



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*Personal Finance Economics*

|                   |  |                 |          |                            |                |
|-------------------|--|-----------------|----------|----------------------------|----------------|
| <b>Unit title</b> | <i>Unit 7- International Economics</i> | <b>MYP year</b> | <i>4</i> | <b>Unit duration (hrs)</b> | <i>5 Hours</i> |
|-------------------|--|-----------------|----------|----------------------------|----------------|

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

**SSEIN1 Explain the benefits of international trade and the role of trade barriers.**

- a. Explain how nations benefit when they specialize in producing goods and services in which they have a comparative advantage.
- b. Explain how trade barriers create costs and benefits to consumers and producers over time.
- c. Analyze Georgia's role in the international economy (i.e. the ports of Savannah and Brunswick, the Northeast inland port, the presence of multinational corporations in the state, and the impact of trade on the state's economy). NEW TO THE GSE

**SSEIN2 Analyze how changes in exchange rates can have an impact on groups in the United States and in other countries.**

- a. Describe factors that cause changes in exchange rates.
- b. Explain how appreciation and depreciation of currency affects net exports and benefits some groups and hurts others. NEW TO THE GSE

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources
- 9. construct charts and tables
- 11. draw conclusions and make generalizations
- 14. formulate appropriate research questions
- 15. determine adequacy and/or relevancy of information
- 16. check for consistency of information
- 17. interpret political cartoons

**SS Reading Standards 9-10:**

**L9-10RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**L9-10RHSS2:** 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.

**L9-10RHSS4:** 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.

**L9-10RHSS5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

**L9-10RHSS6:** 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.

**SS Writing Standards 9-10:**

**L9-10WHST1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**L9-10WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

| Key concept   | Related concept(s)                  | Global context   |
|---|-------------------------------------|--|
| <b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. | Trade<br>Resources<br>Globalization | <b>Globalization &amp; Sustainability</b> Students explore inter-connectedness of human systems & communities; the relationship between local and global processes; how experiences mediate the global; reflect on the commonality, diversity and interconnection & inter- connectedness |
| <b>Statement of inquiry</b>   |                                     |  |
| Interdependence is a consequence of globalization and cooperation.  |                                     |  |
| <b>Inquiry questions</b>  |                                     |  |
| <b>Factual—</b><br><br>How do trade barriers protect some within the economy and hurt others?<br>When the dollar is weak compared to another nation's currency, who gains and who loses?                  |                                     |  |

**Conceptual—**

Why are the value of currencies NOT equal throughout the world?

**Debatable-**

Why are there rich countries in the world and very poor countries in the world?  
What can be done to make sure all countries have access to needed goods and services?

| MYP Objectives   | Assessment Tasks  |  |
|--|---|--|
| <i>What specific MYP <b>objectives</b> will be addressed during this unit?</i> | <b>Relationship</b> between summative assessment task(s) and statement of inquiry:  | <i>List of common formative and summative assessments.</i>                                       |
| Criterion A: Knowing and Understanding<br>Criterion C: Communicating           | Argumentative T-Chart: Free Trade or Protectionism<br>Students will investigate the pros and cons of free trade and protectionist policies then fill out the chart. | <b>Formative Assessment(s):</b><br><br><b>Summative Assessment(s):</b><br>Unit Assessment in AMP |

**Approaches to learning (ATL)**

**Category:** Communication  
**Cluster:** Communication  
**Skills:** Students will research and write an argumentative essay on the merits of free trade versus protectionism with a discussion on the effects on countries economies using each philosophy.

| <b>Learning Experiences</b><br>Add additional rows below as needed. |                      |   |
|---|----------------------|---|
| Objective or Content  | Learning Experiences | Personalized Learning and Differentiation |
|   |                      |   |

|   |  |   |
|---|--|---|
| <p><b>SSEIN1 Explain the benefits of international trade and the role of trade barriers.</b></p> <p>a. Explain how nations benefit when they specialize in producing goods and services in which they have a comparative advantage.</p> <p>b. Explain how trade barriers create costs and benefits to consumers and producers over time.</p>        | <p><a href="#">How Costly is Raising Trade Barriers St. Article (St. Louis Fed)</a></p>                            | <p>IEP and 504 will receive additional time to complete items.</p> <p>Students will research countries that US has trade barriers with and how do they potentially affect prices of goods and services.</p> |
| <p><b>SSEIN2 Analyze how changes in exchange rates can have an impact on groups in the United States and in other countries.</b></p> <p>a. Describe factors that cause changes in exchange rates.</p> <p>b. Explain how appreciation and depreciation of currency affects net exports and benefits some groups and hurts others. NEW TO THE GSE</p> | <p><a href="#">Appreciation/Depreciation Exchange Rate Activity</a></p> <p><a href="#">Exchange Rate Table</a></p> | <p>IEP and 504 will receive additional time to complete items.</p> <p>Students will identify 5 countries where the US currency has more value and 3 countries where it is lower.</p>                        |
| <p><b>Content Resources</b></p>   |  |   |
|   |  |   |