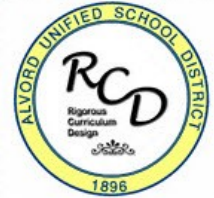




Rigorous Curriculum Design

Unit Planning Organizer



Subject:	Economics		Grade:	12
Unit Number:	5	Unit Name:	The Global Marketplace	
Unit Length	Days: 10		Minutes / Day: 54 min.	
Unit Synopsis	In this unit students will examine international trade and foreign exchange with a particular emphasis on the globalization of the world economy.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</p> <p>12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.</p>	<p>RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>RH 11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WH 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.</p>

Supporting Standards	Current History Standards	Common Core Literacy Standards
	<p>12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</p> <p>12.6.2 Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.</p> <p>12.6.3 Understand the changing role of international political borders and territorial sovereignty in a global economy.</p>	
Target ELD Standards	<p>Collaborative #1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	

Unwrapped Priority Standards



"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
12.6.1 Identify	Gains Through Trade Absolute Advantage Comparative Advantage	Analysis	Level 2
12.6.4 Explain	Foreign Exchange Markets Supply and Demand of Currencies	Application	Level 2





RH 11-12.1 Cite Connect insights	Identify Gains from Trade Understand Overall Purposes of Trade	Analysis	Level 2
RH 11-12.2 Summarizing Compare and Contrast	Central idea Finding relationships	Analysis	Level 2
RH 11-12.7 Evaluate Claims Integrate multiple sources of information Assess credibility of sources	Accuracy and bias of sources The potential for selective use of data to make a claim	Evaluation	Level 4
RH 11-12.7 Evaluate Claims Integrate multiple sources of information Assess credibility of sources	Accuracy and bias of sources The potential for selective use of data to make a claim	Evaluation	Level 4
WH 11-12.8 Gather information Assess information Integrate information	Evaluating the credibility of a source Examining strengths and weaknesses of arguments and claims Integrating information into a coherent argument	Evaluate	Level 4



Learning Progressions of Skills and Concepts

Priority History Standard	<p>12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</p> <p>12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.</p>
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<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p><i>How does scarcity affect the choices that individuals and societies make?</i></p> <p><i>How can we account for the choices people make?</i></p> <p><i>Why can we not have everything we want?</i></p>	<p>Resource scarcity means people must make choices.</p> <p>People respond to incentives. In a market economy, “dollar votes” drive behavior.</p> <p>Opportunity cost is opportunity lost. The economic goals of our society often conflict.</p>

Unit Vocabulary Words		
Academic Cross-Curricular Vocabulary (Tier 2)		Content/Domain Specific Vocabulary (Tier 3)
Distinguishing	Overview	Absolute advantage
Differentiate	Origins	Comparative Advantage
Motivation	Application	Specialization
Parameters		Gains from trade
		Specialization
		Opportunity cost
		Exchange rate
		Import
		Export
		Tariff
		Quota
		Appreciation
		Depreciation
Resources for Vocabulary Development (Strategies, Routines and Activities)		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Vocab Graphic Organizer.docx </div> <div style="text-align: center;">  Vocab Graphic Organizer.pptx </div> </div>		

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description:</p> <p> U5 Econ Pre.docx</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>	<p>Test Description:</p> <p> U5 Econ Post.docx</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>
Scoring Guides and Answer Keys	
<p> Economic Rubric.doc</p>	<p> Economic Rubric.doc</p>
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP <i>Accommodations</i> More time Alternative testing area</p> <p><i>Modified grading scale</i> Assistance from aide as needed for disability</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: In this activity, students use information about goods they and their families have purchased to create a table of data about foreign trade and to further understand the global flow of goods and services.		Days: 3 Minutes/Day: 50
 U5 ES International Interdependence.pdf		
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Why People Trade	Days: 4-5 Minutes/Day: 50
Task 2:	Comparative Advantages: Should LeBron James mow his own lawn?	Days: 4-5 Minutes/Day: 50
Task 3:	International Economics – Exchange Rates	Days: 4-5 Minutes/Day: 50
Interdisciplinary Connections	N/A	
Scoring Rubric	 EconomicRubric.doc	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
Connections between 21 st Century Skills, CCCSS, and Unit Overview:		

Authentic Performance Task 1

Task Description	Why People Trade	Suggested Length	Days: 4-5 Minutes/Day: 50
Standards Addressed	Priority Standard(s)		
	12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.		
	Supporting Standard(s)		
	RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.		
	Target ELD Standard(s)		
Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.			
Essential Question(s)	How does scarcity affect the choices that individuals and societies make? How can we account for the choices people make? Why can we not have everything we want?		
Big Idea(s)	Resource scarcity means people must make choices. People respond to incentives. In a market economy, “dollar votes” drive behavior. Opportunity cost is opportunity lost. The economic goals of our society often conflict.		
Bloom’s		DOK	Scoring Rubric
Application		Level 1-2	Must include: clear description and understanding of the causal relationship between scarcity and the need for choices and explain opportunity cost and marginal benefit and marginal cost.

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Key Concepts

Absolute advantages
Comparative advantages
Specialization

Building Background

U5 T1 Why People
Trade.pdf

Student Activity

U5 T1 Why People
Trade.pdf

Culminating Activity

U5 T1 Why People
Trade.pdf

Product

In one paragraph students will explain how specialization and trade effects production and consumption.




U5 T1 Why People
Trade.pdf

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Why People Trade</p> <p>http://www.imf.org/external/np/exr/center/students/hs/think/lesson3.pdf</p>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Sustainable Economics Curriculum – University of MN</p> <p>http://www1.umn.edu/humanrts/edumat/sustecon/lessons/lesson8.html</p>	<p>Reference IEP <i>Accommodations</i> Collaboration with Aid is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p>Emerging Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p>	<p>Why People Trade- EconEdWeb, U of Omaha</p> <p>http://ecedweb.unomaha.edu/lessons/feog1.htm</p>
		<p>Expanding Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.</p>	
		<p>Bridging Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	

Scoring Rubric	 Economic Rubric.doc
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Authentic Performance Task 2

Task Description	Comparative Advantages: Should LeBron James mow his own lawn?	Suggested Length	Days: 4-5 Minutes/Day: 50
Standards Addressed	Priority Standard(s)		
	12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.		
	Supporting Standard(s)		
	RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.		
	Target ELD Standard(s)		
Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.			
Essential Question(s)	How does scarcity affect the choices that individuals and societies make? How can we account for the choices people make? Why can we not have everything we want?		
Big Idea(s)	Resource scarcity means people must make choices. People respond to incentives. In a market economy, “dollar votes” drive behavior. Opportunity cost is opportunity lost. The economic goals of our society often conflict.		
Bloom’s		DOK	Scoring Rubric
Application		Level 1-2	Must include: clear description and understanding of the causal relationship between scarcity and the need for choices and explain opportunity cost and marginal benefit and marginal cost.

(Suggested Instructional Strategies and Tasks)**Key Concepts**

Absolute Advantage
Comparative advantage
Gains from trade
Specialization
Opportunity cost

Building Background

U5 T2 - Comparative
Advantage ShouldLeB

Student Activity

U5 T2 - Comparative
Advantage ShouldLeB

Culminating Activity

U5 T2 - Comparative
Advantage ShouldLeB

Product

Students will answer the questions at the end of the lesson, page 5, in paragraph form.




U5 T2 - Comparative
Advantage ShouldLeB

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>http://www.investopedia.com/terms/c/comparativeadvantage.asp</p>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Comparative Advantage - EconEdWeb U of Omaha</p> <p>http://ecedweb.unomaha.edu/lessons/feog5.htm</p>	<p>Reference IEP <i>Accommodations</i> Collaboration with Aid is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p>Emerging Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p>	<p>Video -</p> <p>https://www.youtube.com/watch?v=FpTBjRf8IGs</p>
		<p>Expanding Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.</p>	
		<p>Bridging Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	

Scoring Rubric	 Economic Rubric.doc
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Authentic Performance Task 3

<p>Task Description</p>	<p>International Economics – Exchange Rates</p>	<p>Suggested Length</p>	<p>Days: 4-5 Mins/Day: 50</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standards Addressed</p>	<p>Priority Standard(s)</p>		
	<p>12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.</p>		
	<p>Supporting Standard(s)</p>		
	<p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.</p>		
	<p>Target ELD Standard(s)</p>		
<p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
<p>Essential Question(s)</p>	<p>How does scarcity affect the choices that individuals and societies make? How can we account for the choices people make? Why can we not have everything we want?</p>		
<p>Big Idea(s)</p>	<p>Resource scarcity means people must make choices. People respond to incentives. In a market economy, “dollar votes” drive behavior. Opportunity cost is opportunity lost. The economic goals of our society often conflict.</p>		
<p>Bloom’s</p>		<p>DOK</p>	<p>Scoring Rubric</p>
<p>Application</p>		<p>Level 1-2</p>	<p>Must include: clear description and understanding of the causal relationship between scarcity and the need for choices and explain opportunity cost and marginal benefit and marginal cost.</p>

(Suggested Instructional Strategies and Tasks)**Key Concepts**

Exchange Rate
Import
Export
Tariff
Quota
Appreciation
Depreciation

Building Background

U5 T3 Intl. Econ.
Exchange Rates.pdf

Student Activity

U5 T3 Intl. Econ.
Exchange Rates.pdf

Culminating Activity

U5 T3 Intl. Econ.
Exchange Rates.pdf

Product

Have one person in each group assume the role of the U.S. auto worker, another that of the U.S. car buyer, another the California farmer who exports the products, and the fourth the worker in the imported car dealership. Ask all the auto workers to form one group, the consumers another group, the exporting farmers another, and the import car dealers another, so that there are four groups. Combining ideas from the prior groups, ask each new group to prepare a written statement representing their position on the protective tariff.



U5 T3 Intl. Econ.
Exchange Rates.pdf

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>IMF Lessons - Exchange Rates</p> <p>http://www.imf.org/external/np/exr/center/students/hs/think/lesson8.pdf</p>
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Strategies for Differentiation

All Students	Reference IEP	Emerging	Enrichment
<p>EconEdLink - How Money Affects Trade</p> <p>http://www.econedlink.org/lessons/index.php?lid=342&type=student</p>	<p><i>Accommodations</i> Collaboration with Aid is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p>Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p>	<p>EconEdWeb - Lesson - The Family Vacation</p> <p>http://www.econedlink.org/lessons/index.php?lid=798&type=educator</p>
		<p style="text-align: center;">Expanding</p> <p>Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.</p>	
		<p style="text-align: center;">Bridging</p> <p>Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description: In this activity, students use information about goods they and their families have purchased to create a table of data about foreign trade and to further understand the global flow of goods and services.



U5 ES International Interdependence.pdf

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Natl. Geo - The Trading Game</p> <p>http://education.nationalgeographic.com/education/activity/the-trading-game/?ar_a=1</p>	<p>Reference IEP <i>Accommodations</i> Collaboration with Aid is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p>Emerging Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p> <p>Expanding Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.</p> <p>Bridging Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	<p>SUNY - Globalization Lesson Plans</p> <p>http://www.globalization101.org/trade-2/</p> <p>Fair Trade in the Classroom</p> <p>http://www.globalexchange.org/fairtrade/cocoa/classroom</p>