

Subject: BBB4M		Grade: 12
Teacher: Alex Chen	Duration: 180 minutes	Lesson No: 3.3
Unit #: 3	Topic: Political, Economic, and Geographic Factors	

Overall Expectations (*Directly from The Ontario Curriculum*)

1. Assess the ways in which political, economic, and geographic factors influence international business methods and operations.

Specific Expectations (*Directly from The Ontario Curriculum*)

1.1. Explain the impact that geography and political and economic systems have on international business.
 1.2 Evaluate the advantages and disadvantages in both developed countries and developing countries with regard to business opportunities.

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. Explain the impact that geography and political and economic systems have on international business.
 2. Evaluate the advantages and disadvantages in both developed countries and developing countries with regard to business opportunities.

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 pros and cons of different economic and political systems.
 2. I can explain the impact of time zones on international business.
 3. I can identify the business opportunities in underdeveloped and developing countries.

Materials and Resources

PPT presentation
 Textbook: Fundamentals of International Business

Lesson Structure and Activities

Independent Work

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

	Learning Objective	Textbook Pages	Questions
	1. Explain the impact of economic systems on international business.	p. 95-97 Section 5.1 Economic Systems	1. Compare the pros and cons of the three types of economic systems.
	2. Explain the impact of political systems on international business.	p. 99-100 Section 5.1 Economic Systems	2. Compare the pros and cons of the two common types of political systems. 3. Do you think Bhutan's idea to measure Gross National Happiness instead of GDP is a good idea? Why?
	3. Evaluate the advantages and disadvantages in both developed countries and developing countries with regard to business opportunities.	p. 102-104 Section 5.2 Classifications of Economic Development	4. Compare the characteristics of underdeveloped, developing, and developed countries.
	4. Explain the impact of geography on international business.	p. 56 Section 2.2 Trade Barriers	5. How do time zones affect international business?
15 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 		
15 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. 		
15 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. 		
15 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 55 mins)	<p><u>Example Exam Questions</u></p> <p>Slide: Example Exam Questions</p> <ul style="list-style-type: none"> • Students will be put into groups to discuss the example exam questions. • Teacher will ask some students to share their answers with the class.
30 minutes	<p><u>Final Production</u></p> <p>Slide: Group Presentation</p> <ul style="list-style-type: none"> • Students will be put into small groups to prepare a presentation to explain the political and economic system of their assigned country. • Each group presents to the class.
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 3.4 Independent Work	Time
Case Analysis: The Edificio Espana	60
Study the glossary and do the Glossary Quiz	20
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