

<b>Subject:</b> BBB4M		<b>Grade:</b> 12
<b>Teacher:</b> Alex Chen	<b>Duration:</b> 180 minutes	<b>Lesson No:</b> 1.6
<b>Unit #:</b> 1	<b>Topic:</b> Trade Barriers	

<b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> )	
1. Demonstrate an understanding of how international business and economic activities increase the interdependence of nations.	
<b>Specific Expectations</b> ( <i>Directly from The Ontario Curriculum</i> )	
1.1. Describe the effects of barriers and obstacles to international business activity	
<b>Learning Skills</b> ( <i>Where applicable</i> ):	
Independent Work – Students self-study before and after class. Responsibility – Students must finish Glossary quiz and Check Your Understanding quiz before class. Initiative – Students are encouraged to ask questions during the Q&A session. Collaboration – Students will work in groups for the final production activity.	
<b>Learning Goals</b> ( <i>What do I want the students to know and/or be able to do?</i> )	
Today you will: 1. Describe the effects of barriers and obstacles to international business activity	
<b>Success Criteria</b> ( <i>Based on the application, how will I know students have learned what I intended?</i> ) ( <i>Recording Devices: anecdotal record, checklist, rating scale, rubric</i> )	
By the end of class: 1. I can compare the differences between tariff, trade quotas, trade embargoes, trade sanctions, and foreign investment restrictions.	
<b>Materials and Resources</b>	
PPT presentation Textbook: Fundamentals of International Business	
<b>Lesson Structure and Activities</b>	
<b>Independent Work</b>	
<b>Timing</b>	<b>Lesson</b>
50 minutes	<u>Textbook Work</u>

	<b>Learning Objective</b>	<b>Textbook Pages</b>	<b>Questions</b>
	1. Describe the barriers and obstacles to international business activity.	p.47-50	<ol style="list-style-type: none"> <li>1. What are the pros and cons to tariffs?</li> <li>2. What is a trade quota and why might a country use it?</li> <li>3. What is a trade embargo and why might a country use it?</li> <li>4. What is the difference between a trade embargo and a trade sanction?</li> <li>5. Why might a country restrict foreign investment? Give an example.</li> <li>6. Give some examples of countries having different product standards.</li> </ol>
15 minutes	<b><u>Glossary Quiz</u></b> <ul style="list-style-type: none"> <li>• Study the glossary on Moodle</li> <li>• Then do the glossary quiz on Moodle before class</li> </ul>		
15 minutes	<b><u>Check Your Understanding Quiz</u></b> <ul style="list-style-type: none"> <li>• Do this quiz after you do the textbook work.</li> </ul>		
10 minutes	<b><u>Exit Card</u></b> <ul style="list-style-type: none"> <li>• Do this short survey after class.</li> </ul>		
<b>During Class</b>			
<b>Timing</b>	<b>Lesson</b>		
10 minutes	<b><u>Announcements</u></b> <b>Slide: Announcements</b> <ul style="list-style-type: none"> <li>• Teacher will go over announcements related to the course.</li> </ul>		
15 minutes	<b><u>Review + Warmer</u></b> <b>Slide: Review + Warmer Discussion</b> <ul style="list-style-type: none"> <li>• Students will be put into groups to discuss the review and warmer questions.</li> <li>• Teacher will ask some students to share their answers with the class.</li> </ul>		
15 minutes	<b><u>Homework Q&amp;A</u></b> <b>Slide: Homework Q&amp;A</b> <ul style="list-style-type: none"> <li>• Students will be required to ask some questions about the homework to encourage deeper thinking and to clarify understanding for the class</li> </ul>		
15 minutes (cumulative 55 mins)	<b><u>Example Exam Questions</u></b> <b>Slide: Example Exam Questions</b> <ul style="list-style-type: none"> <li>• Students will be put into groups to discuss the example exam questions.</li> <li>• Teacher will ask some students to share their answers with the class.</li> </ul>		
30 minutes	<b><u>Peer Edit Assignment 1</u></b>		

	<p><b>Slide: Peer Review Assignment 1</b></p> <ul style="list-style-type: none"> <li>• Students will be put into pairs to practice assignment 1 presentations and give each other feedback.</li> </ul>
5 minutes	<p><b><u>Homework Assignment</u></b></p> <p><b>Slide: Independent Work for Next Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will assign the independent work for next lesson</li> <li>• Teacher will remind the students to do the exit survey</li> </ul>
<b>Assignments / Homework</b>	
Prepare for assignment 1 presentation.	
<b>Reflections</b>	
<i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i>	

## The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan #

Assessment Strategies					
For Learning		As Learning		Of Learning	
<b>Student product:</b>		<b>Student product:</b>		<b>Student product:</b>	
<input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> <b>Practice questions</b> <input type="checkbox"/> Practice tests	<input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet	<input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <input type="checkbox"/> Exit card	<input type="checkbox"/> <b>Class discussions</b> <input type="checkbox"/> Peer feedback	<input type="checkbox"/> <b>Whole class discussions</b> <input type="checkbox"/> <b>Group discussions</b>	<input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> Performance tasks
<b>Observation:</b>		<b>Observation:</b>		<b>Observation:</b>	
<b>Conversation:</b>		<b>Conversation:</b>		<b>Conversation:</b>	
<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b>	<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b> <input type="checkbox"/> <b>Pair work</b>	<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Question and answer session</b>			
Lesson Tools					
Direct Instruction	Indirect Instruction	Interactive Instruction	Independent Study	Experiential Learning	Instructional Skills
<input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations	<input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment	<input type="checkbox"/> <b>PowerPoint</b> <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> <b>Brainstorming</b> <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> <b>Discussion</b> <input type="checkbox"/> Laboratory groups <input type="checkbox"/> <b>Cooperative learning</b> <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted <input type="checkbox"/> instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> <b>Homework</b> <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers	<input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies	<input type="checkbox"/> <b>Explaining</b> <input type="checkbox"/> <b>Demonstrating</b> <input type="checkbox"/> <b>Questioning</b>