

# Unit #4: The Global Economy

Content Area: **History**  
Course(s):  
Time Period:  
Length: **4 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate N.J.S.A. 18A:35-4.35	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
History and Contributions of Asian American and Pacific Islanders P.L.2021, c.416	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## The Global Economy

## Learning Objectives

- 1. Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 2. Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 3. Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

- 4. Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 5. Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 7. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 8. Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

## Essential Skills

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- 1. Analyze the basic principles that drive economic decisions in the United States.
- 2. 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).
- 3. Evaluate the costs and benefits of globalization and its relationship on the following institutions: World Bank, World Trade Organization, International Money Fund, etc.
- 4. Compare and contrast the impact of globalization on various nations’ economies.
- 5. Compare and contrast standards of living between given nations.
- 6. Describe how structural adjustment policies of the IMF and the World Bank have impacted economies in developing nations.
- 7. Explain how colonization and occupation influenced the evolution of economies in developing countries.
- Artists will be able to know the following:
- Not all developing countries are equally engaged in globalization or in a position to benefit from it.
- The balance of globalization’s cost and benefits for different groups of countries and the world economy is one of the hottest topics in development debates.

## Standards

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SOC.6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
SOC.6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
SOC.6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.

## **Instructional Tasks/Activities**

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**\*\*Guided readings/ Outlining/ Notes (on the following outline):**

1. Basic Principles driving economic decisions

- a. United States
- b. Globally
- c. Interdependence

2. Trade Agreements

- a. Background
- b. Specific Agreements
  - i. Including but not limited to...
    - 1. NAFTA
    - 2. CAFTA
- c. Advantages vs. Disadvantages

3. Globalization

- a. Definition and characteristics
- b. Mechanisms
- c. Cost and benefit analysis

4. Trade Strategies

- a. Identification of strategies
- b. Analysis of strategies

5. Standards of Living

- a. Globally vs. domestically

- 1. Define and identify the following key terms related to the economy: Debt, Deficit, Depression, Poverty, Recession, Wealth, Dow Jones Industrial Average, Federal Reserve, Fiscal Policy, Gross Domestic Product, Monetary Policy, Nasdaq, New York Stock Exchange.
- 2. Examine a decade to evaluate major decisions of the Federal Reserve since 1930 and the results of those decisions. Artists will create a 3-5 minute creative presentation on their respective decade.
- 3. Compare and contrast standards of living between the U.S. and a country of choosing.
- 4. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts.
- 5. Define and identify the following key terms related to the global economy: World Bank, World

Trade Organization, International Money Fund.

- 6. Define and identify the following trade strategies: protectionism, outsourcing and free trade.
- 7. Complete a research assignment on the economic evolution of a developing nation.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Google Slide presentation
- Journal / Student Reflection
- Kahoot
- Notes quizzes
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Research assignment
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Test
- Vocabulary quiz on key terms
- Worksheet

## **Recommended Technology Activities**

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- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Slides for presentation.
- Kahoot

- MagicSchool AI
- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers

- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Google Docs
- Google Slides
- Great Decisions, Foreign Policy Assoc.
- Is Wal-Mart good for America?, PBS Frontline
- Issues in Our Changing World, The Center for Learning

- McGraw Hill "United States History" textbook
- News magazines, e.g., Upfront (The New York Times)
- Newspapers
- Opposing Viewpoints, online databases, The Gale Group
- Primary source documents from DBQ online
- Primary source documents from McGraw Hill "United States History" textbook
- T-Shirt Travels, PBS Independent Lens
- The Choices Program, various units available at [www.choices.edu](http://www.choices.edu)
- The Internet
- The Other Side of Outsourcing, Discovery Channel
- U.S. Trade Policy: Competing in a Global Economy, The Choices Program, [www.choices.edu](http://www.choices.edu)
- [www.imf.org](http://www.imf.org)
- [www.wto.org](http://www.wto.org)