



Lesson Plan

Teacher Name:	Donny White/Carole Cox	Subject:	Co-Taught Economics
Date:	Beginning 10/17/2016 Ending 10/21/2016	Grade:	12
Standard(s):	SSEIN1, SSEIN2, SSEIN3	Connects With:	Click here to enter text.
Learning Targets:	<p>The student will explain why individuals, businesses, and governmentstrade goods and services.</p> <p>The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.</p> <p>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.</p> <p>Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.</p> <p>The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.</p>		
DOK Level	Activities / Assignment / Questions		Assessment
1	<p>Define and distinguish between absolute advantage and comparative advantage.</p> <p>Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies.</p> <p>Identify costs and benefits of trade barriers over time.</p> <p>Define exchange rate as the price of one nation's currency in terms of another nation's currency.</p> <p>Click here to enter text.</p> <p>Click here to enter text.</p>		<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other :Teacher Observation
2	<p>Locate information on exchange rates</p> <p>List specific examples of trade barriers.</p> <p>List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.</p>		<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric

***Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter)*



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			<input checked="" type="checkbox"/> Other :Teacher Observation
3	<p>Explain that most trade takes place because of comparative advantage in the production of a good or service.</p> <p>Explain the difference between balance of trade and balance of payments.</p> <p>Explain why, when exchange rates change, some groups benefit and others lose.</p> <p>Interpret exchange rate tables.</p>	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Other
4	<p>Evaluate arguments for and against free trade.</p> <p>Essential Questions- When the United States has a current account deficit, how is this offset in the financial account? • How do trade barriers protect some within the economy and hurt others? • When the dollar is weak compared to another nation's currency, who gains and who loses? How do changes in exchange rates reflect the condition of scarcity within a nation? • How do a nation's limited resources affect its decision to engage in international trade? What factors affect the supply of and demand for a nation's currency? • How would the elimination of agricultural subsidies change the incentives to produce certain crops? • What benefits and costs are associated with free trade policies? Why do specialization and trade lead to increased efficiencies, production, consumption, and satisfaction? • How does the use of comparative advantage increase gains from trade for two or more nations? • In what ways have you personally benefitted from gains from trade?</p> <p>Click here to enter text.</p>	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other

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Resources:	<p>Teacher Notes- GA Standards USA Test Prep Mr. Clifford Economic Videos EOC Test Prep Workbook</p> <p>Lesson Plans are a guideline and should be viewed as a fluid document. Adjustments will be made dependent upon student progress and/or individual needs. In order to meet the needs of all learners, including special education students, the co-teacher will employ various accommodations throughout the school week. These may include small group instruction in a different location, pull out for assessments, individual instruction, modified tests and/or worksheets, grouping students by ability, paired reading, preferential seating, previewing of concepts, and other supports as needed.</p>		

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