



Texas Correlations

**CEV Pathway: International Business**

*Meets 80% of TEKS standards for:*

***Global Business***

**Correlations For:**

International Business Pathway

**New Course:**

Global Business

Subject	CTE			
Course Title	Global Business			
TEKS (Knowledge and Skills)	Student Expectation	MPU	Disc	Lesson
<b>(a) General Requirements.</b>				
This course is recommended for students in Grades 10-12.				
<b>(b) Introduction.</b>				
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.				
<b>(c) Knowledge and Skills.</b>				
(1) The student identifies steps in implementing the background for starting an international operation. The student is expected to:	(A) define global business;	Introduction to International Business	2	Global Exchange: Free Trade & Protectionism
(1) The student identifies steps in implementing the background for starting an international operation. The student is expected to:	(B) describe the rise of global linkages in global business;	Introduction to International Business	2	Global Exchange: Free Trade & Protectionism

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(1) The student identifies steps in implementing the background for starting an international operation. The student is expected to:	(C) describe the position of the United States in global trade; and	Introduction to International Business	1	Political & Economic Systems
(1) The student identifies steps in implementing the background for starting an international operation. The student is expected to:	(D) list advantages and problem areas for United States firms wanting to enter global business.	Introduction to International Business	1	Risks & Strategies in International Business
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(A) explain the advantages of specialization;			
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(B) identify the concept of comparative advantage; and			
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(C) distinguish between portfolio investment and direct investment.			
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(A) describe the role of the International Monetary Fund;	Introduction to International Business	1	International Finance & Exchange
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(B) argue for and against floating exchange rates;	Introduction to International Business	1	International Finance & Exchange
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(C) argue for and against fixed exchange rates;	Introduction to International Business	1	International Finance & Exchange

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(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(D) explain the impact of the common European currency;	Introduction to International Business	1	International Finance & Exchange
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(E) calculate foreign exchange rates; and	Introduction to International Business	1	International Finance & Exchange
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(F) research cases dealing with global exchange using appropriate online technology.	Introduction to International Business	1	International Finance & Exchange
(4) The student identifies the importance of international financial markets globally. The student is expected to:	(A) explain how a foreign exchange market functions;	Introduction to International Business	1	International Finance & Exchange
(4) The student identifies the importance of international financial markets globally. The student is expected to:	(B) identify the economic factors that influence exchange rates and explain how these factors work; and	Introduction to International Business	1	Risks & Strategies in International Business
(4) The student identifies the importance of international financial markets globally. The student is expected to:	(C) differentiate between alternative strategies of global banking.			
(5) The student demonstrates various levels of economic integration among foreign countries. The student is expected to:	(A) identify the different levels of economic integration;	Introduction to International Business	1;2;3	International Trade & Tariffs; Global Exchange: Free Trade & Protectionism; Global Capital Market: Risks & Rewards
(5) The student demonstrates various levels of economic integration among foreign countries. The student is expected to:	(B) explain the various arguments surrounding economic integration; and	Introduction to International Business	1;2;3	International Trade & Tariffs; Global Exchange: Free Trade & Protectionism; Global Capital Market: Risks & Rewards

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(5) The student demonstrates various levels of economic integration among foreign countries. The student is expected to:	(C) describe the organization of the European community.	Cultures & Diversity	1	Business Cultures: Europe
(6) The student identifies the importance of different trade and investment policies controlling trade. The student is expected to:	(A) understand the role of foreign aid in global trade and investment;	Introduction to International Business	1;2;3	International Trade & Tariffs; Global Exchange: Free Trade & Protectionism; Global Capital Market: Risks & Rewards
(6) The student identifies the importance of different trade and investment policies controlling trade. The student is expected to:	(B) explain the goals and function of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement;	Introduction to International Business	1, 2	International Trade & Tariffs, Global Exchange: Free Trade & Protectionism
(6) The student identifies the importance of different trade and investment policies controlling trade. The student is expected to:	(C) identify the major ways in which imports are being restricted and give reasons for controlling exports; and	Introduction to International Business	1	International Trade & Tariffs
(6) The student identifies the importance of different trade and investment policies controlling trade. The student is expected to:	(D) research cases and issues on global trade using appropriate online technology.	Introduction to International Business	1;2;3	International Trade & Tariffs; Global Exchange: Free Trade & Protectionism; Global Capital Market: Risks & Rewards
(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:	(A) describe the reasoning behind the effects of controls and the regulation of global business behavior;	Introduction to International Business	1	International Trade & Tariffs
(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:	(B) analyze the Foreign Corrupt Practices Act; and			

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(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:	(C) discuss the role of international law in the conduct of global business.	Introduction to International Business	1	International Finance & Exchange
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(A) explain the role of culture in global business;	Introduction to International Business	1	Risks & Strategies in International Business
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(B) identify various elements of culture; and	Cultures & Diversity	1	Discovering Cultural Differences
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(C) suggest ways for managers to understand and deal with cultural diversity.	Cultures & Diversity	1	Discovering Cultural Differences
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(A) identify the various forms of entry strategies used by firms to initiate global business activity;	Introduction to International Business	1	Risks & Strategies in International Business, International Finance & Exchange
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(B) give examples of indirect exporting and importing;	Introduction to International Business	1	International Finance & Exchange
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(C) evaluate the advantages and disadvantages of licensing;	Introduction to International Business	1	International Finance & Exchange

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(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(D) describe the functions of export management companies;	Introduction to International Business	1	International Trade & Tariffs
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(E) research current cases on imports, exports, and balance of trade using appropriate online technology;	Introduction to International Business	1;2;3	International Trade & Tariffs; Global Exchange: Free Trade & Protectionism; Global Capital Market: Risks & Rewards
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(F) relate effects of copyrights and trademarks and intellectual property rights on global business; and	Core Competency Disc		Skills for Real World Survival
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(G) identify advertising media used in foreign markets such as newspaper, radio, television, Internet, and magazine.			
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(A) define global logistics;			
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(B) distinguish between materials management and physical distribution;			
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(C) list the factors that influence the selection of particular transportation modes;	Introduction to International Business	1;2;3	International Trade & Tariffs; Global Exchange: Free Trade & Protectionism; Global Capital Market: Risks & Rewards

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(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(D) describe the usefulness of free trade zones;	Introduction to International Business	1	International Trade& Tariffs
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(E) research free trade zones, both locally and statewide, using appropriate online technology; and	Introduction to International Business	1	International Trade& Tariffs
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business.			
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(A) discuss the procedure by which a foreign target market is selected;	Introduction to International Business	1	Risks & Strategies in International Business
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(B) determine the pricing strategy for export items;	Introduction to International Business	1	Global Exchange: Free Trade & Protectionism
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(C) identify various data-based analytical techniques available for estimating market potential; and			
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(D) evaluate the reasons behind the need to standardize or to adapt the marketing mix.			

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(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(A) explain the objectives of human resource management in a global firm;	Introduction to International Business	1	Risks & Strategies in International Business
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(B) describe how the human resources function changes as a firm goes global;	Introduction to International Business	1	Risks & Strategies in International Business
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(C) identify sources of recruitment for staffing positions abroad; and	Introduction to International Business	1	Risks & Strategies in International Business
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(D) describe differences and similarities of training employees in different countries.	Introduction to International Business	1	Risks & Strategies in International Business
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(A) assess personal global marketability;			
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(B) identify appropriate employment opportunities abroad;			
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(C) evaluate global employment options such as salaries, benefits, and prerequisites; and			

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(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(D) generate an orientation manual for people preparing to live and work in a foreign country.			
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and	Core Competency Disc		Skills for Real World Survival
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(B) participate in leadership and career development activities.	Core Competency Disc		Skills for Real World Survival