



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing

**COURSE:** International Business & Marketing

**UNIT 2:** Country Profiles



## INTRODUCTION

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### Annotation:

In this unit students will acquire information on various foreign markets through web-based research and development of a power point presentation.

### Grade(s):

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

### Time:

6 – 50 minute periods

### Author:

Jeanne Jackson

### Additional Author(s):

Memory Reed

### 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.**

- 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.

### **MKT-IBM-2. Students will analyze various factors and influences affecting the international business environment.**

- a. Identify international cultural differences in food, dress, language, gift-giving, social behaviors, and major holidays of various cultures and discuss how they are celebrated as well as their impact on the business community.
- c. Identify and differentiate between types of governments and political environments and determine the impact of the government on international business through the use of barriers, tariffs, quotas, and taxation policies.
- f. Define terms such as GDP (GNP), balance of trade, foreign debt, and cost of living.
- g. Analyze the availability of resources (natural, human, and capital) in a country and the economic potential of the country to improve its quality of life by engaging in international trade.
- h. Identify the economic systems used to decide what to produce, how it is produced, and for whom it is produced in a country.

### **MKT-IBM-5. Students will determine characteristics of various organizational structures in the international business environment.**

- b. Determine social and cultural influences on the form of business ownership used or required in different countries.

### **MKT-IBM-6. Students will determine the importance of market research, product development and pricing strategies in successful international marketing strategies.**

- b. Identify characteristics of international consumer markets and commercial markets including social, cultural, and political factors that would affect international marketing.
- c. Explain how the marketing research process, including secondary data and primary data collection, differs in an international application.
- d. Create a data collection survey instrument for an international marketing research study based on knowledge of social and cultural factors in a specific foreign market.

## 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.
- SSWG2. The student will explain the cultural aspects of geography.
- SSEF4. The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.

SSWH20. The student will examine change and continuity in the world since the 1960's.

ELA11W3. The student will use research and technology to support writing.

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SSEF5. The student will describe the role of government in a market economy.

SSEIN2. The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.

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

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

NBEA 2: The student will understand how geographic, cultural, political, legal, historical, and economic factors influence international trade.

NBEA 3: The student will understand the role of information technology in modern global trade.

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NBEA 4: The student will understand the logistics of importing and exporting products and services.



## **UNDERSTANDINGS & GOALS**

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### **Enduring Understandings:**

- Students will understand the cultural, geographic, economic and governmental differences in various countries and how these differences affect international business and marketing.

### **Essential Questions:**

- How does geography impact international business?
- How do politics affect international business?
- How does the government affect international business in a country?
- How does the culture of a country affect international business in the country?
- What social and cultural influences affect the forms of business ownership used in various countries?

### **Knowledge from this Unit:**

- Students will describe the characteristics of an assigned country that affect international business operations in that particular country.

### **Skills from this Unit:**

Students will:

- determine the impact of geography on international business to include areas such as climate, time zones, distance, topography, and social, economic, and natural resources.
- identify and differentiate between types of governments and political environments and determine the impact of the government on international business through the use of barriers, tariffs, quotas, and taxation policies.
- analyze various factors and influences affecting the international business environment.
- determine social and cultural influences on the form of business ownership used or required in different countries.



# 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
- ☐ Post-test

## Assessment(s) Title:

Country Worksheet

## Assessment(s) Description/Directions:

Have students use the online CIA World Factbook to complete the attached worksheet.

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

Worksheet



# LEARNING EXPERIENCES

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## Sequence of Instruction

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

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- c. Explain how the marketing research process, including secondary data and primary data collection, differs in an international application.
- d. Create a data collection survey instrument for an international marketing research study based on knowledge of social and cultural factors in a specific foreign market.

### 2. Review Essential Questions.

- How does geography impact international business?
- How do politics affect international business?

- How does the government affect international business in a country?
- How does the culture of a country affect international business in the country?
- What social and cultural influences affect the forms of business ownership used in various countries?

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

### **4. Lesson**

- Give each student a handout with the name of the country that you have chosen for them to research. The teacher will want to cover as many diverse countries as possible; some of the best countries to include are Jordan, Turkey, Egypt, Sudan, Israel, India, Pakistan, China, Japan, Germany, etc.
- The student will follow the instructions on the worksheet and complete the assignment using the website to find the answers. Note: this worksheet is 3 pages long—you could break this up into two class periods.
- Next, using the information the student has researched and recorded on the worksheet students will develop Power Point Presentations on their assigned country. Tell students that they must include at minimum of 5 graphics in the Power Point presentation. Give students a copy of the rubric (attached) before they begin their PP so that they will know what is expected.
- Have students show their PP presentations in class or maybe in a Geography class. (To do this, just speak to the social studies dept. head or talk to the geography teacher and ask—usually other teachers are delighted to work with you).
- After Presentations: Return the worksheets to the students, make a chart on the board with several categories such as Population, Median age, Birthrate, Death rate, Life Expectancy, HIV, Literacy, etc. on the top with names of countries on the left side of the chart. Draw lines to separate the categories and country names.
- Go around the room and ask the students to name their country and write in the information under each of the categories.
- When finished, discuss the chart and how the countries compare. Discuss the kinds of goods and services that might be needed in each country.

### **Attachments for Learning Experiences:**

Worksheet

Performance Task Rubric

### **Notes & Reflections:**

This is a multi-part project that takes several days. The first 2 class periods will be spent completing information on the country assigned. The next 2 periods will be spent creating PowerPoint presentations on the countries. The next 2 periods will be spent presenting the PowerPoint presentations.



## **CULMINATING PERFORMANCE TASK**

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### **Culminating Unit Performance Task Title:**

Country Presentations

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

After completing the worksheet, students will develop a PowerPoint presentation to share with the class about their country. The presentation will include a minimum of 5 graphics.

Rubric is attached for teacher to use to evaluate PowerPoint presentation. Teacher should also check worksheets for completion prior to the students doing their PowerPoints. Also, after PowerPoints have been presented, a teacher-led class discussion should take place to tie all of the information together and show the comparisons of the various countries.

### **Attachments for Culminating Performance Task:**

Performance Task Rubric



## **UNIT RESOURCES**

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### **Web Resources:**

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

### **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 checked="" type="checkbox"/>	Website		