**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Social Studies curriculum maps.

Designed with the teacher in mind, the Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom**. Many suggested tasks are referenced to “Prentice Hall: Economics, 2013” and chapters, assignments, and page numbers will correlate. If the chapters are utilized as a unit and the student completes each section assessment graphic organizers and text prompts are used to guide the students toward writing a common core essay. Each document assessment requires the student to read three texts, find three main ideas, and write an argumentative text with factual evidence citations in line with CLIP requirements. The ancillary materials to the text contain worksheets, lesson plans, videos, and audio versions of the text in English as well as Spanish. Visuals are also in electronic format.** In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

**Introduction**

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column), as well as sample integrated ELA lesson plans.
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

*WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.*

WIDA Can Do Name charts may be located here:  <http://shelbycountyesl.weebly.com/wida.html> (password: SCS-ESL) -

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: Speaking |  |  |  |  |
| **Entering:**  Locate and show places on maps or globes (e.g., Here is Delaware.) in L1 or L2 with a partner | **Beginning:**  Define locations of places on maps or globes (e.g., using relational language Wisconsin is between Minnesota and Michigan.) in L1 or L2 with a partner | **Developing:**  Detail locations of places on maps or globes (e.g., using descriptive language) with a partner | **Expanding:**  Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner | **Bridging:**  Give explanations for places/locations on maps or globes (e.g., I know this city is the capital because there is a star.) |

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| **Economics Pacing Guide** | | | | |
| Quarter 1 1st reporting period |  | | | Quarter 1 2nd reporting period |
| Scarcity and Economic Reasoning  Supply and Demand | 2.5wks  2wks | | 2.5wks  2wks | Supply and Demand  Market Structures |
| Quarter 2 1st reporting period - |  | | | Quarter 2 2nd reporting period - |
| National Economic Performance  Money and the Role of Financial Institutions | 2wks  2.5wks | 1wk  2wks  1.5wks | | Money and the Role of Financial Institutions  The Role of Government  Trade |

\* Please note that these time frames are suggested/estimated times. Actual class instruction may vary due to schedule complications, remediation efforts or other factors.

| **Instructional Map** | |  | | **Economics** |
| --- | --- | --- | --- | --- |
| **TN State Social Studies Standards** | **Guiding Questions &**  **Vocabulary** | | **Instructional Activities & Resources** | |
| **Topic: National Economic Performance**  ***Students will understand the means by which economic performance is measured*.**  **CH 12, 13**  **Weeks: 10-11** | | | | |
| **E.43 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. (E)**  **E.44 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. (E)**  **E.45 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (E, H)**  **E.46 Identify the different causes of inflation, and explain who gains and loses because of inflation. (E)**  **E.47 Explain that a country’s overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and the government. (C, E, H, P)**  **E.48 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy. (E)** | **What are aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation and how are they calculated? How are they utilized as economic indicators? (E43, E44, E47 E48)**  **How have major events in history effected business cycles?(E45)**  **What causes inflation and who benefits from or loses from it?(E46)**  **VOCABULARY**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **GDP, GNP, recession, depression, contraction, expansion, aggregate supply, aggregate demand, real GDP, business cycle, Lorenz curve, inflation, deflation, unemployment, poverty, globalization, quantity theory of labor, wage price theory, CPI, market basket** | | **SUGGESTED ACTIVITIES**  **Complete chapter 12 and 13 section, chapter, and document based assessments**  **Demonstration: Demonstrate aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation and how they are calculated.**  **Guided Practice: SW research current causes of inflation and brainstorm solutions to reduce inflation. A graphic organizer will be utilized.**  **Independent Learning: Lessons and close reads:** [**http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4**](http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4)  **Write a critical review of the concepts and ideas that are the basis of the chosen close reading about business cycles and their relationships with historical events.**  **The critical review will be written using the 3.5 format and it will critique the correctness of the reading’s message and cite specific examples from texts.**  **Students will in groups determine the gross domestic product of the classroom. Students will add the value of each product in the class; they should also include the services of the people involved in making their class room work. They should also consider what final and intermediate products are.**  **The research satisfies CCR Grade 11-12 RH 1, 2.**  **RESOURCES**  Visual: GDP p308, Inflation p344, What is Gross Domestic Product P308, What Causes a Recession P318, How Do Workers Deal With Structural Unemployment? P336, What is Inflation P344  **Close reads and lesson plans:** [**http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4**](http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4)  [**Focus on Economic Data: U.S. Real GDP Growth, February 28, 2013**](http://www.econedlink.org/e1151)  [**Focus on Economic Data: Consumer Price Index and Inflation, March, 2013**](http://www.econedlink.org/e1161)  [**Economic Indicators**](http://www.econedlink.org/e131)  [**The Unemployment Game**](http://www.econedlink.org/e785)  **Lesson plans and more from the FED:** [**http://www.federalreserveeducation.org/**](http://www.federalreserveeducation.org/)  [**Market Basket**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=d03a8416%2D4b45%2D4be8%2Dba9c%2D5090d8ea67b2)  [**Page One Economics: What Are the Ingredients for Economic Growth?**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=432b711f%2D35c6%2D4ee0%2D8498%2D336d15ed21e9)  **ASSESSMENT**  **Using a world map graphic organizer, students will add population, average income and GDP demographics for select nations. In groups, SW develop a plan that will increase the standard of living for overpopulated and developing nations and present that plan to the class.**  **The research satisfies CCR Grade 11-12 RH 1, 2.** | |
| **Topic: Money and the Role of Financial Institutions**  ***Students will understand the role of money and financial institutions in a market economy.***  ***Chapter10,11,16 Section 1***  **Weeks:12-15** | | | | |
| **E.49 Explain the basic functions of money including its role as a medium of exchange, store of value, unit of account. (E)**  **E.50 Describe the growth of income inequality in the United States and worldwide using the Lorenz curve and analyze the reasons for this increasing disparity of income. (E)**  **E.51 Identify the composition of the money supply of the United States. (E)**  **E.52 Explain the role of banks and other financial institutions in the economy of the**  **United States. (E)**  **E.53 Describe the organization and functions of the Federal Reserve System and identify the current Federal Reserve chairperson. (E)** | **What are the basic functions of money and where does it get its value? (E49)**  **Is there income equality in the US? (E50)**  **What makes up the money supply in the US? (E51)**  **What are the roles of banks and other financial institutions such as the federal reserve in the US economy? (E52)**  **What is the makeup of the Federal Reserve and who is its chairperson? (E53)**  **VOCABULARY**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **money, medium of exchange, store of value, barter, currency, bank, national bank, central bank, money supply, fractional reserve banking,** | | **SUGGESTED ACTIVITIES**  **Complete chapter 10 , 11, 16 section 1, section, chapter, and document based assessments**  **Demonstration: Demonstrate how government policies can affect national debt by using a benefit cost analysis.**  **Guided Practice: SW research a government policy that causes the debt to increase and present a solution to that problem.**  **Independent Learning: Lessons and close reads:** [**http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4**](http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4)  **Write a critical review of the concepts and ideas that are the basis of the chosen close reading about fiscal and/or monetary policy.**  **The critical review will be written using the 3.5 format and it will critique the correctness of the reading’s message and cite specific examples from texts.**  **Resources**  **Visuals: What is Money P 250, How Does the Fractional Reserve system Work P266, What are Capital Gans? P292,**  **Many graphic organizers, lesson plans, etc.** [**http://www.studenthandouts.com/**](http://www.studenthandouts.com/)  **Close reads and lesson plans:** [**http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4**](http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4)  [**Multipliers and the Mystery of the Magic Money**](http://www.econedlink.org/e348)  **Lesson plans and more from the FED:** [**http://www.federalreserveeducation.org/**](http://www.federalreserveeducation.org/)  [**Benjamin Franklin and the Birth of a Paper Money Economy Lesson**](http://www.philadelphiafed.org/education/teachers/lesson-plans/benjamin-franklin.pdf)**; required publication:** [**Benjamin Franklin and the Birth of a Paper Money Economy**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=1047cf84%2D4f84%2D4a4f%2Dafbc%2Df6b319bed907)  [**Everyday Economics: Money, Banking and Monetary Policy**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=72a2924d%2Dc56e%2D4d83%2Da9cf%2D0dc028d810a0)  [**Fed Centennial Lessons Combined**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=b229b1c7%2D80b6%2D4257%2Dbe97%2D13f507c39cde)  [**Fed Chairman Game**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=83165294%2D571e%2D4940%2Daf70%2D8939434adb28)  [**Federal Reserve Structure and Functions**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=857181dc%2Dfd57%2D4def%2D8825%2Dc48c749bd9df) | |
| **Topic: The Role of Government**  ***The student will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.***  ***Chapter 14-16 section 2-3***  **Weeks: 16-17** | | | | |
| **E.33 Explain how government responds to perceived social needs by providing public goods and services. (E, P)**  **E.34 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. (E, P)**  **E.35 Identify laws and regulations adopted in the United States to promote competition among firms. (E, H, P)**  **E.36 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities. (E, P)**  **E.37 Define progressive, proportional, and regressive taxation. (E, H, P)**  **E.38 Use appropriate informational text to analyze costs and benefits of government policies (Social Security, Medicare, Earned Income credits) and cite evidence from multiple sources to argue for or against one example of such a government policy or program. (E, H, P)**  **E.39 Research textual evidence in diverse formats to write a problem-solution piece recommending a course of action in regard to the national debt. (E, P)**  **E.40 Define and explain fiscal and monetary policy and the various schools of thought including Keynesian, Supply-siders, and Monetarists on how, when and if these policies should be used to stabilize the economy. (E, P)**  **E.41 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. (E, P)**  **E.42 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth. (E, P)** | **GUIDING QUESTIONS**  **What are public goods and services and why do we need them?(E33)**  **What are the components of government budgets?(E34)**  **What are the three forms of income tax?(E-37)**  **What laws has the government put in place to increase competition and prevent the formation of oligopolies monopolies or regulate natural monopolies and why?(E38, E39)**  **How do the costs and benefits of government policies and programs add to or detract from the national debt?(E38, E39)**  **What are fiscal and monetary policy and what are the differences between the two How are they used to promote price stability, full employment and economic growth?(E40, E42)**  **VOCABULARY**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **tax, progressive tax, proportional tax, regressive tax, fiscal policy, income redistribution, tariff, monetary policy, interest rate, money supply, price stability, economic growth, national debt, national deficit** | | **SUGGESTED ACTIVITIES**  **Complete chapter 14, 15, and all of 16 except section 1, section, chapter, and document based assessments, Chapter 16 should be reviewed using visuals**  **Demonstration: Demonstrate the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition.**  **Guided Practice: SW research the impact of an economic institution and determine its role in the US economy.**  **Independent Learning: Lessons and close reads:** [**http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4**](http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=4)  **Write a critical review of the concepts and ideas that are the basis of the chosen close about what makes firms grow.**  **The critical review will be written using the 3.5 format and it will critique the correctness of the reading’s message and cite specific examples from texts.**  **RESOURCES**  **Visuals: The Fed and you P427, Monetary Policy P420, Fiscal Policy P393, Progressive Taxes P385, The Impact of Taxes P405, Paying For Our Schools P384,**  **Close reads and lesson plans from econedlink.org:** [**http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&sid=16&gid=4**](http://www.econedlink.org/lessons/economic-lesson-search.php?type=educator&sid=16&gid=4)  [**Tax Time Scavenger Hunt**](http://www.econedlink.org/lessons/index.php?lid=748&type=educator)  [**History of monopolies in the United States**](http://www.econedlink.org/lessons/index.php?lid=628&type=educator)  [**WHERE DID ALL THE MONEY GO? The Great Depression Mystery**](http://www.econedlink.org/lessons/index.php?lid=558&type=educator)  [**The Economics of the New Deal**](http://www.econedlink.org/lessons/index.php?lid=459&type=educator)  [**National Budget Simulation**](http://www.econedlink.org/lessons/index.php?lid=306&type=educator)  [**Understanding the Debt Ceiling Debate and the Budget Control Act of 2011**](http://www.econedlink.org/lessons/index.php?lid=1041&type=educator)  [**Focus on Economic Data: The Federal Reserve and Monetary Policy, March 20, 2013**](http://www.econedlink.org/lessons/index.php?lid=1152&type=educator)  [**Comparative Economic Systems**](http://www.econedlink.org/lessons/index.php?lid=322&type=educator)  **Lesson plans and more from the FED:** [**http://www.federalreserveeducation.org/**](http://www.federalreserveeducation.org/)  **Lesson plans and more from the FED:** [**http://www.federalreserveeducation.org/**](http://www.federalreserveeducation.org/)  [**Defining Moments in Federal Reserve System History: 1907-1935**](http://www.federalreserveeducation.org/resources/detail.cfm?r_id=225261e7%2D252e%2D4c83%2Da62f%2Db17a0bde4606)  **Assessment**  **Create a display that lists the various government agencies that control the production of goods and services. The display should contain explanations of each agencies responsibilities and visuals to add interest. The display will contain at least 15 agencies with complete explanations of purpose and citations from texts.**  **The research satisfies CCR Grade 11-12 RH 1, 2, W 1, 2.** | |
| **Topic: Trade**  ***Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world*.**  **Chapter 17,18**  **Weeks: 17-18** | | | | |
| **E.54 Examine evidence in informational texts to explain the benefits of trade among individuals, regions, and countries. (E, G)**  **E.55 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service. (E, G)**  **E.56 Define trade barriers, such as quotas and tariffs. (E, G)**  **E.57 Explain why countries sometimes erect barriers to trade such as quotas and tariffs, or through subsides to domestic producers and the consequences of those trade barriers and subsidies on consumers and producers. (E, G, H)**  **E.58 Explain the difference between balance of trade and balance of payments. (E, G)**  **E.59 Compare and contrast labor productivity trends in the United States and other developed countries. (E, G)**  **E.60 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (E, G)**  **E.61 Cite evidence from appropriate informational text to evaluate the arguments for and against free trade. (E, H, G)** | **GUIDING QUESTIONS**  **Why does trade exist? (E54, E55)**  **What are barriers to trade and free trade? Why do each exist? (E61)**  **What are balance of trade and balance of power, and the difference between the two? (E58)**  **What causes specialization in production? (E55, E56)**  **How do exchange rates Affect purchasing power? (E60)**  **VOCABULARY**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research , discuss**  **export, import, tariff, quota, protectionism, barrier to trade, comparative advantage, globalization, offshoring, international trade** | | **SUGGESTED ACTIVITIES**  **Complete chapter 17 and 18 section, chapter, and document based assessments**  **Demonstration: Demonstrate using various resources how different resources have different values and different opportunity costs in different regions of the world.**  **Guided Practice: SW Discuss technology change and how it affects trade (oral or written) and present their findings.**  **Independent Learning: Resource lessons and close reads:**  **Write a critical review of the concepts and ideas that are the basis of the chosen close reading about trade and specialization.**  **The critical review will be written using the 3.5 format and it will critique the correctness reading’s message.**  **RESOURCES**  **Visual: Fair Trade P459, Globalization P502, How do specialization and trade benefit nations P450, Economic Growth in Asia P498, Per Capita GDP of Selected Nations 2005 P482, Productivity and Opportunity Cost P449, Resource Distribution P 448**  **Lesson plans and close reads with higher order thinking questions (Using the stock market to tie the unit together)(E.54-E.61):**  [**http://www.econedlink.org/lessons/index.php?lesson=NN333**](http://www.econedlink.org/lessons/index.php?lesson=NN333)  **More Lessons from Econedlink.org:**  [**International Trade Creates More and Better Jobs**](http://www.econedlink.org/lessons/index.php?lid=575&type=educator)  [**Trade in Colonial America / NAFTA**](http://www.econedlink.org/lessons/index.php?lid=567&type=educator)  [**US and EU Go Bananas Over Trade**](http://www.econedlink.org/lessons/index.php?lid=129&type=educator)  [**Is Globalization a Dirty Word?**](http://www.econedlink.org/lessons/index.php?lid=274&type=educator)  **Lesson plans and more from the FED:**  [**http://www.federalreserveeducation.org/**](http://www.federalreserveeducation.org/)  **Assessment**  **In groups, students will develop a business plan for a globally produced product. This plan will include and explain the choice for the product, the global location, the source of funding, etc. Students will discuss specialization and trade as well as barriers to trade in their business plan.**  **The research satisfies CCR Grade 11-12 RH 1, 2.** | |