GEORGIA PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

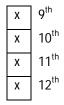
PATHWAY: Marketing COURSE: Marketing Principles International Marketing Strategies UNIT 5:



Annotation:

In this unit, students will research a foreign country to gain an understanding of different customs, governments, and business operations and develop an international business plan idea to launch a new product, company, or division in a foreign setting.

Grade(s):



Time: 10 50 minute class periods

Author: Revised by Rachael McClain

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.

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GPS Focus Standards:

MKT-MP-5 Acquire foundational knowledge of international business and marketing concepts to understand the scope and impact on the economy.

- a. Define international business/marketing.
- b. Explain why nations engage in international trade.
- c. Describe how international trade affects the economic interdependence of nations.

GPS Academic Standards:

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. SSEMA4 The student will explain why individuals, businesses and governments trade goods and services. SSEMA5 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.

SSEMA6 The student will explain how changes in exchange rates can impact the purchasing power of individuals in the United States and in other countries.

National / Local Standards / Industry / ISTE:



Enduring Understandings:

- Students will understand cultural diversity
- Students will understand the basic concepts of international business and marketing

Essential Questions:

- Why is cultural understanding continuing to grow in importance and how does this growth impact business?
- Why is keeping other cultures in mind while developing a business plan critical on local, national, and international levels?

Knowledge from this Unit:

International business vocabulary and marketing concepts

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Skills from this Unit:

• Students will create a business proposal for an international marketing idea working within the government regulations, local customs, etc.



Assessment Method Type:

	Pre-test
	Objective assessment - multiple-choice, true- false, etc.
	Quizzes/Tests
	Unit test
	Group project
	Individual project
X	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
х	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
X	Constructed Responses
	Chart good reading/writing/listening/speaking habits
	Application of skills to real-life situations/scenarios
	Post-test

Assessment(s) Title:

International Business Plan Group Project

Assessment(s) Description/Directions:

- Students will work in groups to research and develop an idea for an international business operation.
- Students will present their ideas using visual aids to the class.
- <u>www.deca.org</u>: You can use the DECA standards for the International Business Plan to integrate this competitive event into your classroom. The attached assessment is a simple version of the DECA

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expectations, but you can expand this activity in your classroom or use the student's initial work to encourage a more detailed student involvement for ideas with potential.

Attachments for Assessment(s):



Sequence of Instruction

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

MKT-MP-5 Acquire foundational knowledge of international business and marketing concepts to understand the scope and impact on the economy.

- a. Define international business/marketing.
- b. Explain why nations engage in international trade.
- c. Describe how international trade affects the economic interdependence of nations.
- 2. Review Essential Questions.
 - Why is cultural understanding continuing to grow in importance and how does this growth impact business?
 - Why is keeping other cultures in mind while developing a business plan critical on local, national, and international levels?
- 3. Identify and review the unit vocabulary.
- 4. The Global Marketplace PowerPoint
- 5. Mondialogo Email-Pal Project
- 6. Entering International Markets: Organization and Strategy PowerPoint
- 7. International Business Plan Group Project
- 8. The Political, Economic, and Legal Environments of International Trade PowerPoint
- 9. Economic Concepts for an International Marketer PowerPoint
- 10. International Business Plan Project Presentations
- 11. Alternate Information: The Global Marketplace-Tays PowerPoint

Attachments for Learning Experiences:

Notes & Reflections:



Culminating Unit Performance Task Title:

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Mondialogo Email-Pal Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will meet students from around the world and complete an email project to the student to learn about their country and share information about commerce, marketing, and business in the US.

Attachments for Culminating Performance Task:



Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

