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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Marketing |
| **Course Name** | Practicum in Marketing |
| **Lesson/Unit Title** | Marketing in an Expanding Global Economy |
| **TEKS Student Expectations** | **130.387. (c) Knowledge and skills**(2) The student knows the nature of business and shows its contribution to society. The student is expected to:(C) Describe types of business activities |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Describe the important role that international trade plays in the global economy.
* Explain why businesses expand into international markets and how governments assist them.
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| **Rationale** | After finishing this lesson, students will explain how the global economy offers many marketing opportunities and challenges. |
| **Duration of Lesson** | None |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Imports**- products or services purchased from another country
* **Exports**- products and services that are sold to another country
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| **Materials/Specialized Equipment Needed** | **Instructional Aids:** * The Expanding World Economy PowerPoint presentation (coming soon)
* Learner Preparation Worksheet
* Independent Practice Activity Student Directions –Activity #1, #2, #3, #4
* Multimedia Project: Conducting Business in Another Country Activity #1 Rubric
* Imports and Exports Collage Activity #2 Rubric
* Greatest Exports Poster Activity #3 Rubric
* Extension Assignment #1 Directions Worksheet
* PowerPoint Presentation: Where in the World to Sell My Product Extension Activity #1 Rubric
* Extension Assignment #2 Directions and Worksheet
* Internet

**Materials Needed:** * Construction paper
* Scissors and glue
* Poster Board
* Current newspapers and magazines

**Equipment Needed:** * Computers for students to complete projects
* Projector for PowerPoint presentation
* White or chalk board
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * Ask students to consider how many products they have purchased recently that were produced in other countries. Students should estimate a percentage that represents those purchases of foreign-made goods. Give examples of food (bananas), automobiles (with international influence), and clothing (manufactured in other countries). Ask students to share their information with the class.
* Ask students to determine where brands and products originate. Assign students the attached (Where Do Brands Come From) worksheet for this assignment. Then conduct a class discussion on the completed project.
* Ask students to describe how the Internet and latest technology have influenced international trade. Then ask students if they think international trade is good or harmful to the U.S. economy. They must explain reasons for their beliefs
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| **Direct Instruction \*** | Outline | Instructor Notes |
| I. The Expanding World Economy A. United States – world’s large economy (1/5 of production of all countries in the world) B. Worldwide Economic Interdependence 1. 1/3 of all world production is sold outside of the country where it is produced 2. imports-products or services purchased from another country 3. exports-products and services that are sold to another countryII. The Changing Nature of International Trade A. Types of products and services exchanged between countries is changing B. International trade in services is growing faster than trade in productsIII. Why Businesses are Going Global A. Changing markets and competition B. Larger populations to be served C. The push from international companies entering your domestic marketplace D. Increasing worldwide demand for productsIV. Assistance with International Marketing A. Government support B. U.S. Department of Commerce C. Trade Information Center and Export Assistance Center D. Small Business Administration (SBA) E. Banks, Financial Service Companies, Insurance Businesses, Accounting Firms, Transportation Companies, and Communications Services Firms | * The international marketplace offers many opportunities. Companies in the United States are looking for ways to expand their markets and international trade provides a greater amount of customers.
* Companies in the United States are moving parts of their business operations to other countries where labor is less expensive. This strategy does not always make the American consumer happy. For example, the computer and health care industries are increasingly counting on companies in India to maintain records and offer customer service.
* Every business wants to increase profit. The global marketplace opens opportunities to expand business. Ask students to research major companies in the United States that have parent companies in another country. This is a great topic for class discussion. This project is also included as one of the assignments for this lesson.
* When a business conducts business with another country, the U.S. government will help and monitor the process. Different cultures, economies, and political relationships have a definite bearing on international trade.
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| **Guided Practice \*** | * Survey the class to determine how many students have traveled to another country or speak another language. Then explain how a global economy has opened new career opportunities. The new opportunities present challenges and rewards.
* Survey students to determine how many of their families own an imported automobile. Then discuss reasons why international automobile manufacturers are now locating in the United States to be closer to the market demand.
* Ask students to list on the board products and services produced in the United States and demanded by other countries. How are these products and services used politically when the U.S is having confrontations with our trade partners? Solicit the definition of tariffs and quotas and have students describe how these strategies can affect international trade.
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Using Independent Practice Activity #1 “Conducting Business in Another Country”, ask students to conduct research about doing business with another country. They must report on the culture, language, currency, government, and political red tape involved with conducting business in the other country. Students will develop a PowerPoint presentation to share their information with the class.
* Using Independent Practice Activity #2, “Imports and Exports Collage”, ask students to design a collage that is split into two parts. One side of the collage will show pictures (examples) of imports and the other side of the collage will show pictures (examples) of exports for the U.S. Students will show and explain their collages to the rest of the class.
* Using Independent Practice Activity #3, “Greatest Exports” ask students to find out what other countries are best at producing by conducting research. Give each student a different country. Students must conduct research to determine their country’s greatest exports. Each student will design a poster showing what their country produces and exports.
* Using Independent Practice Activity #4 ask students to work in teams of 2 to identify three products for which they believe U.S. companies are the largest producers based on worldwide sales and three products for which they believe foreign-owned companies are the worldwide sales leaders. Teams should use the Internet to locate information and determine the accuracy of the products they have chosen. (See the International Team Worksheet)
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| **Lesson Closure** | * Q: What is the difference between imports and exports?
* A: Imports are products or services purchased from another country. Exports are products and services that are sold to another country.
* Q: Why do businesses try to sell their products or services in international markets?
* A: International markets offer new customers. Businesses seek to equalize the competition from foreign firms that have entered their markets. Businesses satisfy demand from foreign consumers who want a variety of products.
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment:** * Instructor will observe students during Independent Practice assignments, class discussion, class participation, and PowerPoint discussions.
* Instructor will assist individual students as needed.

**Formal Assessment:** * Use Independent Practice Activity #1 Rubric to evaluate students as they research conducting business in another country and create a PowerPoint presentation to share with the class.
* Use Independent Practice Activity #2 Rubric to evaluate students as they design a poster to show and explain U.S. imports and exports.
* Use Independent Practice Activity #3 Rubric to evaluate students as they research the 3 leading companies in the U.S. for exports and the three leading foreign owned companies for exports and design a poster to show and explain their research.
* Independent Practice Activity #4 will be evaluated for successful completion of the worksheets by the instructor.
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| **References/Resources/****Teacher Preparation** | * Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning
* Marketing Essentials, McGraw Hill
* USA Today and local newspapers
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Ask students (in groups of 2) to select a product or service and a good international trade partner to purchase the product or service. Students should include facts about the country that support the rationale for international trade. Students will present their information in a four-slide PowerPoint presentation.
* Ask students to conduct research on the price of gas around the world by completing the “Fuel for Thought” worksheet. Students must complete all columns of this worksheet and answer the questions following the table.
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)