

<b>Subject:</b> BBB4M		<b>Grade:</b> 12
<b>Teacher:</b> Alex Chen	<b>Duration:</b> 180 minutes	<b>Lesson No:</b> 5.5
<b>Unit #:</b> 5	<b>Topic:</b> Working Abroad	

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

1. Demonstrate an understanding of the process for crossing international borders as it relates to international business

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

- 1.1. Identify the requirements for study, travel, and employment in different countries

**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 the requirements for study, travel, and employment in different countries

**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 working abroad.
2. I can research the visa requirements for a country.

**Materials and Resources**

PPT presentation

Textbook: Fundamentals of International Business

**Lesson Structure and Activities**

**Independent Work**

<b>Timing</b>	<b>Lesson</b>
60 minutes	<u>Textbook Work</u>

	<b>Learning Objective</b>	<b>Textbook Pages</b>	<b>Questions</b>
	1. Demonstrate an understanding of the process for crossing international borders.	<b>Section 10.4 The Global Traveler</b>	1. What is the main purpose of a passport? 2. What are the three common types of visas and when should they be used? 3. What is the TFWP? Why would foreigners apply for it?
	2. Explain the benefits of international experience.	<b>Section 10.4 The Global Traveler</b>	4. What are some pros and cons of working abroad? 5. How can students get international experience?
10 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>		
5 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>Final Production</u></b> <b>Slide: Group Presentation</b>		

	<ul style="list-style-type: none"> <li>• Students will be put into small groups to prepare a presentation on the visa requirements for entering a country of their choice.</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>
<b>Assignments / Homework</b>	
<p>Work on Assignment 5 presentations.</p> <p>Work on the summative presentations.</p>	
<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>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>
<input type="checkbox"/> <b>Class discussions</b> <input type="checkbox"/> Peer feedback		<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>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Question and answer session</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>