Unit 2: The Global Economy

Content Area: **Social Studies**
Course(s): **Current Issues**
Time Period: **October**
Length: **8 blocks**
Status: **Published**

Transfer Skills

Students will understand their role in a global economy.

Enduring Understandings

- Decisions concerning the allocation and use of resources impact individuals and groups.
- The interaction between political and economic trends is a major source of change.
- Globalization is a major force for change in the world today: both positive and negative.

Essential Questions

- How do economic systems and trade affect how people live?
- How are economic reforms and their political effects related?
- What are sources of economic power and how do these different sources affect global interactions?
- How do the various levels of technological development affect different cultures?

Learning Objectives

- Analyze the basic principles that drive economic decisions in the United States.
- Evaluate the advantages and disadvantages of trade agreements, such as the North American Free Trade Agreement (NAFTA) and the Central American Free Trade Agreement (CAFTA).
- Evaluate the costs and benefits of globalization and its mechanisms (World Trade Organization, World Bank, International Monetary Fund, etc.)
- Compare and contrast the impact of various trade strategies (protectionism, outsourcing, free trade, etc.) on the United States and other nations
- Compare and contrast standards of living around the world and the discrepancies between various nations.

Skills

- Debate the costs and benefits of NAFTA, CAFTA, etc.
- Compose a petition to the World Bank requesting aid for a developing country

- Hold a mock World Trade Organization or Senate Hearing to debate trade policy
- Write an editorial either in support of or against "outsourcing"
- Chart standard of living indicators
- Propose trade concessions for developing African nations
- Research developed, underdeveloped, and developing nations and present
- Newscasts

Resources

- Opposing Viewpoints, online databases, The Gale Group
- U.S. Trade Policy: Competing in a Global Economy, The Choices Program, www.choices.edu'
- The Choices Program, various units available at www.choices.edu
- Great Decisions, Foreign Policy Association
- Newspapers (*New York Times, Boston Globe, LA Times, Washington Post*)
- Maps
- Is Wal-Mart good for America?, PBS Frontline
- The Other Side of Outsourcing, Discovery Channel
- T-Shirt Travels, PBS Independent Lens
- Issues in Our Changing World, The Center for Learning
- Current Issues in Global Education, The Center for Learning
- The Global Economy Handbook, David E. O'Connor, Center for International Business Education & Research at UCONN
- Teaching International Relations, Barb Supercar and Rebecca Parnell, Center for Teaching International Relations
- Contemporary Issues Page 6
- The U.S. and the World, A Teacher's Resource Booklet, Mind Sparks
- CNN Student News

Standards

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.