



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing

**COURSE:** International Business & Marketing

**UNIT 1:** Fundamentals of International Business and Marketing



## INTRODUCTION

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**Annotation:**

In this unit students will develop an understanding of why businesses participate in international business and marketing. The students will be presented 2 PowerPoint presentations on the history of international trade in the U.S. and the basics of importing and exporting. Following the presentations and note taking, the students will take a test on the information presented.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

3 – 50 minute periods

**Author:**

Memory Reed

**Additional Author(s):**

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**MKT-IBM-1. Students will develop an understanding of the fundamental concepts of international business and marketing.**

- a. Explain the difference between a domestic and international company.
- b. Report on historical developments illustrating the past experience of the United States' role in international trade and in the international landscape for business.
- c. Identify international trade partners and point out the trading patterns of companies based on region, state, and country.
- d. Demonstrate an understanding of the relationship between international events and the daily conduct of business.
- e. Determine the impact of geography on international business to include areas such as climate, time zones, distance, topography, and social, economic, and natural resources.
- f. Explain the role of international business at local, regional, and national levels citing examples at each level and how each level affects the world economy.
- g. Analyze the potential impact (on a community, region, state, and country in which it is located) of a domestic company involving itself in international trade opportunities.

### GPS Academic Standards:

- SSEIN1: The student will explain why individuals, businesses, and governments trade goods and services.
- SSWG1: The student will explain the physical aspects of geography.
- SSWH21: The student will analyze globalization in the contemporary world.

### National / Local Standards / Industry / ISTE:

- NBEA 1: The student will understand the fundamental concepts of international business.



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the purpose of international trade and how trade benefits the economies of the countries involved.

### Essential Questions:

- What led to the discovery of America? (the search for new trade routes)
- How did the new country contribute to international trade? (new products such as tobacco, corn, etc., new markets)
- How does international trade affect the U.S. economy? Imports? Exports?

- How do direct investment and multinational companies differ? (direct investment – purchasing assets in one country by companies or individuals in another country)
- What does it mean for nations to be interdependent? (they all need each other to survive)
- How is marketing involved in international trade? (distribution, selling, promotion, risk, financing, pricing, planning, research, product/service management)

### Knowledge from this Unit:

Students will:

- describe the role of direct investment and multinational corporations in the global economy
- identify the top 5 U.S. trading partners in imports and exports

### Skills from this Unit:

Students will:

- trace the role of trade in the development of the United States
- explain the impact that imports and exports have on the U.S. economy
- comment on the interdependence of nations to our world economy be able to describe how marketing is involved in international trade



## ASSESSMENT(S)

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### Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☒ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits

___	Application of skills to real-life situations/scenarios
X	Post-test

**Assessment(s) Title:**

- The U.S. In a Global Market Test

**Assessment(s) Description/Directions:**

Test questions are attached at the end of lesson plan. Make copies for students, use provided answer sheet. Use attached key to grade.

**Attachments for Assessment(s):** Please list.

- IBM\_1 Test
- IBM\_1 Test Key



## LEARNING EXPERIENCES

**Sequence of Instruction**

**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

**MKT-IBM-1. Students will develop an understanding of the fundamental concepts of international business and marketing.**

- Explain the difference between a domestic and international company.
- Report on historical developments illustrating the past experience of the United States' role in international trade and in the international landscape for business.
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- Determine the impact of geography on international business to include areas such as climate, time zones, distance, topography, and social, economic, and natural resources.
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- Analyze the potential impact (on a community, region, state, and country in which it is located) of a domestic company involving itself in international trade opportunities.

**2. Review Essential Questions.**

- What led to the discovery of America? (the search for new trade routes)
- How did the new country contribute to international trade? (new products such as tobacco, corn, etc., new markets)

- How does international trade affect the U.S. economy? Imports? Exports?
- How do direct investment and multinational companies differ? (direct investment – purchasing assets in one country by companies or individuals in another country)
- What does it mean for nations to be interdependent? (they all need each other to survive)
- How is marketing involved in international trade? (distribution, selling, promotion, risk, financing, pricing, planning, research, product/service management)

### **3. Identify and review the unit vocabulary.**

#### **4. Assessment Activity.**

- Print and copy the attached PowerPoint note taking guide.
- Hand out the History of U.S. Trade guide first, and then show the PowerPoint.
- While showing the PowerPoint, make sure you allow class discussion to allow students to get the most from the lesson.
- After the first PowerPoint, discuss.
  - You may want to have students research the first explorers of America and the trade reasons for their explorations.
  - Also, find out the outcome of their explorations.
- Hand out the note taking guide for Imports and Exports.
- Show the 2nd PowerPoint on Imports and Exports.
- After showing the PowerPoint, discuss trade in the global economy.
  - You may want to allow students to find current event articles on importing and exporting and the global economy as an extension.
- Allow students to study note taking guides for test on 3rd day.

#### **Attachments for Learning Experiences:** Please list.

- History of U.S. Trade
- Imports And Exports
- Note Taking Guides
- Test
- Test Key

#### **Notes & Reflections:**



## CULMINATING PERFORMANCE TASK

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**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:**



## UNIT RESOURCES

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**Web Resources:**

**Attachment(s):**

**Materials & Equipment:**

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		