

Subject: BBB4M		Grade: 12
Teacher: Alex Chen	Duration: 180 minutes	Lesson No: 2.4
Unit #: 2	Topic: Foreign Exchange	

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. Identify factors that affect foreign exchange rates.
- 1.2. Convert international currencies into Canadian dollars.

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. Identify factors that affect foreign exchange rates.
 2. Convert international currencies into Canadian dollars.
 3. Explain ways to mitigate foreign exchange risk.

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 factors that affect foreign exchange rates.
 2. I can convert international currencies into Canadian dollars.
 3. I can give recommendations for reducing currency fluctuation risk.

Materials and Resources

PPT presentation
 Textbook: Fundamentals of International Business
 Case: Alliance Design Concepts

Lesson Structure and Activities

Independent Work

Timing	Lesson
20 minutes	<u>Textbook Work</u>

	Learning Objective	Textbook Pages	Questions
	1. Identify the factors that affect foreign exchange rates.	p. 51-55	<ol style="list-style-type: none"> Who are the winners and losers of a high Canadian dollar? Why? What affects affect the exchange rate of a country? Why and when might a Canadian company quote prices in US dollars?
	2. Demonstrate numeracy skills by converting international currencies to Canadian dollars.		<ol style="list-style-type: none"> If the exchange rate is 1 CDN = 0.75 USD, then how much Canadian dollars is 500 USD worth? If you have 200 CDN, how much RMB can you get if 1 RMB = 0.19 CDN? Go to Google and search "RMB to USD". What is the exchange rate?
40 minutes	<u>Case: Alliance Design Concepts: Foreign Exchange Risk</u> <ul style="list-style-type: none"> Read the case and analyze it using the Case Analysis template provided in lesson 1.4 Analyze the pros and cons of each option suggested in the case. Pick one or two options for Alliance to mitigate foreign exchange risk. If you are not finished within 40 minutes, finish it for homework. 		
10 minutes	<u>Glossary Quiz</u> <ul style="list-style-type: none"> Study the glossary on Moodle Then do the glossary quiz on Moodle before class 		
10 minutes	<u>Check Your Understanding Quiz</u> <ul style="list-style-type: none"> Do this quiz after you do the textbook work. 		
10 minutes	<u>Exit Card</u> <ul style="list-style-type: none"> Do this short survey after class. 		
During Class			
Timing	Lesson		
10 minutes	<u>Announcements</u> Slide: Announcements <ul style="list-style-type: none"> Teacher will go over announcements related to the course. 		
10 minutes	<u>Review + Warmer</u> Slide: Review + Warmer Discussion <ul style="list-style-type: none"> Students will be put into groups to discuss the review and warmer questions. Teacher will ask some students to share their answers with the class. 		
10 minutes	<u>Homework Q&A</u> Slide: Homework Q&A <ul style="list-style-type: none"> Students will be required to ask some questions about the homework to encourage deeper thinking and to clarify understanding for the class 		

15 minutes (cumulative 45 mins)	<p><u>Go over Case Details</u></p> <p>Slide: Case: Alliance Design Concepts</p> <ul style="list-style-type: none"> • Teacher will facilitate a class discussion around the important case facts
20 minutes	<p><u>Group Work</u></p> <p>Slide: Case Presentation</p> <ul style="list-style-type: none"> • Students will be put into small groups to prepare a recommendation presentation
20 minutes	<p><u>Case Presentations</u></p> <p>Slide: Presentation Time</p> <ul style="list-style-type: none"> • Each group will present to the class • Teacher will give feedback to the class afterwards
5 minutes	<p><u>Homework Assignment</u></p> <p>Slide: Independent Work for Next Lesson</p> <ul style="list-style-type: none"> • Teacher will assign the independent work for next lesson • Teacher will remind the students to do the exit survey

Assignments / Homework

Lesson 2.5 Independent Work	Time
Textbook Work	30
Assignment 2 rough copy peer editing	20
Study the glossary and do the Glossary Quiz	15
Do the Check Your Understanding Quiz	15
Exit Card after class	10
Total	90

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	
Student product:		Student product:		Student product:	
<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"/> Practice questions <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"/> Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions	<input type="checkbox"/> Observation: <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <input type="checkbox"/> Performance tasks	<input type="checkbox"/> Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions
<input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback		<input type="checkbox"/> Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions		<input type="checkbox"/> Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session	
<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session	
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"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <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"/> Homework <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"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning