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| **Grade Level** 7th | **Teacher/Room**: Miller Week of: March 24, 2014 |
| **Unit Vocabulary: trade barriers, quotas, tariffs, embargos** |
| **Instructional Strategies Used: foldable, notes, Frayer Model, Review Game** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **SS7E1 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 economic systems in South Africa and Nigeria.** | **Common Core Standard(s)**: **SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.** **a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.** **b. Explain why international trade requires a system for exchanging currencies between nations** | **Common Core Standard(s)**:  **SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.** **a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).** **b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).** **c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.** **d. Describe the role of entrepreneurship** | **Common Core Standard(s)**:  **SS7E1 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 economic systems in South Africa and Nigeria.** | **Common Core Standard(s)**:  **SS7E1 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 economic systems in South Africa and Nigeria.** |
| **EQ Question:**What are the three main types of economics systems? | **EQ Question:**What are some types of trade barriers? | **EQ Question:**How have South African and Nigerian government changed over time? | **EQ Question:**What do I need to remember for the test tomorrow? | **EQ Question:**What is important about African Economics? |
| **Mini Lesson:** <https://www.youtube.com/watch?v=kLKlsXZd0B8>African Economies Notes, Power-Point | **Mini Lesson:** **Create a Foldable Chart for specific Economic Terms.** | **Mini Lesson:** Demonstrate Frayer Model Create a frayer model for South African and Nigerian Economics. | **Mini Lesson:** Review for Test.Review Game. | **Mini Lesson:** African Economics Test |
| **Differentiation:** | **Differentiation:** | **Differentiation:**. | **Differentiation:**Differentiated groups | **Differentiation:*****Differentiated tests*** |
| **Assessment :** | **Assessment:****Foldable** | **Assessment:***Frayer Model* | **Assessment:** | **Assessment:****Summative Test** |
| **Homework:** Finish Study Guide | **Homework:** Finish Study Guide | **Homework:** Finish Study Guide | **Homework:**  Finish Study Guide | **Homework:** |