

Unit 5: International Marketing

Content Area: **Business**
Course(s): **Marketing II**
Time Period: **1 marking period**
Length: **10 weeks**
Status: **Published**

Unit Overview

This unit is designed to examine the factors that influence marketing strategy in an international setting

Transfer

Students will be able to independently reasearch an international market and theorize product/brand development.

Meaning

Understandings

Students will understand...

- the nature of international trade
- the balance of trade
- types of trade barriers
- significant trade agreements and alliances that foster worldwide free trade
- forms of international trade
- political, economic, socio-cultural, and technological factors that affect international business
- global marketing strategies

Essential Questions

Students will keep considering...

- What is the difference between a product item and a product line?
- What is the difference between product depth and product width?
- What types of criteria are used to screen new product ideas?
- How do marketers evaluate customer acceptance of a new product?
- What are the four reasons for expanding a product line?
- What strategies might a business use during a product's growth stage? maturity stage? decline stage?
- What is the difference between brand extension and brand licensing?
- Why is a mixed-brand strategy used in product planning?

Application of Knowledge and Skill

Students will know...

Students will know...

- the nature of international trade
- the balance of trade
- types of trade barriers
- significant trade agreements and alliances that foster worldwide free trade
- forms of international trade
- political, economic, socio-cultural, and technological factors that affect international business
- global marketing strategies

Students will be skilled at...

Students will be able to...

- Explain the nature of international trade
- Discuss the balance of trade
- Provide examples of three types of trade barriers
- List three significant trade agreements and alliances that foster worldwide free trade
- Identify political, economic, socio-cultural, and technological factors that affect international business
- Suggest glocal marketing strategies
- Create a product and marketing mix for an international market
- Research international marketing strategies
- Perform an oral presentation proposing a new product in an international setting

Academic Vocabulary

international trade

imports

exports

balance of trade

free trade

tariff

quota

embargo

protectionism

World Trade Organization

North American Free Trade Agreement

European Union

licensing

contract manufacturing

joint venture

foreign direct investment

multinationals

mini-nationals

globalization

adaption

customization

Learning Goal 1

Students will be able to explain the nature of international trade.

- Students will be able to explain the nature of international trade.

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| 12.9.3.MK-MER.3 | Move, store, locate and/or transfer ownership of retail goods and services. |
| 12.9.3.MK-MER.4 | Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities. |
| 12.9.3.MK-MER.6 | Obtain, develop, maintain and improve a product or service mix to respond to market opportunities. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and |

use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.12.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

Target 1

Students will be able to differentiate between comparative and absolute advantage.

- Students will be able to differentiate between comparative and absolute advantage.

Target 2

Student will be able to discuss the benefits to international trade.

- Student will be able to discuss the benefits to international trade.

Target 3

Students will be able to categorize the balance of trade.

- Students will be able to categorize the balance of trade.

Target 4

Students will be able to classify trade barriers.

- Students will be able to classify trade barriers.

Learning Goal 2

Students will be able to identify political, economic, socio-cultural, and technological factors that affect international business.

- Students will be able to identify political, economic, socio-cultural, and technological factors that affect international business.

12.9.3.MK-MER.3

Move, store, locate and/or transfer ownership of retail goods and services.

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| 12.9.3.MK-MER.6 | Obtain, develop, maintain and improve a product or service mix to respond to market opportunities. |
| 12.9.3.MK-MER.8 | Create and manage merchandising activities that provide for client needs and wants. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
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| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| TECH.8.2.12 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |
| TECH.8.2.12.B | Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society. |
| TECH.8.2.12.D.2 | Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation. |

Target 1

Students will be able to identify ways to conduct business internationally.

- Students will be able to identify ways to conduct business internationally.

Target 2

Student will be able to conduct a global environmental scan.

- Student will be able to conduct a global environmental scan.

Learning Goal 3

Students will identify and apply global marketing strategies.

- Students will identify and apply global marketing strategies.

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| TECH.8.2.12.B | Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society. |
| TECH.8.2.12.C | Design: The design process is a systematic approach to solving problems. |
| TECH.8.2.12.D | Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems. |

Target 1

Students will be able to identify global marketing strategies utilized by international businesses.

- Students will be able to identify global marketing strategies utilized by international businesses.

Target 2

Students will be able to apply global marketing strategies through the development of an original product idea.

- Students will be able to apply global marketing strategies through the development of an original product idea.

Summative Assessment

Unit Assessment will be a cumulative written assessment as a Test/Quiz grade. Additionally, each student will give an oral presentation on conducting international business with a foreign country and suggest an original product idea to be sold in that market.

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Formative Assessment and Performance Opportunities

Worksheets

PowerPoint Discussions

Homework and Classwork Activities

Group Activities

In Class Discussions

Do Nows and Closures

Class Polling

Observation

Peer Observation and Critique

Educational Games

Test/Quizzes

Oral Presentation

Accommodations/Modifications

Differentiation:

Additional resources

international marketing tips [Video](#)

international marketing tips [Video](#)

All instruction, labs, activities, and assessments will be modified and enhanced to individual students IEPs and 504s. Additionally, differentiated classroom management strategies will be utilized as to adhere to these student's individual plans.

Enrichment:

DECA international marketing enrichment activities are available. Role plays and tests are available in class and online at www.deca.org

Unit Resources

Teacher generated PowerPoints, notes, projects, and worksheets

Textbooks

Internet resources

Computer based activities

Document projector

Overhead projector

Interdisciplinary Connections

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| LA.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LA.RST.11-12.9 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.5 | Use appropriate tools strategically. |