GEORGIA PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

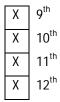
PATHWAY:	Marketing
COURSE:	International Business & Marketing
UNIT 1:	Fundamentals of International Business and Marketing



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):



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.



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

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?

Unit 1 Fundamentals • Page 2 of 6

- 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 Method Type:

	Pre-test
Х	Objective assessment - multiple-choice, true- false, etc.
	Quizzes/Tests
	_X_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

X F

___ 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



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.

- 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.

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 Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

