

<b>Subject:</b> BBB4M		<b>Grade:</b> 12
<b>Teacher:</b> Alex Chen	<b>Duration:</b> 180 minutes	<b>Lesson No:</b> 2.3
<b>Unit #:</b> 2	<b>Topic:</b> Trade Agreements and Trade Organizations	

**Overall Expectations** (*Directly from The Ontario Curriculum*)

1. Demonstrate an understanding of the factors that influence a country's ability to participate in international business.

**Specific Expectations** (*Directly from The Ontario Curriculum*)

- 1.1. Describe international agreements and organizations that have influenced global economic activity.

**Learning Skills** (*Where applicable*):

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.

**Learning Goals** (*What do I want the students to know and/or be able to do?*)

Today you will:

1. Describe how international agreements and trade organizations influence global business activity.

**Success Criteria**

*(Based on the application, how will I know students have learned what I intended?)*

*(Recording Devices: anecdotal record, checklist, rating scale, rubric)*

By the end of class:

1. I can explain the advantages and disadvantages of NAFTA and the EU.
2. I can explain what the WTO, APEC, and UN do.

**Materials and Resources**

PPT presentation

Textbook: Fundamentals of International Business

**Lesson Structure and Activities**

**Independent Work**

<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 how international agreements influence global business activity.	p.129-131 p. 135-139	<ol style="list-style-type: none"> <li>1. What is NAFTA?</li> <li>2. What are some benefits and disadvantages of NAFTA?</li> <li>3. What is the EU?</li> <li>4. What are some advantages and disadvantages to having the euro as a common currency in the EU?</li> <li>5. What are some arguments for and against a common currency in North America?</li> </ol>
	2. Describe how trade organizations influence global business activity.	p. 140-143, p.151	<ol style="list-style-type: none"> <li>6. What are trade organizations? Give examples.</li> <li>7. What does the World Trade Organization do?</li> <li>8. What does the APEC do?</li> <li>9. What does the United Nations do?</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	<p><b><u>Final Production</u></b></p> <p><b>Slide: Group Presentation</b></p> <ul style="list-style-type: none"> <li>• Students will be put into small groups to prepare a presentation on whether or not to have a common currency across Mainland China, Hong Kong, Macau, and Taiwan in order to facilitate trade.</li> <li>• Each group presents to the class.</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>

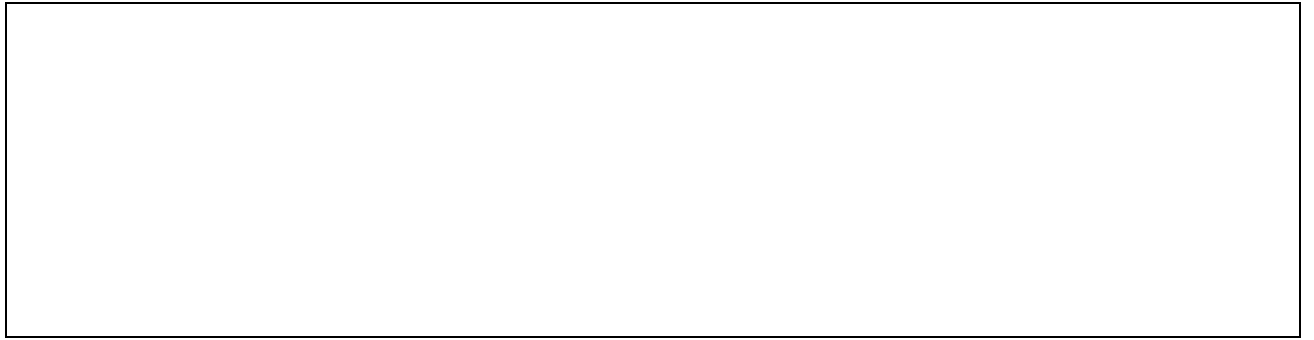
**Assignments / Homework**

Lesson 2.4 Independent Work	Time
Textbook Work	20
Case Analysis: Alliance Design Concepts	40
Study the glossary and do the Glossary Quiz	10
Do the Check Your Understanding Quiz after reading the case.	10
Exit Card after class	10
<b>Total</b>	<b>90</b>

Learning Objective	Textbook Pages	Questions
1. Identify the factors that affect foreign exchange rates.	p. 51-55	<ol style="list-style-type: none"> <li>1. Who are the winners and losers of a high Canadian dollar? Why?</li> <li>2. What affects affect the exchange rate of a country?</li> <li>3. Why and when might a Canadian company quote prices in US dollars?</li> </ol>
2. Demonstrate numeracy skills by converting international currencies to Canadian dollars.		<ol style="list-style-type: none"> <li>4. If the exchange rate is 1 CDN = 0.75 USD, then how much Canadian dollars is 500 USD worth?</li> <li>5. If you have 200 CDN, how much RMB can you get if 1 RMB = 0.19 CDN?</li> <li>6. Go to Google and search "RMB to USD". What is the exchange rate?</li> </ol>

**Reflections**

*(What do I need to do to become more effective as a teacher in supporting student learning?)*



## 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>Observation:</b> <input type="checkbox"/> <b>Whole class discussions</b> <input type="checkbox"/> <b>Group discussions</b>	<input type="checkbox"/> <b>Observation:</b> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> Performance tasks	<input type="checkbox"/> <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b>
<b>Observation:</b>		<b>Observation:</b>		<b>Observation:</b>	
<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>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>