

Grade 9: International Economics

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to evaluate costs and benefits in order to analyze economic decision making. - Students will demonstrate the ability to analyze causal relationships in an economic system by describing the effects of competition, incentives, government, and institutions on a market economy. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. - Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. - Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. - Eco.5.9-12. Describe the consequences of competition in specific markets. - Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. - Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. - Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. - Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy. - Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. - Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. - 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. - Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of	Transfer	
	<i>Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding of the global economic system.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. - changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. - economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital.	ESSENTIAL QUESTIONS How significant of a role should the U.S. play in global economics?
	Acquisition	
	<i>Students will know...</i> - the kind of economic relationships the United States has with the United Kingdom, Iran, India, Israel/Palestine, China, North & South Korea, Russia, Canada and Mexico. - the role international agreements have on global economics (ie: alliances, NAFTA, tariffs, World Bank, European Union, WTO, GATT, IMF, OPEC, ASEAN, SEATO) - how the balance of trade affects the interdependence of the global economy (trade surplus, trade deficit). - why the United States chooses to do business with China rather than produce products here. - how the changing relationships between countries influences U.S. economic policy.	<i>Students will be skilled at...</i> - analyzing the influence of incentives on choices and policy making. - analyzing the influence of incentives on systems. - evaluating the existence of competition in specific markets. - describing the consequences of competition. - evaluating the effectiveness of government policies on markets. - describing and analyzing cause and effect relationships. - evaluating monetary and fiscal policies. - analyzing the role of comparative advantage in international trade. - evaluating the effectiveness of decisions and decision making.

various places and regions.	• how the global economy has reacted in response to the demands of 21st Century technological advancements. • the differences between capitalistic (mixed) economies and socialistic economies (most often referred to in the media as communistic economies). • how the international community assists countries that are in financial need. • the current issues that affect the way countries spend, produce, and trade. • how economic decisions and decision making have influenced the cultural and environmental characteristics of various places and regions around the globe. • <u>of</u> the following key players, places, events, and/or ideas: ○ NAFTA, World Bank, International Monetary Fund, Most Favored Nation Status <u>vocabulary:</u> communism, socialism, outsourcing, free trade, import, export, treaty, tariff, market economy, command economy, traditional economy, mixed economy,	
Content Area Literacy Standards	21st Century Skills	
• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • WHST.9-10.1 Write arguments focused on discipline-specific content. • WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• <i>reason effectively</i> • <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>collaborate with others</i> • <i>communicate clearly</i>	

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| <ul style="list-style-type: none">• WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.• WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. | |
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	