



Economics - Unit 2 - Free Trade

Unit Focus

Students will learn about the concept of opportunity cost and how economists have applied this concept to better understand the potential benefits and costs of free trade and globalization. After learning about the economic theories underpinning free trade agreements, students will then go on to evaluate the effects those agreements have and whether or not their benefits are worth the costs.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921846 Constructing Compelling Questions 921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> • D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>921857 Dimension 2. Applying Disciplinary Concepts & TOOLS 921879 ECONOMICS 921880 Economic Decision Making 921881 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> • D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. <p>921899 <i>The Global Economy</i> 921900 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> • D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. • D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations <p>921950 Dimension 3. Evaluating Sources & USING EVIDENCE 921951 <i>Gathering and Evaluating Sources</i> 921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> • D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION 921960 <i>Communicating Conclusions</i></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Trace key events, statistics, and development of ideas/innovations over time to determine patterns.</p> <p>T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>Students will understand that...</i></p> <p>U1 Thinking about opportunity costs is a powerful way that economists analyze decisions</p> <p>U2 Economic thinking relies on models, and the extent to which economists can accurately predict real-world impacts of policies mirrors the extent to which those models are accurate and complete</p> <p>U3 Free trade policies impact different segments of the economy in different ways, and like any policy, generates sets of winners and losers</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do economists think about the costs associated with choices?</p> <p>Q2 How can economic thinking be used to prove the benefit of a particular policy? In what ways can that thinking be flawed?</p> <p>Q3 Do free trade policies result in benefits for the nations that pursue them?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Different definitions of globalization</p> <p>K2 Opportunity cost</p> <p>K3 Production possibilities frontier</p> <p>K4 Comparative advantage</p> <p>K5 Absolute advantage</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Calculating opportunity costs</p> <p>S2 Using models to represent opportunity cost</p> <p>S3 Determining whether a potential trade is fair</p>		

Stage 1: Desired Results - Key Understandings

<p><i>921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></p> <ul style="list-style-type: none"> • D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <p><i>921969 Taking Informed Action</i></p> <p><i>921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2) 	<p>K6 Gains from trade</p>	<p>S4 Evaluating causes and effects or free trade</p>
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