

**Unit Name: Core Concepts Part 5: Economics and Geography (Pearson – myWorld Geography)**  
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**UNIT**

**Subject:** Social Studies/Geography  
**Course/Grade:** myWorld Geography/5<sup>th</sup>  
**School:** Dr. Joyanne D. Miller School

**Country: USA**  
**State/Group:** NJ

**UNIT SUMMARY**

Students will demonstrate the following enduring understandings:

- Consumers and producers make economic decisions and exchanges within markets, both domestic and international.
- Different Economic systems involve varying levels of government control and individual freedom.
- National development is a measure of economic growth and the overall quality of life.

**UNIT RESOURCES**

**Pearson myWorld Geography Teacher Edition**

*Section 1: Economic Basics, T50-T51*

*Section 2: Economic Process. T52-T53*

*Section 3: Economic Systems, T54-T55*

*Section 4: Economic Development, T56-57*

*Section 5: Trade, T58-T59*

*Section 6: Money Management, T60-61*

**Pearson myWorld Geography Student Textbook**

*Read An Extraordinary Entrepreneur p.56-57*

*Read Core Concepts 5.1 Economic Basics, p.58-59*

*5.2 Economic Process, p.60-61*

*5.3 Economic Systems, p.62-63*

*5.4 Economic Development, p.64-65*

*5.5 Trade, p.66-67*

*5.6 Money Management, p.68-69*

*Answer Assessment Questions, p. 70-71 includes Document Based Questions*

**Pearson myWorld Geography Student Journal**

*Core Concepts 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Word Wise and Sum It Up, p. 25-31*

**Pearson myWorld Geography Exam View Test Bank CD-Rom**

**Pearson myWorld Geography Assessment Handbook**

**Pearson myWorld Geography Unit ProGuide**

**Pearson myWorld Geography Activity Kit**

**Pearson myWorld Geography Essential Question Posters**

**Pearson my World Geography Wall Maps**

**Internet Resource Links:**

**<http://my.worldgeography.com>**

*Student Center and Teacher Center*

*On Assignment*

*Visual Glossary*

*Active Atlas*

*Data Discovery*

*Time Line*  
*Culture Close-up*  
*Self Test*  
*Success Tracker*  
*21<sup>st</sup> Century Learning Online Tutor*

[myworldgeography.com](http://myworldgeography.com) Student Center or [GIS.com](http://GIS.com)  
<http://ph.infoplease.com/>

## STAGE ONE

### GOALS AND STANDARDS

Standard State: NJ

**6.1 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.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### ENDURING UNDERSTANDINGS

1. Consumers and producers make economic decisions and exchanges within markets, both domestic and international.
2. Different Economic systems involve varying levels of government control and individual freedom.
3. National development is a measure of economic growth and the overall quality of life.

## ESSENTIAL QUESTIONS

1. What impact do you have on your local, global, economy?
2. Why is competition a necessary part of an economy?
3. What role does government play in an economy?
4. How do quality of life and quality of an economy relate to each other?
5. How many things in your life were not made in your country?
6. Why is a budget a necessary tool?

## KNOWLEDGE AND SKILLS

**Core Concepts 5.1 Economic Basics** - Students will learn the three economic questions people must answer.

**Core Concepts 5.1 Economic Basics** – Students will understand supply, demand, and the actions consumers and producers take to meet them.

**Core Concepts 5.2 Economic Process** – Students will examine the exchange of goods and services and the various issues affecting profit.

**Core Concepts 5.2 Economic Process** – Students will learn how to track the growth and decline of the economy.

**Core Concepts 5.3 Economic Systems** – Students will examine the four types of economies.

**Core Concepts 5.3 Economic Systems** – Students will visualize the circular flow of the U.S. mixed economy.

**Core Concepts 5.4 Economic Development** – Students will understand how economic development is measured and labeled.

**Core Concepts 5.4 Economic Development** – Students will identify ways a country can increase its economic development.

**Core Concepts 5.5 Trade** – Students will examine the reasons why individuals and countries trade.

**Core Concepts 5.5 Trade** – Students will investigate the workings of domestic, international, and free trade.

**Core Concepts 5.6 Money Management** – Students will learn how to budget and save money.

**Core Concepts 5.6 Money Management** – Students will compare and contrast investment options.

## **ASSESSMENT DATA/PERFORMANCE TASKS**

Students will write their responses to the Assessment questions in their notebooks and complete Word Wise in their Journals for each lesson. Check answers in their notebooks and Student Journal for understanding of the Key Ideas, Key Terms, and objectives.

Core Concepts Part 5 Tools of Geography Test B

Student Journal: Part 5 Activity: Sum It Up – Use information from this section to answer questions about using money.

Core Concepts Part 5 Tools of Geography Success Tracker Online Formative Assessment includes Document Based Questions

## **OTHER EVIDENCE**

- Student completion of myWorld Activity Support
  - \* Section 1: Economic Memory – Matching Cards
  - \* Section 2: Enterprising Entrepreneurs – Business Plan
  - \* Section 3: Debate and Defend – Debate Brainstorming
  - \* Section 4: Development Bingo – Bingo Cards
  - \* Section 5: International Traders – Flag Design
  - \* Section 6: Bank Here! – Advertisement Design
  
- Student completion of *Word Wise* in their *Student Journals*
  - \* Core Concepts 5.1: Word Wise Vocabulary Quiz Show
  - \* Core Concepts 5.2: Word Wise Crossword Puzzle
  - \* Core Concepts 5.3: Word Wise Write an answer to show understanding of key terms
  - \* Core Concepts 5.4: Word Wise Use a model to make a word map.
  - \* Core Concepts 5.5: Word Wise Sentence Builder, complete the sentence using information you have Learned in this section
  - \* Core Concepts 5.6: Word Wise Word Bank, choose one word to fill in each bank.
  
- 21<sup>st</sup> Century Learning-Evaluate Websites: Find three different websites that generate maps. Compare the sites and rank each according to the following criteria:
  - \*clarity and appearance of maps
  - \* option to create directions for drivers or walkers
  - \* ability to locate addresses from incomplete information
  
- Success Tracker Online Formative Assessment: Administer Part 1 tests and remediate understanding

## LEARNING ACTIVITIES

**Title:** *Economics and Geography*

Students may explore [myworldgeography.com](http://myworldgeography.com) *Visual Glossary* to deepen their understanding of the following Key Terms found in Part 5 of the Core Concepts Handbook. Through the *Visual Glossary* students will read descriptions and view illustrations of Key Terms, listen to audio explanations of Key Terms and watch animations of complex concepts.

- Bond
- Budget
- Command Economy
- Competition
- Consumer
- Credit
- Demand
- Developed Country
- Developing Country
- Development
- Economics
- Export
- Free Trade
- Gross Domestic Product
- Import
- Incentive
- Inflation
- \* Interest
- \* Investing
- \* Market
- \* Market Economy
- \* Mixed Economy
- \* Opportunity Cost
- \* Producer
- \* Productivity
- \* Profit
- \* Recession
- \* Revenue
- \* Saving
- \* Scarcity
- \* Specialization
- \* Stock
- \* Supply
- \* Tariff
- \* Technology

Students may read and discuss *An Extraordinary Entrepreneur*

Students may think of how they would complete the following sentences about their consumer experiences: *I always shop at \_\_\_\_\_ because the people there \_\_\_\_\_.* *I will never go back to \_\_\_\_\_ because the people there \_\_\_\_\_.* Ask volunteers to explain what their answers tell them about their decision-making power as a consumer, or someone who buys a product or service. Then ask them what their answers tell them about the responsibilities of a producer, someone who sells goods or services.

Students may go online to [myworldgeography.com](http://myworldgeography.com) Student Center or [GIS.com](http://GIS.com) - *Geographic Information System (GIS)* maps to virtually examine every region.

Students may go online to <http://ph.infoplease.com/> to further explore Key Terms and issues introduced through the Core Concepts Handbook

Students may go online to [myworldgeography.com](http://myworldgeography.com) Student Center Self Test to assess their own knowledge of Key Ideas and Key Terms

**Title:** Core Concepts 5.1 Economic Basics

Students will read and discuss *Economic Basics*.

myWorld Activity 5.1: Economics Memory: Have students create definition cards for the Key Terms in order to play a matching game of economics terms. Tell them to place their "game cards" face down on their desks, turning over two at a time to try matching terms and definitions. If cards do not match, students should turn them back over. The game continues until all terms are matched to definitions. Have students use *Activity Support: Matching Cards* to complete the activity.

Students may complete Core Concepts 5.1 Word Wise Vocabulary Quiz Show

Students will write their answers to Core Concepts Lesson 5.1 Assessment Questions in their notebooks.  
Check notebook answers for understanding

**Title:** Core Concepts 5.2 Economic Process

Students will read and discuss *Economic Process*

myWorld Activity 5.2: Enterprising Entrepreneurs: Have students work in small groups to create a fictional company that makes cell phones. Tell teams to brainstorm how their company will use specialization to compete and advertise their product in the cell phone market. A Spokesperson from each group should give a two minute presentation on the company. Hold a class vote on which company is most likely to succeed. Use *Activity Support: Business Plan* to complete this activity.

Students may complete Core Concepts 5.2 Word Wise Crossword Puzzle

Students may write their answers to Core Concepts Lesson 5.2 Assessment Questions in their notebooks.  
Check notebook answers for understanding.

**Title:** Core Concepts 5.3 Economic Systems

Students will read and discuss *Economic Systems*

myWorld Activity 5.3: Debate Brainstorming – Debate and Defend. Arrange students in groups of three: a moderator, a representative from a largely command economy and a representative from a largely market economy. Give team members time to prepare questions and notes on the two economic systems using *Activity Support: Debate Brainstorming*. The moderator should then begin a 10 minute debate, asking the representative questions that will require them to describe, compare, and defend their economic systems.

Students may complete Core Concepts 5.3 *Word Wise*: Word Wise Words in Context.

Students may write their answers to Core Concepts Lesson 5.3 Assessment Questions in their notebooks.  
Check notebook answers for understanding.

**Title:** Core Concepts 5.4 Economic Development

Students will read and discuss *Economic Development*

myWorld Activity 5.4: Development Bingo. Have students create a bingo game by randomly filling in squares on *Activity Support: Bingo Card* with the countries listed on the handout and a FREE square. Have students use a political map of the world and the lesson map to determine whether the countries you call out are developing or developed. The first student to complete a row in any direction wins and should explain his or her choices.

Students may complete Core Concepts 5.4 *Word Wise: Word Wise Word Map*

Students will write their answers to Core Concepts Lesson 5.4 Assessment Questions in their notebooks. Check notebook answers for understanding.

**Title:** Core Concepts 5.5 Trade

Students will read and discuss *Trade*

myWorld Activity 5.5: International Traders. Arrange students into Countries A, B, C, and D. Give each group the materials listed on *Activity Support: Flag Design*. Each group's task is to trade only with countries listed in its table row to obtain the materials need to complete its "mission": to design a flag for their country that includes at least three straight lines and one color. The flag should be cut out from a provided sheet of blank paper and glued to the activity sheet.

Students may complete Core Concepts 5.5 *Word Wise: Sentence Builder*, complete the sentence using information you have learned in this section

Students may write their answers to Core Concepts Lesson 5.5 Assessment Questions in their notebooks. Check notebook answers for understanding.

**Title:** Core Concepts 5.6 Money Management

Students will read and discuss *Money Management*

myWorld Activity 5.6: Bank Here!. Instruct pairs to create an advertisement that a bank might place in a newspaper to attract new customers. Tell partners that the advertisement should try to persuade readers that depositing into a savings account at that bank is safer and less risky than investing in stocks, and wiser use for their money than some other uses. Remind students to use the Key Terms from the lesson in their advertisement. Have students use *Activity Support: Advertisement Design* to complete this activity.

Students may complete Core Concepts 5.6 *Word Wise: Word Bank*, Choose one word from the word bank to fill in each blank.

Students may write their answers to Core Concepts Lesson 5.6 Assessment Questions in their notebooks. Check notebook answers for understanding.