, 15A, 16C, 16D, 16E, 16F, 16G, 16H, 17B, 17C, 18A</p>		<p>23C 23D</p>	