This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.
# Colorado Teacher-Authored Sample Instructional Unit

## Content Area
Social Studies

## Grade Level
6th Grade

### Course Name/Course Code
6th Grade Social Studies

### Standard | Grade Level Expectations (GLE) | GLE Code
--- | --- | ---
1. **History**
   1. Analyze and interpret historical sources to ask and research historical questions
   
      SS09-GR.6.S.1.GLE.1
   2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another
   
      SS09-GR.6.S.1.GLE.2

2. **Geography**
   1. Use geographic tools to solve problems
   
      SS09-GR.6.S.2.GLE.1
   2. Human and physical systems vary and interact
   
      SS09-GR.6.S.2.GLE.2

3. **Economics**
   1. Identify and analyze different economic systems
   
      SS09-GR.6.S.3.GLE.1
   2. Saving and investing are key contributors to financial well-being (PFL)
   
      SS09-GR.6.S.3.GLE.2

4. **Civics**
   1. Analyze the interconnected nature of the United States to other nations
   
      SS09-GR.6.S.4.GLE.1
   2. Compare multiple systems of governments
   
      SS09-GR.6.S.4.GLE.2

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### Colorado 21st Century Skills

- **Critical Thinking and Reasoning**: Thinking Deeply, Thinking Differently
- **Information Literacy**: Untangling the Web
- **Collaboration**: Working Together, Learning Together
- **Self-Direction**: Own Your Learning
- **Invention**: Creating Solutions

### Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

#### Reading Standards
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

#### Writing Standards
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

### Unit Title | Length of Unit/Contact Hours | Unit Number/Sequence
--- | --- | ---
Show Me the Money! | 4-6 weeks | 4
## Colorado Teacher Authored Sample Instructional Unit

### Unit Title
Show Me the Money

### Length of Unit
4-6 weeks

### Focusing Lens(es)
Values/Choices

<table>
<thead>
<tr>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS09-GR.6-S.2-GLE.1</td>
</tr>
<tr>
<td>SS09-GR.6-S.2-GLE.2</td>
</tr>
<tr>
<td>SS09-GR.6-S.2-GLE.3</td>
</tr>
<tr>
<td>SS09-GR.6-S.3-GLE.1</td>
</tr>
<tr>
<td>SS09-GR.6-S.3-GLE.2</td>
</tr>
<tr>
<td>SS09-GR.6-S.4-GLE.1</td>
</tr>
<tr>
<td>SS09-GR.6-S.4-GLE.2</td>
</tr>
</tbody>
</table>

### CCSS Reading Standards for Literacy in History/Social Studies 6 - 8
CCSS.RH.6-8.4, CCSS.RH.6-8.8

### CCSS Writing Standards for Literacy in History/Social Studies 6 - 8
CCSS.WHST.6-8.7, CCSS.WHST.6-8.8, CCSS.WHST.6-8.9, CCSS.WHST.6-8.10

### Inquiry Questions (Engaging-Debatable):
• How does how I spend my money reflect what I value?
• What does it mean to be a productive member of the global community and a contributing citizen of the United States? (SS09-GR.6-S.4-GLE.1-IQ.2)
• Who decides what you buy? (SS09-GR.6-S.3-GLE.1-EO.a) and (SS09-GR.6-S.4-GLE.2-EO.c)

### Unit Strands
Geography, Economics, Civics

### Concepts
Saving, investing, goals, risks and rewards, globalization, specialization, interdependence, career, standard of living, region(al), resources, markets

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that…</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing to spend or save money can reflect an individual’s beliefs about the importance of satisfying financial and personal wants/needs (SS09-GR.6-S.3-GLE.2-EO.a,b,c,f)*</td>
<td>How do I get money?</td>
<td>How do I spend my money reflect what I value? Does how you spend your money reflect what you value?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are some strategies for saving and investing money to meet your financial goals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the connection between money and choice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living (SS09-GR.6-S.3-GLE.1-EO.b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do standards of living compare across and within cultures (historically and today)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the way I choose to spend money affect others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources (SS09-GR.6-S.2-GLE.2-EO.c) and (SS09-GR.6-S.3-GLE.1-EO.b,c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are jobs dependent upon?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are examples (in Latin America, North America, etc.) of jobs that are resource-specific or tied to a particular region and its policies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The globally connected nature of our world often means</td>
<td>What are the possible impacts of my purchasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why is it important to consider the economic impact of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
that (personal) financial decisions entail political and economic consequences beyond our borders (SS09-GR.6-S.2-GLE.2-EO.d) and (SS09-GR.6-S.4-GLE.1-EO.a) decisions (e.g. purchasing goods only made in China)? How does a country get money? our spending decisions? Does money determine a country’s power?

<table>
<thead>
<tr>
<th>Critical Content:</th>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My students will Know...</strong></td>
<td><strong>My students will be able to (Do)...</strong></td>
</tr>
<tr>
<td>• The difference between saving and investing (SS09-GR.6-S.3-GLE.2-EO.a)*</td>
<td>• Use economic reasoning (SS09-GR.6-S.3-GLE.1-EO.c) and (SS09-GR.6-S.3-GLE.2-EO.a,b,c,d,e,f)*</td>
</tr>
<tr>
<td>• The importance of an emergency fund (SS09-GR.6-S.3-GLE.2-EO.d)*</td>
<td>• Ask and answer multiple questions after using geographic data (SS09-GR.6-S.2-GLE.1-EO.c)</td>
</tr>
<tr>
<td>• The advantages and disadvantage of saving for short and medium term goals (SS09-GR.6-S.3-GLE.2-EO.c)*</td>
<td>• Analyze interactions of human and physical systems in an interconnected world (SS09-GR.6-S.2-GLE.2-EO.d)</td>
</tr>
<tr>
<td>• Resource distribution or trade is based on geographic features and environmental changes which affects a business (SS09-GR.6-S.2-GLE.2)</td>
<td>• Interpret geographic data (SS09-GR.6-S.2-GLE.1-EO.d)</td>
</tr>
<tr>
<td>• Globalization affects cultures, people, places, and markets (SS09-GR.6-S.2-GLE.2-IQ.3)</td>
<td></td>
</tr>
<tr>
<td>• Resource availability in a region influences career choices (SS09-GR.6-S.3-GLE.1-EO.c)</td>
<td></td>
</tr>
<tr>
<td>• Career specialization results in interdependence across regions (SS09-GR.6-S.3-GLE.1-EO.c)</td>
<td></td>
</tr>
<tr>
<td>• Advantages and disadvantages of living in an interconnected world (SS09-GR.6-S.4-GLE.1-EO.a)</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire.*

A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

- Saving and investing leads to financial well-being and choice.

**Academic Vocabulary:** Interpret, differentiate, communicate, analyze, interconnected, goals, resources, interdependence

**Technical Vocabulary:** Saving, investing, emergency fund, specialization, geographic data, financial well-being, risks and rewards, globalization, standard of living, career, region(al), resource distribution, markets, economic reasoning, choice, money

* Denotes connection to Personal Financial Literacy (PFL)
# Unit Description

This unit focuses on economic decision making and cost benefit analyses at the personal, national and global level. The unit begins with a focus on basic concepts of economics such as needs, wants, supply, demand and economic systems. Then, the unit will focus on the individual, where students will explore their aptitude for certain careers, the economic potential of those jobs (income), and where in the Colorado (or the US) the resources are available and accessible for those careers. From there, the students will create goals, a budget and practice investing in the Stock Market. Once students have an understanding of basic economics and how their careers are economic choices, they will reflect on how their personal economic choices have an impact globally. These learning experiences build towards their performance assessment where students will research and analyze data concerning the economics and demographics of Colorado towns in order to make a formal bid to host the 2022 Winter Olympics.

# Considerations

Students should have a basic knowledge of economic and PFL concepts such as opportunity cost, goods, services, consumer, income, financial institution, etc.

# Unit Generalizations

## Key Generalization:

Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living

## Supporting Generalizations:

- Choosing to spend or save money can reflect an individual’s beliefs about the importance of satisfying financial and personal wants/needs
- Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources
- The globally connected nature of our world often means that (personal) financial decisions entail political and economic consequences beyond our borders

# Performance Assessment: The capstone/summative assessment for this unit.

<table>
<thead>
<tr>
<th>Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</th>
<th>Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stimulus Material:</strong> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</td>
<td>The City of Denver wants to submit a bid to the International Olympic Committee (IOC) on behalf of the state of Colorado to host the 2022 Winter Olympics. The Governor has requested the development of a special Colorado Olympic Bid committee (COB) to hear requests for bids from cities and towns across the state who are interested in hosting Olympic events. Cities and towns are invited to send representatives to a special session of the newly formed COB. You and a team of residents from your community have been asked to present a bid explaining the economic ability (benefits and costs) of hosting events (e.g. skating, sledding, boarding/skiing, and cross-country/biathlon). Your presentation should include both a PowerPoint and a written proposal. Required elements of your bid are: cost of hosting an event (e.g. building new venues, ability to raise taxes, etc.), infrastructures (e.g. parking, mass transit, hotels, athlete housing, etc.), evidence of public support, and a plan to build or upgrade necessary facilities. The COB will make a decision to accept or not accept your bid based on viability of your city’s ability to host an event.</td>
</tr>
<tr>
<td><strong>Product/Evidence:</strong> (Expected product from students)</td>
<td>Teachers may provide students with topics and/or resources to guide students in their research of the costs and benefits of holding an event in a Colorado city (the teacher may assign a city or students may choose their own community). This research will then be used to develop a bid which includes: a plan to build sporting venue, evidence of mass transit, public support, and ability to provide good security. Students may work in groups as representatives of a city/town. The teacher may have parents, other teachers, or the rest of the class serve as members of the COB. If the class is the COB, then after hearing all bids, the class can decide on the strongest bid(s) based on the above criteria. For more information about the criteria used by the IOC, click here ➔ <a href="http://teacher.scholastic.com/activities/athens_games/backyard.htm">http://teacher.scholastic.com/activities/athens_games/backyard.htm</a></td>
</tr>
</tbody>
</table>
# Differentiation:
(Multiple modes for student expression)

Students may work in groups or independently. Students may choose another mode for their presentation (e.g. Prezi, Animoto, VoiceThread).

## Texts for independent reading or for class read aloud to support the content

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
</table>

## Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th>Description</th>
<th>Teacher Resources</th>
<th>Student Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Think/work like a geographer by mapping where resources are found and where goods are produced throughout the US and world.</td>
<td><a href="http://upload.wikimedia.org/wikipedia/commons/6/63/A_large_blank_world_map_with_oceans_marked_in_blue.svg">http://upload.wikimedia.org/wikipedia/commons/6/63/A_large_blank_world_map_with_oceans_marked_in_blue.svg</a> (blank world map)</td>
<td><a href="http://maxcdn.webappers.com/img/2013/07/vector-icons-blue.jpg">http://maxcdn.webappers.com/img/2013/07/vector-icons-blue.jpg</a> (Icon examples)</td>
</tr>
<tr>
<td>Skills:</td>
<td>Create and interpret different types of maps</td>
<td>Add to classroom US and World goods/resources map. Students will add to the resource maps throughout the unit by adding icons for resources (where they’re located) and goods (where they’re produced)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Teacher Resources</th>
<th>Student Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Read like an economist to determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to economics/social studies</td>
<td><a href="http://olc.spsd.sk.ca/de/pd/strats/wordwall/">http://olc.spsd.sk.ca/de/pd/strats/wordwall/</a> (Word Walls)</td>
<td><a href="http://www.readingrockets.org/strategies/word_walls/">http://www.readingrockets.org/strategies/word_walls/</a> (Word Walls)</td>
</tr>
<tr>
<td>Skills: Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support CCSS.RH.6-8.</td>
<td>Assessment: Students will create a word wall to visualize important vocabulary throughout the unit</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills:</strong> Distinguish between wants and needs and explain how specific wants and needs differs among people</td>
<td><strong>Assessment:</strong> Student participation in the simulations throughout the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Description:</strong> Write like an economist by asking and answering economic questions about careers, education, income, budgeting, wants, needs, etc.</td>
<td><strong>Teacher Resources:</strong> <a href="http://files.harpercollins.com/OMM/StudentFREAKONOMICS.pdf">http://files.harpercollins.com/OMM/StudentFREAKONOMICS.pdf</a> (Student guide to “freakonomics” a good source for teachers to instruct writing like an economist) <a href="http://www.freeeconhelp.com/2011/06/three-fundamental-questions-every.html">http://www.freeeconhelp.com/2011/06/three-fundamental-questions-every.html</a> (Fundamental economic questions) <strong>Student Resources:</strong> <a href="https://quizlet.com/19835664/basic-economic-terms-flash-cards/">https://quizlet.com/19835664/basic-economic-terms-flash-cards/</a> (Economic terms flashcards) <a href="http://www.scholastic.com/browse/article.jsp?id=3750579">http://www.scholastic.com/browse/article.jsp?id=3750579</a> (Glossary of economic terms) <a href="http://www.socialstudieshelp.com/economics_basic_concepts.htm">http://www.socialstudieshelp.com/economics_basic_concepts.htm</a> (Basic economic terms and questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills:</strong> Conduct short research projects to answer an economic question, drawing on several sources and generating additional related, focused and draw evidence from informational texts and primary sources to support analysis, reflection, and research. (CCSS.WHST.6-8.8; CCSS.WHST.6-8.9)</td>
<td><strong>Assessment:</strong> Students may keep a journal throughout the unit focusing on economic questions they have and answers they have discovered. The journal can also include real economic advice they learn through the course of the unit (e.g. how to create a budget).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Prior Knowledge and Experiences

Students should have an understanding of the different types of political systems (e.g., communism, democracy, socialism). Students should also have a basic understanding of the 5 themes of geography, the locations of (or be able to locate on a map) countries around the world. In addition, students should have basic math skills such as addition, subtraction, and multiplication. Finally, it would be helpful for students to know how physical geography and natural resources are connected.

# Learning Experience # 1

The teacher may provide examples of economic systems (e.g., market, traditional, command) so that students can compare and contrast the economic opportunities and choices within each economic system.

## Generalization Connection(s):

| Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living |
| Choosing to spend or save money can reflect an individual’s beliefs about the importance of satisfying financial and personal wants/needs |
| Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources |

## Teacher Resources:

- [Comparing Economic Systems](http://civics.sites.unc.edu/files/2012/05/ComparingEconomicSystems10.pdf) (Lesson plan: Comparative economics)
- [Comparative economic systems using the CIA Factbook](http://www.econedlink.org/lessons/index.php?lid=322&type=educator#) (Lesson plan: Comparative economic systems)
- [Article on comparative economic systems](http://www.socialstudieshelp.com/economic_systems.htm)
- [A PowerPoint on mixed markets](http://mccainsocialstudies.wikispaces.com/H+Economics)
- [CIA Factbook](https://www.cia.gov/library/publications/the-world-factbook/)
- [Worksheet: Comparative economic systems](http://www.cccsd.org/webpages/kfahy/files/comparative%20economic%20systems%20worksheet.pdf)

## Student Resources:

- [Article on comparative economic systems](http://www.socialstudieshelp.com/economic_systems.htm)
- [Textbook pages illustrating comparative economic systems](http://winstonknollcollegiate.rbe.sk.ca/sites/knoll/files/u47/Chapter%20%20Section%201.pdf)
- [An overview of economic systems](http://www.shmoop.com/economic-systems/)
- [Video explanation of economic systems](https://www.youtube.com/watch?v=5xgwYRX19VU)
- [6th grade economics vocabulary](http://quizlet.com/6997842/economics-6th-grade-flash-cards/)

## Assessment:

Students will complete a comparative economic systems foldable [scroll down to pg. 29 for Layered Book instructions](http://pickettismill.typepad.com/files/foldable-instructions.pdf)

## Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may focus on the characteristics of each economic system <a href="https://www.youtube.com/watch?v=5xgwYRX19VU">video explanation of economic systems</a></td>
<td>Students may draw a picture that represents each economic system</td>
</tr>
</tbody>
</table>
## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
</table>

## Critical Content:
- Characteristics of market, traditional, command, and mixed economies
- Examples of countries who possess each type of economic system
- Factors associated with economic performance (e.g. geographic features, resources, political system, demographics)

## Key Skills:
- Compare and contrast economic systems
- Synthesis and analysis of economic, demographic, and resource availability data

## Critical Language:
Economic system, economic choice, opportunity, morals, values, resources, permissible use of resources, demographics, traditional, market, command, mixed, geographic features, political system, labor force, occupation, scarcity

## Learning Experience # 2

The teacher may bring in objects (e.g., candy, pencils, items of worth) to guide students in simulations so that students can begin to understand basic economic principles (e.g. scarcity, wants, needs) evident a market economy.

## Generalization Connection(s):
Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living
The globally connected nature of our world often means that (personal) financial decisions entail political and economic consequences beyond our borders

## Teacher Resources:
- [Hands-On Activities for Teaching Supply and Demand](http://www.brighthubeducation.com/middle-school-social-studies-lessons/91239-hands-on-activities-for-teaching-supply-and-demand/)
- [Lesson plan: Supply and demand](http://www.econedlink.org/lessons/projector.php?lid=328&type=educator)
- [College in Colorado offers information regarding “supply and demand” in different occupations](https://secure.collegeincolorado.org/home/search/search.aspx?q=supply%20and%20demand)

## Student Resources:
- [Social Studies help for basic economic concepts](http://www.socialstudieshelp.com/Economics_Basic_Concepts.htm)
- [Video: supply and demand rap](https://www.youtube.com/watch?v=CouzZNjuyRM&feature=em-share_video_user)
- [video: supply and demand parody](https://www.youtube.com/watch?v=IYyiP1YDviM&feature=em-share_video_user)
- [An example of a picture dictionary](http://www.enchantedlearning.com/dictionarysubjects/money.shtml)
- [Game: supply and demand](http://www.shmoop.com/supply-demand/game.html.html#)

## Assessment:
Students will create a dictionary of basic economic principles (e.g. scarcity, supply, demand, goods, services, wants, needs) to include word, definition, explanation, and illustration.
## Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may work in pairs</td>
<td></td>
</tr>
<tr>
<td>Students may be provided definitions to match with economic concepts</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.livebinders.com">http://www.livebinders.com</a></td>
<td>Students may create a digital dictionary</td>
</tr>
</tbody>
</table>

## Critical Content:
- All resources are scarce (scarcity); therefore, choices must be made (e.g. spend, save, charity)
- Comparisons of supply and demand to saving and investing
- Supply and demand affects the cost of goods and services
- Availability of resources affects the production of goods
- Availability of resources affects supply and demand

## Key Skills:
- Analyze the relationship between supply and demand

## Critical Language:
Supply, demand, scarcity, choice, cost, availability, resources, wants, needs, goods, services, market economy, production, opportunity cost, consumer

## Learning Experience # 3

The teacher may engage students in a simulation about economic decision making so that students can begin to understand the differences among various groups’ wants and needs.

### Generalization Connection(s):
Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living.
Choosing to spend or save money can reflect an individual’s beliefs about the importance of satisfying financial and personal wants/needs

### Teacher Resources:
- http://schoolmediainteractive.com/view/object/clip/3EEFF062A8AB36FFC6E6EBE73D65AD315 (Video: The difference between wants and needs)
- https://www.youtube.com/watch?v=wwwFoO6SGaY (Video: Feed the Children)

### Student Resources:
- http://schoolmediainteractive.com/view/object/clip/3EEFF062A8AB36FFC6E6EBE73D65AD315 (Video: The difference between wants and needs)
- http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm (Explanation of wants and needs)
- https://www.youtube.com/watch?v=wwwFoO6SGaY (Video: Feed the Children)

### Assessment:
Students will complete a compare and contrast chart illustrating the differences among wants and needs of peoples in selected countries around the world.
### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may work with a partner</td>
<td>Students may be provided with a partially completed chart</td>
</tr>
<tr>
<td>Students may be provided with a list of countries to choose from</td>
<td></td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may be provided an unfamiliar country to focus on <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a> (CIA World Factbook)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Critical Content:
- Economic needs and wants motivate individuals and groups
- Economic development varies according to wants and needs
- Groups also immigrate to the United States to increase their standard of living

### Key Skills:
- Identity personal skills and abilities of economic decision making
- Synthesize data pertaining to the needs versus the wants of an individual or group

### Critical Language:
- Standard of living, immigration, choices, wants, needs, consumer, income, money, earning, managing, saving, financial security, personal safety

### Learning Experience # 4

The teacher will provide various standard of living data (e.g., education, GDP, income, life expectancy) from countries around the world so that students can distinguish the standard of living in America as compared to other countries.

### Generalization Connection(s):
Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living
Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources

### Teacher Resources:
- [http://education.nationalgeographic.org/archive/xpeditions/lessons/16/g68/richpoor.html](http://education.nationalgeographic.org/archive/xpeditions/lessons/16/g68/richpoor.html) (Lesson plan: Standard of living)

### Student Resources:

### Assessment:
Students will write an editorial explaining why America has an environment which promotes a higher standard of living in contrast to other countries.
### Colorado Teacher-Authored Sample Instructional Unit

#### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
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</table>

#### Extensions for depth and complexity:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students may use iMovie, Movie Maker, or another movie editing software <a href="https://animoto.com/">https://animoto.com/</a> (Animoto)</td>
<td>Students may produce a short documentary explaining the concept of social mobility</td>
</tr>
</tbody>
</table>

#### Critical Content:
- A standard of living varies in times of scarcity and growth
- Education and innovation increase productivity
- Economic growth gives the United States more to choose from, and raises standard of living
- The relationship between a country’s standard of living and its access to resources

#### Key Skills:
- Analyze interactions of human and physical systems in an interconnected world
- Analyze data to form opinions
- Compare and contrast economic data from various countries
- Draw conclusions about the standard of living in the United States compared to other countries

#### Critical Language:
Standard of living, social mobility, economic growth, surplus, scarcity, consumption, monetary, accessibility, census, resources, technology, innovation, GDP

### Learning Experience # 5

**The teacher may engage students in a discussion about “The American Dream” so that students can understand the varied reasons groups strive to immigrate to America.**

**Generalization Connection(s):**
Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living
Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources

**Teacher Resources:**
- [https://www.youtube.com/watch?v=WXQd21to6xg](https://www.youtube.com/watch?v=WXQd21to6xg) (Video about Human migration, push and pull theory)
- [http://civics.sites.unc.edu/files/2012/04/AmericanDream.pdf](http://civics.sites.unc.edu/files/2012/04/AmericanDream.pdf) (Lesson plan: the American Dream)

**Student Resources:**

**Assessment:**
Students will write a poem focusing on the American Dream in their own lives.
### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
</table>

### Critical Content:
- The push and pull theory of migration includes social, economic, political, and environmental factors
- Economic issues cause people to move from place to place
- Social issues are connected to economic issues

### Key Skills:
- Identify economic issues which cause migration
- Synthesize data pertaining to the migration
- Analyze, interpret, and conduct research using primary source documents

### Critical Language:
- American Dream, social, economic, political, environmental, push and pull theory, long term migration, temporary migration, globalized world, legal and illegal immigration, immigrant

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### Learning Experience # 6

The teacher may engage students in a brainstorm about the necessary abilities and prospective income for different types of jobs so that students can correlate their skill set (aptitude) with potential career choices.

### Generalization Connection(s):
Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources.

### Teacher Resources:
- [http://www.educationplanner.org/students/career-planning/checklists/middle-school.shtml](http://www.educationplanner.org/students/career-planning/checklists/middle-school.shtml) (Career planner for middle school students)
- [https://secure.collegeincolorado.org/Career_Planning/_default.aspx](https://secure.collegeincolorado.org/Career_Planning/_default.aspx) (Career/interest surveys, lists of career options and video clips. Students can access with or without College in Colorado account)
- [http://www.connectingcolorado.com/](http://www.connectingcolorado.com/) (Data of job availability as compared to job seekers in Colorado)

### Student Resources:
- [http://www.educationplanner.org/students/career-planning/checklists/middle-school.shtml](http://www.educationplanner.org/students/career-planning/checklists/middle-school.shtml) (Career planner for middle school students)
- [https://secure.collegeincolorado.org/Career_Planning/_default.aspx](https://secure.collegeincolorado.org/Career_Planning/_default.aspx) (career/interest surveys, lists of career options and video clips. Students can access with or without College in Colorado account)
Students will take a career test and create a PowerPoint that outlines which careers match their skill set. Students should include their strongest skills, 3-5 matching careers and the annual income those careers would yield.

http://www.yourfreecareertest.com/ (Career test)
http://www.careeronestop.org/SalariesBenefits/Sal_default.aspx (Career/salary information)

**Assessment:** Students may take an abbreviated version of the career test

http://www.bls.gov/k12/content/students/careers/career-exploration.htm

**Differentiation:** (Multiple means for students to access content and multiple modes for student to express understanding.)

**Extensions for depth and complexity:**

**Access** (Resources and/or Process)

Students may create a free College in Colorado account and take the 4 aptitude and interest tests to gain a deep understanding of their abilities

http://www.collegeincolorado.org

**Expression** (Products and/or Performance)

Students may create a 1 page handout describing their skills and career options

Students may create a PowerPoint with more detailed information about their skills and career options

**Critical Content:**

- Career exploration based on identified skills and abilities
- Income of career/occupation choice(s)
- Availability of careers and occupations by region (e.g. Colorado, local community, Denver)

**Key Skills:**

- Differentiate among job, career, occupation
- Identify personal skills and abilities
- Synthesize data from aptitude test
- Explain the differences between jobs, occupations, careers

**Critical Language:**

- Income, aptitude, job specialization, skills, career, salary, occupation, job

**Learning Experience # 7**

The teacher may facilitate a discussion about their own personal career selection so that students can identify their own top career choice, explore educational options, and financial costs associated with pursuing that career path.

**Generalization Connection(s):**

Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources. Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living. Choosing to spend or save money can reflect an individual's beliefs about the importance of satisfying financial and personal wants/needs

**Teacher Resources:**

- http://mappingyourfuture.org/planyourcareer/plansample.cfm (Example of career plan format)
- http://msde.state.md.us/fle/docs/does_money_grow_on_trees.lesson_plan_2.1.1.pdf (Lesson Plan: Does Money Grow on Trees?)
### Student Resources:
- [https://secure.collegeincolorado.org/Career_Planning/Career_Profile/Career_Profile](https://secure.collegeincolorado.org/Career_Planning/Career_Profile/Career_Profile) (College in Colorado career trajectory)
- [http://www.careeronestop.org/EducationTraining/Pay/FinancialAid.aspx](http://www.careeronestop.org/EducationTraining/Pay/FinancialAid.aspx) (College costs and financial aid calculator)
- [http://mappingyourfuture.org/planyourcareer/plansample.cfm](http://mappingyourfuture.org/planyourcareer/plansample.cfm) (Example of career plan format)
- [http://www.educationplanner.org/students/career-planning/find-careers/index.shtml](http://www.educationplanner.org/students/career-planning/find-careers/index.shtml) (Education planner - career trajectory and schooling needed)
- [http://www.myfuture.com](http://www.myfuture.com) (Website: Education and career planning)

### Assessment:
Students will create a career plan for their school guidance counselor outlining their selected career (from LE #6), classes they should take in high school, classes/degree needed in college/trade school and the approximate cost of schooling needed.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may create a bulleted list</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student may begin to research scholarships and opportunities for college credit in high school to reach their career schooling requirements</td>
<td>Students may write an additional section to their career plan</td>
</tr>
</tbody>
</table>

### Critical Content:
- The difference between college, university, trade school, Jr. College, community college, etc.
- The different costs associated with post-secondary options
- The graduation requirements for the state of Colorado and the local school district
- Financing options (loans, financial aid, scholarships, etc.) for post-secondary education
- The impact secondary schooling has on their post-secondary educational choices and financing

### Key Skills:
- Differentiate among post-secondary educational options
- Design an education/career plan
- Identify the best post-secondary option for their chosen career path

### Critical Language:
Trade school, post-secondary, junior college, community college, vocational/technical school, university, loan, undergraduate, credit, scholarship, financial aid
## Learning Experience # 8

The teacher may bring in primary and secondary sources (e.g., maps, demographic data) so students can correlate types of jobs with resource availability in different regions of the United States.

### Generalization Connection(s):

<table>
<thead>
<tr>
<th>Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources.</th>
</tr>
</thead>
</table>

### Teacher Resources:

| [http://teeic.indianaffairs.gov/images/photos/usgs_uscells1msmall.gif](http://teeic.indianaffairs.gov/images/photos/usgs_uscells1msmall.gif) (Map: oil and natural gas resources) |
| [http://teeic.indianaffairs.gov/images/photos/CoalBearingAreas_USGS.gif](http://teeic.indianaffairs.gov/images/photos/CoalBearingAreas_USGS.gif) (Map: coal resources) |

### Student Resources:


### Assessment:

Students will create brochure for a national job fair that outlines career opportunities based on the resources in that region.

### Differentiation:

**Access (Resources and/or Process)**

- Students may work with a partner

**Expression (Products and/or Performance)**

- Students may select 1-2 resources and 1-2 jobs in that area

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may create a map to include in their brochure</td>
<td></td>
</tr>
</tbody>
</table>

### Critical Content:

- Geographic regions determine the resources used and jobs needed to produce goods
- The production of goods requires a combination of human and natural resources
- Availability of resources creates different levels of productivity
- Availability of human, capital, and natural resources impacts the types of jobs in a given region
- Resource distribution or trade is based on geographic features and environmental changes which affects a business

### Key Skills:

- Interpret and analyze maps
- Define resources
- Match careers to availability of resources
- Explain the availability of resources in regions of the U.S.
- Analyze interactions between resources and people

### Critical Language:

- Region, human resources, natural resources, demographics, accessibility, permissibility, availability
# Learning Experience # 9

The teacher may provide Colorado data (e.g., population, job needs, unemployment, census data) so students can begin to critically analyze the potential of living in Colorado given their career choice.

| Generalization Connection(s): | Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living. Job choice/specialization often depends on the availability, accessibility, and permissible use of regional resources. |
| Teacher Resources: | [http://www.seniorjobbank.org/database/Colorado/Colorado.html](http://www.seniorjobbank.org/database/Colorado/Colorado.html) (Top 100 jobs available in Colorado)  
[http://www.citytowninfo.com/places/colorado](http://www.citytowninfo.com/places/colorado) (City demographics - scroll down, click on cities)  
| Student Resources: | [http://www.seniorjobbank.org/database/Colorado/Colorado.html](http://www.seniorjobbank.org/database/Colorado/Colorado.html) (Top 100 jobs available in Colorado)  
[http://www.citytowninfo.com/places/colorado](http://www.citytowninfo.com/places/colorado) (scroll down, click on cities, shows city demographics)  
| Assessment: | Students will complete a risk/benefit T-chart and use it to write a persuasive essay to their parents discussing the reasoning behind their choice of staying or leaving Colorado based on career choice. |
| Teacher Resources: | [http://www.citytowninfo.com/places/colorado](http://www.citytowninfo.com/places/colorado) (City demographics - scroll down, click on cities)  
| Student Resources: | [http://www.seniorjobbank.org/database/Colorado/Colorado.html](http://www.seniorjobbank.org/database/Colorado/Colorado.html) (Top 100 jobs available in Colorado)  
[http://www.citytowninfo.com/places/colorado](http://www.citytowninfo.com/places/colorado) (scroll down, click on cities, shows city demographics)  
| Assessment: | Students will complete a risk/benefit T-chart and use it to write a persuasive essay to their parents discussing the reasoning behind their choice of staying or leaving Colorado based on career choice. |
| Differentiation: | Access (Resources and/or Process)  
Students may be given specific data sheets for them to fill out during their research  
Expression (Products and/or Performance)  
Students may write 1 paragraph |
| Extensions for depth and complexity: | Access (Resources and/or Process)  
Students may research their career nationally or globally  
Expression (Products and/or Performance)  
Students may add a paragraph to their essay about their career choice nationally (rather than only in Colorado) |
| Critical Content: | - The definitions of risk, benefit  
- The process of economic reasoning  
- Financial and personal reasons for commuting  
- Resource availability in Colorado  
- The standard of living demographics for Colorado (e.g., unemployment, average income) |
| Key Skills: | - Research city demographic data  
- Formulate an argument |
| Critical Language: | Risk, benefit, commute, economic reasoning, standards of living, specialization, resource, availability, region, demographics |
### Learning Experience #10

The teacher may model goal setting (e.g. SMART goals) so that students can apply the income of their chosen career to goal setting and the construction of a budget and savings plan.

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th>Choosing to spend or save money can reflect an individual’s beliefs about the importance of satisfying financial and personal wants/needs</th>
</tr>
</thead>
</table>
| **Teacher Resources:** | [http://www.scholastic.com/browse/lessonplan.jsp?id=1561](http://www.scholastic.com/browse/lessonplan.jsp?id=1561) (Lesson plan: Budget Basics)  
[http://www.newyorkfed.org/education/its_all_about_your_money.pdf](http://www.newyorkfed.org/education/its_all_about_your_money.pdf) (Lesson plan: It’s All About the Money)  
[http://www.moneyandstuff.info/pdfs/SampleBudgetforTeens.pdf](http://www.moneyandstuff.info/pdfs/SampleBudgetforTeens.pdf) (Sample Monthly Budget for Teens)  
| **Student Resources:** | [http://youtu.be/x0Xez_0BpvE](http://youtu.be/x0Xez_0BpvE) (Video: Prioritizing and Budgeting for Kids)  
[http://financeintheclassroom.org/downloads/MyOwnBudget.pdf](http://financeintheclassroom.org/downloads/MyOwnBudget.pdf) (Worksheet: My Own Budget)  
| **Assessment:** | Students will create a budget and explain whether they can save for their goal. |
| **Differentiation:** (Multiple means for students to access content and multiple modes for student to express understanding.) |  
**Access** (Resources and/or Process)  
N/A  
**Expression** (Products and/or Performance)  
Students may be provided a list of expenses to plug into a budget worksheet |
| **Extensions for depth and complexity:** |  
**Access** (Resources and/or Process)  
[http://financeintheclassroom.org/downloads/MyOwnBudget.pdf](http://financeintheclassroom.org/downloads/MyOwnBudget.pdf) (Student Budget Worksheet)  
**Expression** (Products and/or Performance)  
Students may create a graph or chart showing what percentage of their income is spent on specific expenses |
| **Critical Content:** |  
- Personal spending habits  
- Elements of a budget  
- Strategies for managing money  
- Fixed and variable expenses (e.g. rent, entertainment)  
- Importance of establishing an emergency fund |
| **Key Skills:** |  
- Explain the reasons for developing a budget  
- Identify an expense  
- Identify different sources of income |
| **Critical Language:** | income, short-term goal, debt, credit, emergency fund, opportunity cost, saving, budget, needs vs wants, SMART goal, expenses |
Learning Experience #11

The teacher may provide documents (e.g. Wall Street Journal, NASDAQ, CNN Money, stock market data) so that students can begin to understand how reaching long term goals can be acquired through economic decision making (e.g. investing in stocks, bonds).

| Generalization Connection(s): | Choosing to spend or save money can reflect an individual's beliefs about the importance of satisfying financial and personal wants/needs. Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living. |
| Teacher Resources: | http://stockmarketexperience.org/ (Colorado Stock Market Experience)  
http://bizkids.com/lesson/lesson-118 (Lesson plan: Saving and Investing for Your future) |
| Student Resources: | http://stockmarketexperience.org/ (Colorado Stock Market Experience)  
http://youtu.be/S_M996Djf8 (Video: Millionaire in the Making)  
https://www.moneyinstructor.com/wsp/stable.asp (How to read a stock table) |
| Assessment: | Students will play a stock market game and track their profits and losses. |
| Differentiation: | **Access** (Resources and/or Process)  
Students may work with a partner |
| **Expression** (Products and/or Performance) | Students may pick stocks out of the Wall Street Journal or another paper and keep track of its profits/losses for a set period of time as determined by the teacher |
| Extensions for depth and complexity: | **Access** (Resources and/or Process)  
N/A |
| **Expression** (Products and/or Performance) | Students may graph their stocks on graphing paper while they are playing the game to visually show the ups and downs of stocks |
| Critical Content: | • The elements of the Stock Market (e.g., private and public companies)  
• Purpose(s) of investing  
• How the Stock Market works  
• Explanation of stock markets (e.g. NASDAQ, S & P Index) |
| Key Skills: | • Read stocks on the exchange to see if there is a profit/loss  
• Calculate stock price times shares to determine how many shares may be purchased  
• Justify investment decisions |
| Critical Language: | Invest, long-term goal, financial well-being, economic decision making, retirement, stocks, bonds, mutual funds, private company, public company, financial planning, risk, reward, return |
## Learning Experience #12

The teacher may provide articles about economic issues (e.g., low gas prices) so students begin to consider how personal economic choices (e.g. amount of driving, buying local) have an impact locally and nationally.

**Generalization Connection(s):**

Economic decision making involves risk benefit analyses that reflect efforts to maintain or improve individual/societal standards of living. The globally connected nature of our world often means that (personal) financial decisions entail political and economic consequences beyond our borders.

**Teacher Resources:**

  
  (Article: How Consumers and Communities Can Benefit from “Buying Local”)
- [http://tinyurl.com/n2vyru](http://tinyurl.com/n2vyru) (If, Then graphic organizer)

**Student Resources:**

- [https://www.youtube.com/watch?v=SUPTIhHy21E](https://www.youtube.com/watch?v=SUPTIhHy21E) (Video: Why Gas Prices are so Low Right Now)
- [http://tinyurl.com/n2vyru](http://tinyurl.com/n2vyru) (If, Then graphic organizer)

**Assessment:**

Students will complete an “If, then” chart to explain the impacts of fuel increasing and decreasing on the personal, local and national level.

[http://tinyurl.com/n2vyru](http://tinyurl.com/n2vyru) (If, Then graphic organizer)

**Differentiation:**

(Multiple means for students to access content and multiple modes for student to express understanding.)

**Access (Resources and/or Process):**

Students may be provided supplemental videos so that they can get a better understanding why gas prices fluctuate and how economic choices and fuel prices are interconnected.

[https://www.youtube.com/watch?v=SUPTIhHy21E](https://www.youtube.com/watch?v=SUPTIhHy21E) (Video: Why Gas Prices are so Low Right Now)

**Expression (Products and/or Performance):**

Students may focus on either the increase or decrease of fuel prices and complete the “If, then” chart.

Students may focus only on personal effects of fuel price increase/decrease in completing their “If, then” chart.

**Extensions for depth and complexity:**

**Access (Resources and/or Process):**

N/A

**Expression (Products and/or Performance):**

Students may take on different roles (US citizen, member of OPEC, etc.) and discuss the impact of rising and/or lowering gas prices.

**Critical Content:**

- Humans are both producers and consumers
- Consumer choice when purchasing goods can affect the local economy (e.g. “Buy Colorado”)
- All goods are produced from resources
- Fluctuating prices impact spending and saving habits of individuals, groups, and nations
### Key Skills:
- People’s choices have intended and unintended consequences which lie in the future
- Read and interpret non-fiction text
- Determine cause and effect

### Critical Language:
- Purchasing power, goods, production, consumer, benefit cost analysis, supply, demand, interdependence, globalization, OPEC

### Learning Experience #13

The teacher may provide primary and secondary sources (e.g., news articles, maps) so that students can consider the global consequences (e.g., purchasing goods made in China, labor outsourcing) of their economic decisions.

### Generalization Connection(s):
The globally connected nature of our world often means that (personal) financial decisions entail political and economic consequences beyond our borders

### Teacher Resources:
- [http://ppt.internationalx.net/c/chapter-1--understandings-of-globalization-w29052-ppt.ppt](http://ppt.internationalx.net/c/chapter-1--understandings-of-globalization-w29052-ppt.ppt) (PowerPoint: Globalization)
- [https://mrmulligan.wikispaces.com/file/view/livingchapter1%5B1%5D.pdf](https://mrmulligan.wikispaces.com/file/view/livingchapter1%5B1%5D.pdf) (Textbook chapter on globalization)
- [https://www.imf.org/external/np/exr/ib/2008/images/053008-1.jpg](https://www.imf.org/external/np/exr/ib/2008/images/053008-1.jpg) (Graph of trade in goods and services incl. % of GDP that is trade)

### Student Resources:
- [https://www.youtube.com/watch?v=LtmvksvSvtc](https://www.youtube.com/watch?v=LtmvksvSvtc) (Video: Globalization)

### Assessment:
Students will create a list from items in their homes which are produced from different parts of the world and conduct a web search to match items to companies, and companies to countries. Then, groups will conduct a cost benefit analysis of buying locally and globally.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may read and summarize 1 of the above articles having to do with global economics</td>
<td>Students may conduct a survey of student body and report the averages of pupils and electronic devices per home</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may choose to support or disagree with globalization by conducting an informal debate <a href="http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf">http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</a> (Instructions for conducting an informal debate)</td>
</tr>
<tr>
<td>Critical Content:</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Careers are more common in one region than in another and how specialization results in more interdependence</td>
<td></td>
</tr>
<tr>
<td>• How different economic systems affect job and career options and the population’s standards of living</td>
<td></td>
</tr>
<tr>
<td>• Pros and cons of outsourcing and international trade</td>
<td></td>
</tr>
<tr>
<td>• Definition of globalization</td>
<td></td>
</tr>
<tr>
<td>• Trade and outsourcing are examples of globalization</td>
<td></td>
</tr>
<tr>
<td>• The advantages and disadvantages of living in an interconnected world</td>
<td></td>
</tr>
<tr>
<td>• Globalization affects cultures, people, places, and markets</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create and interpret maps and graphs</td>
</tr>
<tr>
<td>• Identify pros and cons of globalization</td>
</tr>
<tr>
<td>• Analyze interactions of human and physical systems in an interconnected world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization, trade, labor, labor force, outsourcing, national, international, regions, resource, raw material, electronic business banking, production, goods, GDP</td>
</tr>
</tbody>
</table>