

## Grade 12 Economics, University (CIA4U) Lesson Plan

<b>Lesson 4-4:</b> International Economic Power and Inequality	<b>Unit 4:</b> Global Interdependence and Inequalities	<b>Time:</b> 4 hours
<b>Key Idea:</b> Understand economic disparity; intergovernmental organizations; social justice groups		
<p style="text-align: center;"><b>Overall Ministry Expectations</b></p> <p><b>Economic Inquiry and Skill Development</b></p> <ul style="list-style-type: none"> <li>Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues</li> </ul> <p><b>Fundamentals of Economics</b></p> <ul style="list-style-type: none"> <li>Scarcity and Choice: demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders</li> <li>Economic Thought and Decision Making: analyze how economic and political ideas and various socio-cultural factors affect economic decision making</li> </ul> <p><b>Firms, Markets, and Economic Stakeholders</b></p> <ul style="list-style-type: none"> <li>Economic Trade-Offs and Decisions: analyze economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions</li> </ul> <p><b>Macroeconomics</b></p> <ul style="list-style-type: none"> <li>Macroeconomic Models and Measures: demonstrate an understanding of various</li> </ul>	<p style="text-align: center;"><b>Learning Goals and Success Criteria</b></p> <p><b>Economic Inquiry and Skill Development</b></p> <ul style="list-style-type: none"> <li>Use economic thinking when evaluating data and evidence to form conclusions with evidence (A1.5)             <ul style="list-style-type: none"> <li>I can use concepts of economic thinking when analyzing data [A, D, E]</li> <li>I can form conclusions using economic thought and provide evidence for these conclusions [A, D]</li> </ul> </li> <li>Use appropriate terminology when communicating the results of investigations (A1.9)             <ul style="list-style-type: none"> <li>I can use appropriate terminology when communicating results [A, C, D, E]</li> <li>I can` apply vocabulary specific to economic thought and like terminology [A, C, D, E]</li> </ul> </li> </ul> <p><b>Fundamentals of Economics</b></p> <ul style="list-style-type: none"> <li>Compare how different economic systems answer the three fundamental economic questions (B1.1)             <ul style="list-style-type: none"> <li>I can compare the economic systems used in different countries [B, D]</li> <li>I can understand how the economic system used in a country affects its production decisions [B, D]</li> </ul> </li> <li>Explain how the concepts of scarcity and opportunity costs influence economic decisions (B1.4)             <ul style="list-style-type: none"> <li>I can explain how scarcity and opportunity costs influence decisions of people and society [A]</li> <li>I can evaluate decisions using opportunity cost [A]</li> </ul> </li> <li>Analyse ways in which sociocultural factors and the influence of political-economic stakeholders affect economic decisions (B4.3)             <ul style="list-style-type: none"> <li>I can analyze how sociocultural and political-economic stakeholders affect economic decisions [A, C, D, E]</li> </ul> </li> </ul>	

<p>macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness</p> <ul style="list-style-type: none"> <li>▪ Fiscal Policy: demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact</li> </ul> <p><b>Global Interdependence and Inequalities</b></p> <ul style="list-style-type: none"> <li>▪ Theories and Models of International Trade: analyze various theories, models, and issues relating to international trade</li> <li>▪ International Economic Developments: analyze the impact of some key international economic events and developments as well as various responses to them</li> <li>▪ International Economic Power and Inequality: explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities</li> </ul>	<p><b>Firms, Markets, and Economic Stakeholders</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate the impact of some key socio-economic trends on economic policy in different countries (C2.3) <ul style="list-style-type: none"> <li>○ I can evaluate impact of key socio-economic trends on economic policy in different countries [A, B, C, D]</li> <li>○ I can understand how culture affects a country's economic decision making [A, B, C, D]</li> </ul> </li> </ul> <p><b>Macroeconomics</b></p> <ul style="list-style-type: none"> <li>▪ Assess the strengths and weaknesses of various macroeconomic indicators (D1.4) <ul style="list-style-type: none"> <li>○ I can assess the strengths and weaknesses of various macroeconomic indicators [A, B]</li> </ul> </li> <li>▪ Describe ways in which individuals and groups influence macroeconomic policies, and assess the effectiveness of their actions (D2.2) <ul style="list-style-type: none"> <li>○ I can describe how individuals and groups affect macroeconomic policies [A, C, D]</li> <li>○ I can explain how effective the actions of individuals and groups are at influencing macroeconomic policies [A, C]</li> </ul> </li> <li>▪ Analyze how political and economic groups respond to economic change in Canada (D2.3) <ul style="list-style-type: none"> <li>○ I can analyze how political and economic groups respond to economic change in Canada [B, C]</li> </ul> </li> </ul> <p><b>Global Interdependence and Inequalities</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of key aspects of trade theories and explain how they are reflected in international trading practices (E1.1) <ul style="list-style-type: none"> <li>○ I can demonstrate understanding of trade theories [B]</li> <li>○ I can explain how trade theories are prevalent in international trading [B]</li> </ul> </li> <li>▪ Assess trade models and practices with reference to both economic and ethical criteria (E1.3) <ul style="list-style-type: none"> <li>○ I can assess trade models and practices both economically and ethically [B]</li> </ul> </li> <li>▪ Analyse the objectives and influence of a variety of trade agreements and political/ economic organizations that focus on trade (E1.4) <ul style="list-style-type: none"> <li>○ I can analyze the objectives of trade agreements and political organizations that focus on trade [E]</li> </ul> </li> <li>▪ Explain how globalization influences economic decisions of individuals, firms, and government (E2.1) <ul style="list-style-type: none"> <li>○ I can explain the affects of globalization on individuals, firms and governments [B, C, E]</li> </ul> </li> </ul>
---	---

	<ul style="list-style-type: none"> <li>▪ Explain the significance of a variety of international events/developments and policies for the Canadian economy (E2.2)               <ul style="list-style-type: none"> <li>○ I can explain the significance of a variety of national events/developments [A, E]</li> <li>○ I can explain how national events and developments affect the Canadian Economy [A, E]</li> </ul> </li> <li>▪ Describe Canadian government responses to global economic challenges that affect stability and assess their effectiveness (E2.3)               <ul style="list-style-type: none"> <li>○ I can describe the Canadian government responses to global economic challenges [A, B, E]</li> <li>○ I can assess how effective the Canadian Government responses are at responding to global economic challenges [A, B, E]</li> </ul> </li> <li>▪ Describe ways in which individuals and groups attempt to address problems related to international economic activities and assess their effectiveness (E2.4)               <ul style="list-style-type: none"> <li>○ I can describe how individuals and groups address problems related to international economic activities [B, C, D, E]</li> </ul> </li> <li>▪ Analyze data on global economic disparities and explain causes and effects of economic marginalization (E3.1)               <ul style="list-style-type: none"> <li>○ I can analyze data on global economic disparities and explain causes and effects of economic marginalization [A, C]</li> </ul> </li> <li>▪ Assess responses to economic disparity by intergovernmental organizations (E3.2)               <ul style="list-style-type: none"> <li>○ I can assess responses to economic disparity by intergovernmental organizations [B, E]</li> </ul> </li> <li>▪ Explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness (E3.3)               <ul style="list-style-type: none"> <li>○ I can explain how social justice movements address global economic inequality and judge their effectiveness [B, C, D]</li> </ul> </li> </ul>
<b>Materials Required</b> <ul style="list-style-type: none"> <li>▪ Moodle access &amp; Internet</li> <li>▪ Students need electronic device</li> </ul>	<b>HOTS (Higher Order Thinking Skills)</b> <ul style="list-style-type: none"> <li>• Evaluate levels of economic disparity in different countries</li> <li>• Analyze the effectiveness of intergovernmental organizations at eliminating economic disparity</li> <li>• Evaluate the effects of social justice groups on economic indicators in developing countries</li> </ul>

<b>Purpose:</b> What's the point?	<b>Learning Activity:</b> What is the teacher doing?	<b>Student Action:</b> What are students doing?
Hook students into the lesson.  <b>(10 mins)</b>	<b>Introducing Lesson Topic and Learning Goals</b> <ul style="list-style-type: none"> <li>▪ Write the learning goals on the board:</li> <li>▪ I can use concepts of economic thinking when analyzing data</li> <li>▪ I can form conclusions using economic thought and provide evidence for these conclusions</li> <li>▪ I can use appropriate terminology when communicating results</li> <li>▪ I can apply vocabulary specific to economic thought and like terminology</li> <li>▪ I can compare the economic systems used in different countries</li> <li>▪ I can understand how the economic system used in a country affects its production decisions</li> <li>▪ I can explain how scarcity and opportunity costs influence decisions of people and society</li> <li>▪ I can evaluate decisions using opportunity cost</li> <li>▪ I can analyze how sociocultural and political-economic stakeholders affect economic decisions</li> <li>▪ I can evaluate impact of key socio-economic trends on economic policy in different countries</li> <li>▪ I can understand how culture affects a country's economic decision making</li> <li>▪ I can assess the strengths and weaknesses of various macroeconomic indicators</li> <li>▪ I can describe how individuals and groups affect macroeconomic policies</li> <li>▪ I can explain how effective the actions of individuals and groups are at influencing macroeconomic policies</li> <li>▪ I can analyze how political and economic groups respond to economic change in Canada</li> <li>▪ I can demonstrate understanding of trade theories</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students record goals in their notebook</li> <li>▪ Students answer discussion question(s)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ I can explain how trade theories are prevalent in international trading</li> <li>▪ I can assess trade models and practices both economically and ethically</li> <li>▪ I can analyze the objectives of trade agreements and political organizations that focus on trade</li> <li>▪ I can explain the affects of globalization on individuals, firms and governments</li> <li>▪ I can explain the significance of a variety of national events/developments</li> <li>▪ I can explain how national events and developments affect the Canadian Economy</li> <li>▪ I can describe the Canadian government responses to global economic challenges</li> <li>▪ I can assess how effective the Canadian Government responses are at responding to global economic challenges</li> <li>▪ I can describe how individuals and groups address problems related to international economic activities</li> <li>▪ I can analyze data on global economic disparities and explain causes and effects of economic marginalization</li> <li>▪ I can assess responses to economic disparity by intergovernmental organizations</li> <li>▪ I can explain how social justice movements address global economic inequality and judge their effectiveness</li> <li>▪ Ask students if the world is relatively equal across countries or do some people start off with a 'head-start'</li> </ul>	
<p>Students learn about what economic disparities are and some major disparities worldwide</p> <p><b>(25 mins)</b></p>	<p><b>4-4A: Global Disparities and their Causes</b></p> <ul style="list-style-type: none"> <li>▪ Choose two students to read the article</li> <li>▪ Ask students if they have questions</li> <li>▪ Ask students what other countries could do to help fix these disparities</li> <li>▪ Ask students if any of these disparities are present in their own country</li> <li>▪ Give students time to complete self-check quiz</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students ask questions when misunderstandings arise</li> <li>▪ Students participate in class discussion</li> <li>▪ Students read when selected</li> <li>▪ Students complete the self-check quiz</li> </ul>

<p>Students learn about what intergovernmental organizations are and why they are influential</p> <p><b>(40 mins)</b></p>	<p><b>4-4B: Intergovernmental Organizations and Economic Disparity</b></p> <ul style="list-style-type: none"> <li>▪ Instruct students to take notes as you go along</li> <li>▪ Select students to read the course content</li> <li>▪ Explain what an intergovernmental organization is and why it is different from an international organization because of multiple governments involved</li> <li>▪ Choose 1 student to read each of the intergovernmental organization's biographies</li> <li>▪ Give students time to complete self-check quiz</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students take detailed notes in their notebooks.</li> <li>▪ Students read the course content</li> <li>▪ Students complete the self-check quiz</li> </ul>
<p>Students learn about how social groups can impact economic disparities relative to intergovernmental organizations</p> <p><b>(30 mins)</b></p>	<p><b>4-4C: Social Justice Groups and Their Impact</b></p> <ul style="list-style-type: none"> <li>▪ Explain how social justice groups differ from intergovernmental organizations because they are not run by governments, instead they are private groups who attempt to serve a purpose</li> <li>▪ Discuss some social justice groups in the student's communities, ask if any of the students participate in a social justice group</li> <li>▪ Select students to read through the activity</li> <li>▪ Ask students if they have questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students participate in class discussion</li> <li>▪ Students take detailed notes in their notebooks.</li> <li>▪ Students read the course content</li> <li>▪ Students watch the video and follow along</li> </ul>
<p>Students share their experience with social justice groups</p> <p><b>(20 mins)</b></p>	<p><b>4-4D: Social Groups in Your Community</b></p> <ul style="list-style-type: none"> <li>▪ Explain the discussion assignment and answer any questions</li> <li>▪ Give time in class for students to complete discussion post</li> <li>▪ Ensure they are working independently; collaboration is acceptable but not copying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students form an opinion</li> <li>▪ Students complete discussion post and reply to one of their peers</li> </ul>

<p>Students research an intergovernmental organization of their choice</p> <p><b>(75 mins)</b></p>	<p><b>4-4E: Intergovernmental Organization Research Formative</b></p> <ul style="list-style-type: none"> <li>▪ Explain the formative assignment and answer any questions</li> <li>▪ Give time in class for students to complete or make progress on assignment</li> <li>▪ Go through the rubric and outline to ensure students understand the requirements</li> <li>▪ Ensure they are working independently; collaboration is acceptable but not copying</li> <li>▪ Make sure students understand concept of plagiarism and proper citations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students ask questions and get clarification as necessary.</li> <li>▪ Students do research and cite their sources properly</li> <li>▪ Students complete assignment independently</li> </ul>
<p>Students recap the learning session and reflect on the success criteria</p> <p><b>(10 mins)</b></p>	<p><b>4-4G: Wrap up &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>▪ Go through the success criteria checklist and check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students ask questions and clarify as necessary.</li> </ul>