

Subject: BBB4M		Grade: 12
Teacher: Alex Chen	Duration: 180 minutes	Lesson No: 2.5
Unit #: 2	Topic: Globalization	

Overall Expectations (*Directly from The Ontario Curriculum*)

1. Analyse ways in which Canadian businesses have been affected by globalization.

Specific Expectations (*Directly from The Ontario Curriculum*)

1.1. Analyse ways in which the workplace, occupations, the nature of work, and working conditions in Canada have changed as a result of the growth of a global economy

1.2 Compare the characteristics of a multinational enterprise participating in global business with those of a Canadian company focused on domestic business 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. Explain how the workplace and working conditions in Canada have changed due to globalization.
2. Compare the characteristics of multinational enterprises to a domestic business.

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 globalization for Canadian workers.
2. I can explain the three globalization strategies and give examples of companies that use them.

Materials and Resources

PPT presentation

Textbook: Fundamentals of International Business

Lesson Structure and Activities										
Independent Work										
Timing	Lesson									
30 minutes	<p><u>Textbook Work</u></p> <table border="1"> <thead> <tr> <th>Learning Objective</th> <th>Textbook Pages</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>1. Analyse ways in which the workplace, occupations, the nature of work, and working conditions in Canada have changed as a result of the growth of a global economy.</td> <td>p. 125-126</td> <td> <ol style="list-style-type: none"> 1. What are some positive effects of globalization? 2. What are some negative effects of globalization? </td> </tr> <tr> <td>2. Compare the characteristics of a multinational enterprise participating in global business with those of a Canadian company focused on domestic business activity.</td> <td>p. 127-128</td> <td> <ol style="list-style-type: none"> 3. Explain the three major types of globalization strategies and their pros and cons. </td> </tr> </tbody> </table>	Learning Objective	Textbook Pages	Questions	1. Analyse ways in which the workplace, occupations, the nature of work, and working conditions in Canada have changed as a result of the growth of a global economy.	p. 125-126	<ol style="list-style-type: none"> 1. What are some positive effects of globalization? 2. What are some negative effects of globalization? 	2. Compare the characteristics of a multinational enterprise participating in global business with those of a Canadian company focused on domestic business activity.	p. 127-128	<ol style="list-style-type: none"> 3. Explain the three major types of globalization strategies and their pros and cons.
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20 minutes	<p><u>Assignment 2 Peer Editing</u></p> <ul style="list-style-type: none"> • Send your rough copy of assignment 2 to your peer editing partner and prepare feedback for each other. 									
15 minutes	<p><u>Glossary Quiz</u></p> <ul style="list-style-type: none"> • Study the glossary on Moodle • Then do the glossary quiz on Moodle before class 									
15 minutes	<p><u>Check Your Understanding Quiz</u></p> <ul style="list-style-type: none"> • Do this quiz after you do the textbook work. 									
10 minutes	<p><u>Exit Card</u></p> <ul style="list-style-type: none"> • Do this short survey after class. 									
During Class										
Timing	Lesson									
10 minutes	<p><u>Announcements</u></p> <p>Slide: Announcements</p> <ul style="list-style-type: none"> • Teacher will go over announcements related to the course. 									
15 minutes	<p><u>Review + Warmer</u></p> <p>Slide: Review + Warmer Discussion</p> <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	<p><u>Homework Q&A</u></p> <p>Slide: Homework Q&A</p>									

	<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> 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>Peer Edit Assignment 2</u> Slide: Peer Review Assignment 2</p> <ul style="list-style-type: none"> Students will be put into group pairs to practice assignment 2 presentations and give each other feedback.
5 minutes	<p><u>Homework Assignment</u> 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 2.6 Independent Work	Time
Study the glossary and do the Glossary Quiz	10
Case: Garrard Japan – Global or Local?	60
Check Your Understanding Quiz	10
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