

Graduation Standard #4 Economics: Apply the concepts and processes from economics to issues of personal finance and economic issues in local, state, national, and global markets.

Pre-Test Analysis of Latin America’s Economics

Standard	DOK Level	Question Numbers on Pre-Test	Question Value	Percentage Correct	Exempt? (80% or higher)	Assessment Results
SS6E1 The student will analyze different economic systems.	1	1 2 3	33 pts			
	2	4 5 6	33 pts			
SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America.	1	7 8 9 10 11	20 pts			
	2	12 13 14 15 16	20 pts			
SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.	1	17 18 19 20	25 pts			
	2	21 22 23 24	25 pts			
SS6G4c. Evaluate how the literacy rate affects the standard of living. (plus GDP/per capita GDP...)	1	25 26 27	33 pts			
	2	28 29 30	33 pts			

Pacing Calendar for the Economic Unit

	Monday	Tuesday	Wednesday	Thursday	Friday
Mar 20 – 24	Pre-test over LA economics		MAP	Testing	
Mar 27 – 31					
Apr 10 – 14					
Apr 17 – 21					Post- Test over LA Economics

Post-Test Analysis of Latin America's Economics

Standard	DOK Level	Question Numbers on Post-Test	Question Value	Percentage Correct	Increase or Decrease from Pre-test?
SS6E1 The student will analyze different economic systems.	1	1 2 3	33 pts		
	2	4 5 6	33 pts		
SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America.	1	7 8 9 10 11	20 pts		
	2	12 13 14 15 16	20 pts		
SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.	1	17 18 19 20	25 pts		
	2	21 22 23 24	25 pts		
SS6G4c. Evaluate how the literacy rate affects the standard of living. (plus GDP/per capita GDP...)	1	25 26 27	33 pts		
	2	28 29 30	33 pts		

Reflection

As I look at the differences between my pre-test and post-test scores I notice that _____

SS6E1 The student will analyze different economic systems.

- a. Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the basic types of economic systems found in Cuba and Brazil.

DOK 1	DOK 2
<p style="text-align: center;">Learning Targets</p> <p>1. I can explain how traditional, command, and market economies answer the 3 basic economic questions.</p> <p>2. I can identify characteristics of each type of economy.</p> <p>3. I can explain the difference between a traditional, command, and market economy.</p> <p>4. I can use a continuum to explain how most of the world's countries have a mixed economy.</p>	<p style="text-align: center;">Learning Targets</p> <p>1. I can compare/contrast the economic systems present in Cuba and Brazil.</p> <p>2. I can use economic systems characteristics to create a product.</p>
<p style="text-align: center;">Assignment Choices</p> <p>_____ Pass a Econ Systems Quizlet test 2 times with a score of 95% or above.</p> <p>_____ Watch Lam economics ppt and complete summarizer.</p> <p>_____ Meet for a small group lesson with teacher.</p>	<p style="text-align: center;">Assignment Choices</p> <p>_____ Create a 3 Truths and a Fib about economic systems making sure to highlight the differences in the economies of Cuba and Brazil.</p> <p>_____ Create a crossword puzzle that demonstrates your understanding of the foundations of economics as well as the types of economies in Brazil and Cuba.</p> <p>_____ Create your own assignment. Make sure you have teacher's permission before you begin.</p>
<p style="text-align: center;">Assessment Results (80% or higher is passing)</p> <p style="text-align: center;">_____ 1st Attempt _____ 2nd Attempt</p> <p>If you do not pass on the first attempt, you must show evidence of additional preparation before your 2nd attempt.</p>	<p style="text-align: center;">Assignment Results</p> <p>_____ Teacher initials signifying that the assignment addresses the standard and is quality work.</p>

SS6E2a. Explain how specialization encourages trade between countries.

I can explain how specialization encourages trade between countries.

Whole group instruction

SS6E2b. Compare and contrast different types of trade barriers: tariffs, quotas, and embargos.

I can compare and contrast different types of trade barriers: tariffs, quotas, and embargos.

Whole group instruction

SS6E2c. Explain the functions of the North American Free Trade Agreement (NAFTA).

DOK 1	DOK 2
<p>Learning Targets</p> <p>1. I can explain the functions of NAFTA.</p> <p>2. I can classify characteristics of NAFTA as either positive (pro) or negative (con).</p> <p>3. I can identify the groups of people impacted by NAFTA.</p>	<p>Learning Targets</p> <p>1. I can explain the benefits and drawbacks of the North American Free Trade Agreement (NAFTA).</p>
<p style="text-align: center;">Assignment Choices</p> <p>_____ Pass NAFTA Quizlet test 2 times with a score of 95% or above.</p> <p>_____ Watch NAFTA ppt and complete summarizer.</p> <p>_____ Read NAFTA article and complete a NAFTA Pro/Con Chart.</p> <p>_____ Meet for a small group lesson with teacher.</p>	<p style="text-align: center;">Assignment Choices</p> <p>_____ Create an NAFTA brain chain which highlights the benefits and drawbacks of the agreement.</p> <p>_____ Use the Zapatista ppt as a guide to assist you as you compose your persuasive letter to the editor. You are writing as a supporter of the Zapatistas.</p> <p>_____ Create your own assignment. Make sure you have teacher's permission before you begin.</p>
<p style="text-align: center;">Assessment Results (80% or higher is passing)</p> <p>_____ 1st Attempt _____ 2nd Attempt</p> <p>If you do not pass on the first attempt, you must show evidence of additional preparation before your 2nd attempt.</p>	<p style="text-align: center;">Assignment Results</p> <p>_____ Teacher initials signifying that the assignment addresses the standard and is quality work.</p>

SS6E2d. Explain why international trade requires a system for exchanging currencies between nations.

I can explain why international trade requires a system for exchanging currencies between nations.

Whole group instruction

SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.

DOK 1	DOK 2
<p>Learning Targets</p> <p>I can identify and describe the factors of production as they relate to Latin America.</p> <p>I can identify how the factors of economic growth are beneficial to countries in Latin America.</p>	<p>Learning Targets</p> <p>I can explain the factors of economic growth and how these factors influence Latin America.</p> <p>I can analyze how the factors of economic growth positively and negatively affect the economy of Latin America.</p>
<p>Assignment Choices</p> <p>_____ Pass a Factors of Economic Growth Quizlet test 2 times with a score of 95% or above.</p> <p>_____ Watch the Factors of Production ppt and complete the summarizer for the standard.</p> <p>_____ Meet for a small group lesson with the teacher.</p>	<p>Assignment Choices</p> <p>_____ Use the info contained in the factors of economic growth ppt to create a 1-2 min instructional video explaining the factors of production in a creative way. Be sure to incorporate information about the factors as they relate to Latin America. Demonstrate the positive and negative affect on the economy of Latin America.</p> <p>_____ Create visual vocabulary (using stick figures) for the 4 factors of economic growth key terms. Demonstrate how the factors positively and negatively affect the economy of Latin America.</p> <p>_____ Analyze the Alpargatas company in Latin America. Explain the how the factors of production contribute to the production of the shoes.</p> <p>_____ Create your own assignment. Make sure you have teacher's permission before you begin.</p>
<p>Assessment Results (80% or higher is passing)</p> <p>_____ 1st Attempt _____ 2nd Attempt</p> <p>If you do not pass on the first attempt, you must show evidence of additional preparation before your 2nd attempt.</p>	<p>Assignment Results</p> <p>_____ Teacher initials signifying that the assignment addresses the standard and is quality work.</p>

SS6G4c. Evaluate how the literacy rate affects the standard of living.

DOK 1	DOK 2
<p style="text-align: center;">Learning Targets</p> <p>1. I can describe factors, like literacy rate, GDP, and per capita GDP, that affect a country's standard of living.</p>	<p style="text-align: center;">Learning Targets</p> <p>I can use a research tool, such as <u>CIA World Factbook</u>, to locate a country's statistical data.</p> <p>I can use literacy rate, GDP, and per capita GDP to evaluate a country's standard of living.</p>
<p style="text-align: center;">Assignment Choices</p> <p>_____ Pass a GDP/Literacy Rate Quizlet test 2 times with a 95% or above score.</p> <p>_____ Watch LAm GDP/Literacy Rate ppt and complete summarizer.</p> <p>_____ Meet for a small group lesson with teacher.</p>	<p style="text-align: center;">Assignment Choices</p> <p>_____ Using the information found in the ppt create an infographic that can be used to teach about literacy rate/GDP/per capita GDP.</p> <p>_____ Using statistical data found on the CIA World Factbook website to create Latin American economic graphs that highlight the standard of living for countries in the region.</p> <p>_____ Create your own assignment. Make sure you have teacher's permission before you begin.</p>
<p style="text-align: center;">Assessment Results (80% or higher is passing)</p> <p style="text-align: center;">_____ 1st Attempt _____ 2nd Attempt</p> <p>If you do not pass on the first attempt, you must show evidence of additional preparation before your 2nd attempt.</p>	<p style="text-align: center;">Assignment Results</p> <p>_____ Teacher initials signifying that the assignment addresses the standard and is quality work.</p>

Unit DOK 3 Project Choices

Option A projects address select content standards.

Option B projects address all the content standards.

SS6E1 The student will analyze different economic systems.

SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America.

SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.

SS6G4c. Evaluate how the literacy rate affects the standard of living.

Learning Targets

1. **I can** analyze economic information from a variety of sources to predict the standard of living of a country based on statistical data.
2. **I can** interpret data regarding key economic factors and explain its relationship to economic growth.

Project Choices

Option A

Pick one of the following projects to demonstrate your knowledge of the economic standards. If you choose a project from this list, you **MUST** take the end-of-the assessment test.

_____ **Impact of Government on Standard of Living** Does the type of government a country has impact its per capita GDP? We learned about Toussaint L'Ouverture freeing Haiti and we think that this laid the foundation for the Haitian people to become citizens of a free, prosperous, democratic country. Did it? Research 3 Latin American countries and see if there is a correlation between the type of government (dictatorship, democracy...) in the country's history and its economic situation. Use multiple sources to support and defend your conclusions. Present your researched-based findings in a visually appealing way.

_____ **Spider Graphs** Research and analyze the standard of living and GDP for at least 10 countries in Latin America. There is a noticeable difference in the standard of living throughout the region. Using the information obtained from the CIA World Factbook website, create a series of spider graphs that highlights this information. Be sure to analyze and draw conclusions about the standard of living in Latin America based on your data.

_____ **Create your Own Project A** if you choose this option, you **MUST** receive teacher permission before beginning the project. An Option A project should apply one or more of the standards for the Latin American economics unit.

Option B

Picking one of the following options will exempt you from the end of the unit test. It **MUST be a quality product and receive a score of an 80 or more on the grading rubric.**

_____ **Virtual Tour/Commercial** Pretend that you are a travel agent for a country in Latin America. Research the literacy rate, GDP, major economic system, factors of production, and specialization the country. Create a virtual tour/commercial that highlights the country. Persuade someone to visit or not visit. Make sure your narration and visuals support your decision. Remember your audience. Your commercial should include major factors of economic growth and the standard of living.

_____ **Create your Own Project B** if you choose this option, you **MUST** receive teacher permission before beginning the project. An Option B project should apply all of the standards for the Latin American economics unit.