



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing

**COURSE:** Marketing Principles

**UNIT 5:** International Marketing Strategies



## INTRODUCTION

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### 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):

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

**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.



## FOCUS STANDARDS

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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:**



## UNDERSTANDINGS & GOALS

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### **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

### Skills from this Unit:

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



## 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:

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.
- [www.deca.org](http://www.deca.org): 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

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):**



## **LEARNING EXPERIENCES**

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#### **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 PERFORMANCE TASK**

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

**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:**



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