

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025 we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.

(3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document-Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage. **There is a Study Guide for the SCS Citizenship Test at the end of this map.**

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”
Source: TN Core

http://www.tncurriculumcenter.org/social_studies

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity-- Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands

Text-Analyzer Tools

	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key

ATOS: ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

What are DBQs/TDQs?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information. All task suggested in this document are text dependent.

DBQS/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

**If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as Google Chrome or Mozilla Firefox.*

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Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf).

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery...

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall.....use the following prompts when discussing with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop.
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic.
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
9. Use the new words in context of the lesson.
8. Provide questions that contain the new word; so, students must process its meaning in multiple ways.

WIDA

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers can craft "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

WIDA

https://www.wida.us/standards/ELP_standardlookup.aspx

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: Listening 9-12 Supply and Demand				
<u>Entering:</u> Identify resources or products in supply or demand on maps or graphs from oral statements.	<u>Beginning:</u> Indicate availability of resources or products in graphs or maps from oral statements.	<u>Developing:</u> Compare resources or products in supply or demand from maps or graphs and oral statements.	<u>Expanding:</u> Analyze oral scenarios related to resources or products in supply or demand from maps or graphs.	<u>Bridging:</u> Interpret cause and effect of resources or products in supply or demand from oral discourse.
Example: Listening 9-12 Global Economy				
<u>Entering:</u> Identify products related to economic trends of regions or countries from oral statements, maps and charts (e.g., Oil is part of the world's economy. Find countries with oil.)	<u>Beginning:</u> Match regions or countries with similar economic trends from oral descriptions, maps and charts.	<u>Developing:</u> Find examples of regions or countries that have similar economic trends from descriptive oral scenarios, maps and charts.	<u>Expanding:</u> Compare/contrast the economic trends of regions or countries from oral discourse, maps and charts.	<u>Bridging:</u> Evaluate impact of economic trends on regions or countries from oral reading of grade level material.

Economics Pacing Guide

Suggested Time	Quarter 1/ Quarter3	Suggested Time	Quarter 2 / Quarter 4
Weeks 1-3.5	Scarcity and Economic Reasoning Big Ideas: Productive Resources are Limited, so we must make choices, trade-offs and incur opportunity costs.	Weeks 1-2	The Role of Government Big Ideas: Resolving market failures through provision of public goods/services, redistribution of income, and protection of rights.
Weeks 3.5-7	Supply and Demand Big Ideas: The role of supply, demand, prices and profits in determining production.	Weeks 3-5.5	National Economic Performance Big Ideas: The means by which economic performance are measured.
Weeks 8-9	Market Structures Big Ideas: Various market structures and the organization of business firms.	Weeks 5.5-7	Money and the Role of Financial Institutions Big Ideas: The origin, role, and functions of money and financial institutions in a market economy
		Weeks 8-9	Trade Big Ideas: Free Trade or Not? What are the costs of economic development?

* Please note that these timeframes are suggested/estimated times. Actual class instruction may vary due to schedule

National Economic Performance
(Weeks 1-3)

Textbook: **ECONOMICS**, Prentice Hall
Economics (1070L), Teacher's Resource, Pearson School, www.pearsonschool.com/phecon

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

Suggested TDQs, Activities & Resources

E.43 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. (E)

Business Organizations

How do we know the economy is healthy?

What does the GDP show about a nation's economy?

Why does it all matter?

E.43, E.44 What are aggregate supply and demand, Gross Domestic Product, economic growth, unemployment, and inflation and how are they calculated?

[Content Vocabulary \(Tier 3\)](#)

National income accounting, gross domestic product, intermediate goods, durable goods, non-durable goods, real GDP, gross national product, depreciation, price level, aggregate supply, aggregate demand, business cycle, economic growth, contraction, recession, stagflation, leading indicators, real GDP per capita, capital deepening, saving rate,

Textbook References:

Chapter 12: Gross Domestic Product and Growth

TDQs - **How do we know the economy is healthy?**

What does the GDP show about a nation's economy?

Why does it all matter?

Complete Chapter 12's Section(s), Chapter, and Document Based Assessments
Pp. 331-333

and

Chapter 13: Economic Challenges

TDQs – **How much can we reduce unemployment, Inflation and Poverty?**

What Causes unemployment?

Complete Chapter 13's Section(s), Chapter, and Document Based Assessments
Pp. 357-359

Visuals:

GDP p. 308, Inflation p. 344, What is Gross Domestic Product? p. 308, What Causes a Recession? p. 318, How Do Workers Deal With Structural Unemployment? p. 336, What is Inflation? p.344

Suggested Activities

E.43, E44 Demonstrate aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation and how they are calculated by creating a flip chart, graphic organizer, or brochure. Copy these links into your browser:

<p>E.44 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. (E)</p> <p>E.45 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (E, H)</p>	<p>technological progress, fictional unemployment, structural unemployment, globalization, seasonal employment, cyclical unemployment, unemployment rate, full employment, underemployment, discouraged worker, poverty threshold, poverty rate, income distribution, food stamp program, Lorenz Curve, enterprise zone, block grant, workfare, inflation, inflation rate, hyper inflation</p> <p><u>Academic Vocabulary (Tier 2)</u></p> <p>Employment, poverty, income, rate, expansion, peak, saving, depression, supply, demand, indicators,</p> <p>(For Vocabulary Strategies - see page 4)</p> <p>Connection to the Language Standards Latin Affix: -tion – an action or a state or system of. Examples from the unit: depreciation, contraction, stagflation, globalization, distribution, inflation. Other examples: contrition, condemnation, revolution.</p> <p>Latin Affix: -ate – being a part of. Examples from the unit: rate, aggregate, stagnate. Other examples: consulate, magistrate and protectorate.</p>	<p>http://www.economicsonline.co.uk/Managing_the_economy/Aggregate_demand.htm !</p> <p>http://www.econport.org/content/handbook/ADandS.html</p> <p>Literacy RH.11-12.7</p> <p>E.43, E.44 Students will work in groups determine the gross domestic product of the classroom. Students will add the value of each product in the class; they should also include the services of the people involved in making their class room work. They should also consider what final and intermediate products are. Chapters 12 & 13 Literacy RH.11-12.2</p> <p>E.43, E.44 Students will define inflation and explain the role that the quantity of money plays in inflation rates, explain the purpose of the reserve requirement, calculate the money multiplier and evaluate what the Federal Reserve should do to the reserve requirement to correct inflation or recession. Multipliers and the Mystery of the Magic Money Literacy RH.11-12.4</p> <p>E. 44, Student will explain the relationship between a country’s real gross domestic product per capita and its standard of living, manipulate the units, scales, and origin in a graph to support a given statement and analyze a graph to determine whether or not it is misleading. http://www.econedlink.org/teacher-lesson/1217 Literacy RH.11-12.4</p> <p>E. 45 Write a critical review of the concepts and ideas that are the basis of the chosen close reading about business cycles and their relationships with historical</p>
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<p>E.46 Identify the different causes of inflation, and explain who gains and losses because of inflation. (E)</p> <p>E.47 Explain that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and the government. (C, E, H, P)</p> <p>E.48 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy. (E)</p>	<p>Language Standards L. 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>Connection to Language Standards Greek & Latin Roots and Affixes www.cognatarium.com</p> <p>E.47, E.48 How are they utilized as economic indicators?</p> <p>E.45 How have major events in history affected business cycles?</p> <p>E.46, E.47 What causes inflation and who benefits from or loses from it?</p>	<p>events. The critical review will be written using the 3.5 format and it will critique the correctness of the reading's message and cite specific examples from texts. http://www.econlib.org/library/Enc/BusinessCycles.html</p> <p>Literacy RH.11-12.2,4 E.46 Research current causes of inflation and brainstorm solutions to reduce inflation. https://www.thebalance.com/causes-of-inflation-3-real-reasons-for-rising-prices-3306094</p> <p>E.46 Students will identify the main theories of inflation, understand main terms associated with inflation, and compare different theories of inflation. http://www.econedlink.org/teacher-lesson/615</p> <p>Literacy RH.11-12.2 E.47 Write an essay that explains how a country's overall level of income, employment, and prices are determined. What effect will the individual spending habits have on production? How do the decisions of households, firms, and the government factor in? pp.375-376 Literacy RH.11-12.1</p> <p>E.48 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy. Pp313-314 Drawing examples on Pg. 313. Literacy RH.11-12.</p>
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Money and the Role of Financial Institutions
(Weeks 4-6)

Textbook: ECONOMICS, Prentice Hall

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

Suggested TDQs, Activities & Resources

E.49 Explain the basic functions of money including its role as a medium of exchange, store of value, unit of account. (E)

E.50 Describe the growth of income inequality in the United States and worldwide using the Lorenz curve and analyze the reasons for this increasing disparity of income. (E)

E.51 Identify the composition of the money supply of the United States. (E)

E.52 Explain the role of banks and other financial institutions in the economy of the United States. (E)

How the Economy Works

E.49 What are the basic functions of money and where does it get its value?

E.50 Is there income equality in the US?

E.51 What makes up the money supply in the US?

E.52 What are the roles of banks and other financial institutions such as the federal reserve in the US economy?

Content Vocabulary (Tier 3)

medium of exchange, store of value, barter, currency, unit of account, commodity money, representative money, specie, fiat money, bank run, national bank, green back, gold standard, central bank, member bank, foreclosure, money supply, liquidity, demand deposit, money market mutual fund, fractional reserve banking, default, mortgage, credit card, interest, principal, debit card, creditor, Investment, financial system, financial asset, financial intermediary, mutual fund, hedge fund, diversification, prospectus, coupon rate, par

Textbook References

E.49, E.50, E. 51

Chapter 10: Complete Chapter 10's Section(s), Chapter, and Document Based Assessments

Pp. 273-275

E.51, E. 52

Chapter 11: Complete Chapter 11's Section(s), Chapter, and Document Based Assessments

Pp. 301-303

E. 53

Chapter 16: Complete Chapter 16's Section 1 Assessments

Pp. 424

Visuals: What is Money P 250, How Does the Fractional Reserve system Work P266, What are Capital Gains? P292

Literacy RH 11-12.1,3,7

Suggested Activities

E.50 Students will produce a written summary of how government policies can affect national debt by using a benefit cost analysis.

E. 49, E50, E.51 Students will research a government policy that causes the debt to increase and present a solution to that problem.

Government Policies

<http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4>

Literacy RH 11-12.1,3,7

<p>E.53 Describe the organization and functions of the Federal Reserve System and identify the current Federal Reserve chairperson. (E)</p>	<p>value, savings bond, inflation-indexed bond, municipal bond, corporate bond, junk bond, capital market, money market, primary market, secondary market, capital gain, capital loss, stock split, stockbroker, brokerage firm, stock exchange, call option, put option, bull market, bear market</p> <p>Academic Vocabulary (Tier 2)</p> <p>Return, portfolio, benefits, saving, income, finance, maturity, yield, share, option, futures, speculation, Money, services, value, exchange, experiences. Default, loans, measuring, supply, fund, deposit</p> <p>E.53 What is the makeup of the Federal Reserve and who is its chairperson?</p>	<p>E.51 Students will explain how money acts as a medium of exchange, unit of account, and store of value, list the characteristics of money, and explain that too much money in an economy will likely lead to inflation, while too little money will hamper trade.</p> <p>Students will also identify Benjamin Franklin’s key understandings about money in the colonial economy.</p> <p>Benjamin Franklin and the Birth of a Paper Money Economy Lesson https://www.philadelphiafed.org/publications/economic-education/ben-franklin-and-paper-money-economy.pdf</p> <p>E.53 Students will create a brochure that describes the organization of the Federal Reserve System, explains the functions of the federal reserve System and identifies the Federal Reserve Chairperson.</p> <p>Literacy RH 11-12.1,3,7 https://www.federalreserveeducation.org/about-the-fed/structure-and-functions https://www.google.com/#safe=strict&q=federal+reserve+system</p>
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Trade
(Weeks 7-9)

Textbook: ECONOMICS, Prentice Hall

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

Suggested TDQs, Activities & Resources

E.54 Examine evidence in informational texts to explain the benefits of trade among individuals, regions, and countries. (E, G)

How does Specialization and Trade Benefit Nations?

Textbook References

Chapter 17: Complete Chapter 17’s Section(s), Chapter, and Document Based Assessments
Pp. 471-473

<p>E.55 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service. (E, G)</p> <p>E.56 Define trade barriers, such as quotas and tariffs. (E, G)</p>	<p>E.54 Who trades?</p> <p>E.55 Why does trade exist?</p> <p>E.55 What is comparative advantage?</p> <p><u>Vocabulary (Tier 3)</u></p> <p>export, import, tariff, quota, protectionism, barrier to trade, absolute advantage, comparative advantage, law of comparative advantage, import quota, sanctions, free trade, free trade zone, infant industry, embargo, protectionism, globalization, offshoring, exchange rate, appreciation, depreciation, fixed exchange rate system, flexible exchange-rate system, international trade, balance of trade, trade surplus, trade deficit, balance of payments</p> <p><u>Academic Vocabulary (Tier 2)</u></p> <p>trade, balance, barrier, flexible, rate, exchange, system, Review, trade, freely, command</p>	<p>Chapter 18: Complete Chapter 18's Section(s), Chapter, and Document Based Assessments Pp. 509-511 Literacy RH.11-12.7 Visuals: Fair Trade p.459, Globalization p.502, How do specialization and trade benefit nations p.450, Economic Growth in Asia p.498, Per Capita GDP of Selected Nations 2005 p.482, Productivity and Opportunity Cost p. 449, Resource Distribution p. 448</p> <p>E.55 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service Pp. 449-450 Literacy RH.11-12.1</p> <p>E. 55 Students will read the article and summarize how different resources have different values and different opportunity costs in different regions of the world. http://www.econlib.org/library/Topics/Details/comparativeadvantage.html Literacy RH.11-12.5</p> <p>E. 56 Students will discuss technology change and how it affects trade (oral or written) and present their findings. Chapter 17 pg.446 Literacy RH.11-12.1, 7 .</p>
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<p>E.57 Explain why countries sometimes erect barriers to trade such as quotas and tariffs, or through subsidies to domestic producers and the consequences of those trade barriers and subsidies on consumers and producers. (E, G, H)</p> <p>E.58 Explain the difference between balance of trade and balance of payments. (E, G)</p> <p>E.59 Compare and contrast labor productivity trends in the United States and other developed countries. (E, G)</p> <p>E.60 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (E, G)</p> <p>E.61 Cite evidence from appropriate informational text to evaluate the</p>	<p>(for Vocabulary Instructions see p. 4)</p> <p>E.56 The explanation of trade barriers.</p> <p>E.57 Explain quotas</p> <p>E.58, E.59 The Balance of Trade and the Labor Productivity relationship.</p> <p>E.60 What are barriers to trade and free trade?</p> <p>E.60 Why does each exist?</p>	<p>E.57, E.58 Students will explain why countries that trade freely with each other are better off than countries that restrict international trade, discuss the advantages of specialization, and explain comparative advantage. Trade Creates More and Better Jobs http://www.econedlink.org/teacher-lesson/575 Chapter 17</p> <p>Literacy RH.11-12.1</p> <p>E.58, E.59 Students will define market economies, command economies, and developing economies. Students will also compare one country with another by reference to factors associated with economic performance. http://www.econedlink.org/teacher-lesson/322 Literacy RH.11-12.4</p> <p>E.60 The students will explain the role and effect of NAFTA in the United States and Mexican Economies and explain the purpose of tariffs, quotas and subsidies Trade in Colonial America/NAFTA http://www.econedlink.org/teacher-lesson/567 Literacy RH.11.12.7</p>
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arguments for and against free trade. (E, H, G)

E.61 What are balance of trade and balance of power, and the difference between the two?

Content Vocabulary (Tier 3)

Chapter 18

Developed nation, less developed country, newly industrialized country, per capita GDP, industrialization, literacy rate, life expectancy, subsistence agriculture, population growth rate, malnutrition, internal financing, foreign investment, foreign direct investment, foreign portfolio investment, debt, rescheduling, stabilization program, nongovernmental organization, privatization, special economic zone, globalization, offshoring, remittances, “brain dead”, sustainable development, deforestation.

Academic Vocabulary (Tier 2)

Chapter 18

development, rate, growth, foreign, zone, benefits, resources, migration

Connection to Language Standards

Greek & Latin Roots and Affixes

-tion, -ion – state of being; quality; act

Examples from the unit: industrialization, malnutrition, appreciation, depreciation, stabilization, organization, globalization, deforestation

Other examples: concession, transition, action, invitation

Language Standards

L.11-12.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.4b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

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Additional Resources

Economic Close Reads and Lesson Plans:

<http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4>

[Focus on Economic Data: U.S. Real GDP Growth, February 28, 2013](#)

[Focus on Economic Data: Consumer Price Index and Inflation, March, 2013](#)

[Economic Indicators](#)

[The Unemployment Game](#)

[Everyday Economics: Money, Banking and Monetary Policy](#)

[Fed Centennial Lessons Combined](#)

[Fed Chairman Game](#)

[Federal Reserve Structure and Functions](#)

Comparative Economic Systems

<http://www.econedlink.org/teacher-lesson/322>

Comparative Economic Systems

<http://www.econedlink.org/teacher-lesson/322>

Where Did All the Money Go?

<http://www.econedlink.org/teacher-lesson/558>

The Economics of the New Deal

<http://www.econedlink.org/teacher-lesson/459>

Lesson Plans and More on Federal Services and Practices:

<http://www.federalreserveeducation.org/>

[Market Basket](#)

[Page One Economics: What Are the Ingredients for Economic Growth?](#)

Graphic Organizers

<http://www.studenthandouts.com/>

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