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| **Grade Level:** | | | 12th | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | Nov. 7-11, 2016 | | |
| **Unit Vocabulary:** | | | | Aggergrate Supply, Aggerage Demand, Tarriffs, Embargos, Quotas, Sancations, EU, ASEAN, NAFTA, OPEC, Exchange rates, Comparative advantage, Absolute Advantage, trade | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | Whole Group instruction, individual research, group work, think pair share, close read | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| SSEIN1 The student will explain why individuals, businesses, and governments trade goods and  services.  a. Define and distinguish between absolute advantage and comparative advantage.  b. Explain that most trade takes place because of comparative advantage in the production of a good or service.  c. Explain the difference between balance of trade and balance of payments. | | | | | | No School Election Day | | | | | | | SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes  advocate free trade.  a. Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies.  b. Identify costs and benefits of trade barriers over time.  c. List specific examples of trade barriers.  d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.  e. Evaluate arguments for and against free trade. | | | | | SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes  advocate free trade.  a. Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies.  b. Identify costs and benefits of trade barriers over time.  c. List specific examples of trade barriers.  d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.  e. Evaluate arguments for and against free trade. | | | | | | SSEIN3 The student will explain how changes in exchange rates can have an impact on the  purchasing power of individuals in the United States and in other countries.  a. Define exchange rate as the price of one nation’s currency in terms of another nation’s  currency.  b. Locate information on exchange rates.  c. Interpret exchange rate tables.  d. Explain why, when exchange rates change, some groups benefit and others lose. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| Why do we trade? | | | | | |  | | | | | | | How do barriers to trade impact trade between nations? | | | | | How do trading blocks impact trade between nations? | | | | | | How much is a dollar worth? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Revief PPF's | | | | | |  | | | | | | | * review trade costs and benefits | | | | | * Review Trade barriers | | | | | | * Review of Agg. Supply and Agg. Demand | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * PPF's | | | | | |  | | | | | | | * Situation of tede between two countries. Tell me what they would trade. Who would benefit and who would loose? | | | | | * What are the 3 types of trade barriers? which is the most effective? | | | | | | * Review of Agg. Supply and Agg. Demand | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Comparative vs. absolute advantage notes * Trade PPF packet | | | | | |  | | | | | | | * Trade barriers notes * work on trade block brochures | | | | | * finish trade block brochures * Aggerage Demand / Aggergate supply | | | | | | * Notes over trade blocks * exchange table conversion of currency * Debt vs. Deficit | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * computer, white board, projector, books | | | | | |  | | | | | | | * computer, white board, projector, books | | | | | * computer, white board, projector, books | | | | | | * computer, white board, projector, books | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * process | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * mixed | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * scavenger hunt answers | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Vocabulary, study guide, | | | | | | vocabulary and study guide | | | | | | | vocabulary and study guide | | | | | vocabulary and study guide | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |