Global Economics and Sustainable Development Curriculum Document

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Global Economics and Sustainable Development	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Global Economics and Sustainable Development	Year Long
GRADE LEVEL	**PRIMARY RESOURCE if applicable**
11	
DATE LAST REVIEWED	**AWSAJ APPROVAL DATE**
2025	

Course Desired Results
Course Description and Purpose
The course Global Economics and Sustainable Development builds upon foundational economic concepts to explore global and applied economics. Students will examine real-world economic systems, market structures, trade, sustainability, and policy. Through interactive projects, inquiry-based learning, and current case studies, students develop the critical thinking skills necessary to analyze the impact of economic choices on individuals, businesses, governments, and societies. Aligned with Islamic values, this course emphasizes ethical decision-making, equity, and sustainability in economic practice.
Course Learning Objectives

Getting to Know Each Other and Ourselves (1 Week)

- Identify personal goals and expectations for learning economics.
- Describe basic economic terms such as scarcity, choice, and equity.
- Create class norms that promote respect, inclusion, and collaboration.
- Formulate questions about real-life economic decisions and experiences.

Unit 1: The Pulse of a Nation: Tracking Economic Health

- Define GDP and explain its four major components.
- Distinguish between real and nominal GDP and their relevance to inflation.
- Identify and describe the stages of the business cycle using visuals.
- Analyze how economic indicators reflect a country’s performance.

Unit 2: Connected Economies: Globalization in a Sustainable World

- Define globalization and explain how countries are economically interdependent.
- Describe how specialization and comparative advantage influence trade.
- Analyze the environmental and social effects of global trade.
- Propose strategies for promoting sustainable and ethical trade.

Unit 3: Fair Play or Power Play? Competition and Control in Markets

- Identify and describe characteristics of major market structures.
- Compare how different market types affect prices, output, and consumer choice.
- Evaluate how market structures promote or hinder sustainability.
- Analyze case studies of real-world companies and their economic behavior.

Unit 4: Policies with a Purpose: Shaping Fair and Sustainable Futures

- Explain how government policies impact markets, equity, and the environment.
- Compare Brazil's and Qatar's economic strategies and sustainability efforts.
- Identify intended and unintended effects of policy tools like taxes and subsidies.
- Propose improvements to economic policies based on global case studies.

Unit 5: Trade-Offs and Trust: Why Nations Specialize and Share

- Define and explain comparative advantage and specialization.
- Interpret trade data and identify benefits and challenges of global trade.
- Analyze who gains and who loses in international trade relationships.
- Participate in a mock negotiation to simulate real-world trade decisions.

Key Concepts and Principles	Key Questions
Week 1: Getting to Know Each Other and Ourselves 1. **Collaboration and Respect**: A productive learning space requires shared expectations and inclusive behavior. 2. **Personal Relevance**: Everyone brings experiences that shape how we view economic issues. 3. **Inquiry in Economics**: Asking questions helps us better understand ourselves, our communities, and economic choices.	**Week 1: Getting to Know Each Other and Ourselves** 1. What does it mean to be part of an inclusive, respectful classroom community? 2. How do my background and experiences shape how I think about money and resources? 3. Why is learning economics important in understanding the world around me?

Unit 1: The Pulse of a Nation: Tracking Economic Health

1. **GDP and Economic Indicators**: GDP, inflation, and unemployment are used to measure the health of an economy.
2. **Business Cycles**: Economies go through cycles that affect jobs, income, and spending.
3. **Real vs. Nominal Values**: Adjusting for inflation helps us compare economic performance over time.

Unit 2: Connected Economies: Globalization in a Sustainable World

1. **Global Interdependence**: Nations rely on each other for goods, services, and labor.
2. **Comparative Advantage**: Countries benefit from trade when they focus on what they do best.
3. **Sustainable Trade**: Economic growth should consider fairness, environment, and future needs.

Unit 3: Fair Play or Power Play? Competition and Control in Markets

1. **Market Structures**: Competition varies in different markets (e.g., monopoly vs. perfect competition).
2. **Consumer Choice and Pricing**: Market type affects prices, innovation, and product variety.
3. **Ethical Business Practice**: Some market structures may encourage unfair or unsustainable behavior.

Unit 4: Policies with a Purpose: Shaping Fair and Sustainable Futures

1. **Government Intervention**: Policies (like taxes and regulations) affect equity and efficiency.
2. **Externalities**: Economic actions can have unintended effects on others and the environment.
3. **Development Strategies**: Countries choose different approaches to growth and fairness.

Unit 1: The Pulse of a Nation: Tracking Economic Health

1. What does GDP tell us about the economic health of a country?
2. How do different parts of the business cycle affect people and communities?
3. Why is it important to understand the difference between real and nominal GDP?

Unit 2: Connected Economies: Globalization in a Sustainable World

1. How does globalization connect countries, businesses, and people?
2. What are the benefits and challenges of global trade for different nations?
3. How can we balance economic growth with caring for the environment?

Unit 3:Fair Play or Power Play? Competition and Control in Markets

1. How do different market structures affect prices and choices for consumers?
2. What role does competition play in innovation and fairness?
3. How do powerful companies influence the economy and sustainability?

Unit 4:Policies with a Purpose: Shaping Fair and Sustainable Futures

1. How do government policies impact people, businesses, and the environment?
2. What can we learn from comparing Brazil and Qatar’s approaches to economic development?
3. Why do some policies have unintended consequences?

Unit 5: Trade-Offs and Trust: Why Nations Specialize and Share

1. **Specialization and Trade**: When countries focus on their strengths, everyone benefits.
2. **Winners and Losers in Trade**: Not all individuals or nations benefit equally from global trade.
3. **Negotiation and Policy**: International trade is shaped by agreements, politics, and ethics.

Unit 5: Trade-Offs and Trust: Why Nations Specialize and Share

1. Why do countries trade with each other instead of producing everything themselves?
2. Who gains and who loses in international trade?
3. How do trade agreements and policies shape relationships between countries?

Standards Map		Units					
Grade Level Priority Standards	**Essential Elements**	**Week 1**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	**SS.EE.Inq1:** Students will construct meaningful questions related to a social studies topic.	x	x	x			x
SS.Inq2.a.h: Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity,language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.		x	x	x		x	
SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information					x		

in different							
SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.		x	x	x		x	x
SS.Inq5.a.h: Explore opportunities,informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.Apply knowledge of social justice issues to create opportunities for change.	**SS.EE.Inq5:** Students will be civically engaged.	x	x	x	x	x	x
SS.Econ 3.c.h: Connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP. Compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).			x			x	
SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.			x				
SS.Econ 1.b.h: Evaluate how incentives determine what is produced and distributed in a competitive market system.	**SS.EE.Econ1:** Students will identify how costs, benefits, and incentives affect decision-making.			x			x

SS.Econ1.a.h Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.				x			
SS.Econ 4.e.h: Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies Analyze the role of comparative advantage in international trade of goods and services.	**SS.EE.Econ4:** Students will identify government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).			x	x	x	x
SS.Econ2.a.h: Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).					x		
SS.Econ 2.b.h: Evaluate how incentives determine what is produced and distributed in a competitive market system.	**SS.EE.Econ2:** students will understand how decisions are made and interactions occur among consumers (i.e., individuals and households) and producers (firms/businesses) (Microeconomics).				x		
SS.Econ2.c.h: Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.				x			

SS.Econ3.a.h: Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices. Analyze why unemployment rates differ for people of different ages, races, and genders. Use economic indicators to analyze the current and future state of the economy.							
SS.Econ3.b.h: Evaluate the structure and functions of money in the United States, including the role of interest rates							
SS.Econ4.a.h: Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.				x		x	
SS.Econ4.b.h: Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country. Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's				x			x

economy. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).							
SS.Econ 4.d.h: Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	**SS.EE.Econ4:** Students will identify government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).						

Week 1: Building Community and Economic Mindsets	
Unit Description: In this introductory week, students will build a positive and respectful classroom community while exploring how economics connects to their lives. They will reflect on their own values, goals, and experiences with money, work, and decision-making. Together, students will create shared norms and begin asking meaningful questions about how economies affect people and society.	
DESIRED RESULTS	
Essential Question:	**Week One Vocabulary**

1. How can we create a respectful, inclusive classroom where everyone can succeed? 2. What do I already know or believe about economics, and how has my experience shaped that? 3. Why is understanding economic choices important for my future?	● **Scarcity** – A condition where resources are limited but wants are unlimited. ● **Incentive** – A benefit or reward that motivates people to act in certain ways. ● **Equity** – Fairness in the way people are treated and in how resources are distributed.
Week One Priority Standards	**Performance Indicators (based upon Bloom's Taxonomy)**
● **SS.Inq1.a.h:** Develop questions that guide inquiry and understanding. ● **SS.Inq3.a.h** Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. ● **SS.Inq5.a.h:** Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	● I can ask questions about economic issues in my life or community. *(Apply)* ● I can find and describe sources that give me reliable information. *(Understand/Analyze)* ● I can use evidence to make a simple claim about an economic idea. *(Create)* ● I can share my ideas in a respectful way and listen to others. *(Evaluate)*

ASSESSMENT
Formative Assessments
● Entry ticket: "What do I already know about economics?" ● Group discussion: Students create a classroom inquiry question together

● Think-Pair-Share: “How do I see economics in my daily life?” ● Source scavenger hunt: Evaluate 2 sources for reliability using a visual rubric
Summative Assessments
● **Classroom Norms & Inquiry Portfolio**: Students submit a digital or physical portfolio with: ○ 1 personal economic question ○ 1 source summary ○ 1 short reflection on why inquiry matters

<table>
<tr><th colspan="2">Unit 1: The Pulse of a Nation: Tracking Economic Health</th></tr>
<tr><td colspan="2">Unit Description: This unit focuses on understanding how we measure the performance of an economy. Students will learn about Gross Domestic Product (GDP), inflation, and unemployment—and how these indicators affect everyday life. Through graphs, case studies, and real-world examples, students will explore how economies grow, shrink, and recover through business cycles.</td></tr>
<tr><th colspan="2">DESIRED RESULTS</th></tr>
<tr><th>Essential Question:</th><th>Unit Vocabulary</th></tr>
<tr><td>1. What does GDP tell us about a country’s economy and the well-being of its people?

2. How do inflation and unemployment affect individuals and society?

3. Why do economies grow and shrink over time, and how can we respond?</td><td>• Gross Domestic Product (GDP) – The total value of goods and services produced within a country in one year.

• Inflation – A general increase in prices over time that decreases the value of money.

• Business Cycle – The recurring pattern of growth and decline in economic activity over time.</td></tr>
<tr><th>Unit Priority Standards</th><th>Performance Indicators (based upon Bloom’s Taxonomy)</th></tr>
<tr><td>SS.Econ 3.c.h: Connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP. Compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).</td><td>• I can describe what GDP, inflation, and unemployment mean. (Understand)

• I can read a graph about the economy and explain what it shows. (Apply)

• I can compare how two countries are doing based on economic data. (Analyze)

• I can decide which economic measure is most useful and explain why. (Evaluate)</td></tr>
<tr><th colspan="2">ASSESSMENT</th></tr>
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Formative Assessments
- Graphic organizer: GDP vs. inflation vs. unemployment   - Vocabulary matching with visuals   - Economic indicator data sort (real-world examples matched to GDP, inflation, etc.)   - Mini graph analysis: Students describe what the graph tells them
Summative Assessments
Economic Report Card Project: - Choose two countries   - Collect and interpret GDP, inflation, and unemployment data   - Write or present an economic "report card"   - Include graphs, summary, and a brief conclusion

Unit 2: Connected Economies: Globalization in a Sustainable World	
Unit Description: In this unit students will investigate how countries, companies, and people are connected through trade and globalization. They will explore how specialization and comparative advantage shape the global economy—and what happens when growth challenges the planet's sustainability. Case studies, simulations, and group activities will help students evaluate real trade systems and propose sustainable solutions.	
DESIRED RESULTS	
Essential Question:	**Unit Vocabulary**
1. How does globalization impact individuals, communities, and countries? 2. What are the benefits and challenges of being economically connected across borders? 3. How can we balance economic growth with the need to protect people and the planet?	• **Globalization** – The increasing connection and interdependence of countries through trade, technology, and ideas. • **Specialization** – The concentration of production on a limited range of goods or services to increase efficiency. • **Sustainability** – The ability to meet present needs without compromising the ability of future generations to meet theirs.
Unit Priority Standards	**Performance Indicators (based upon Bloom's Taxonomy)**
SS.Econ 4.e.h: Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies Analyze the role of comparative advantage in international trade of goods and services.	• I can find examples of how countries are connected through trade. *(Understand)* • I can show how one product is made by companies in different countries. *(Apply)* • I can explain the good and bad sides of globalization. *(Analyze)* • I can give my opinion about globalization and support it with reasons. *(Evaluate)*

ASSESSMENT
Formative Assessments
● Global product tracing activity: "Where does your phone come from?" ● Venn diagram: Benefits vs. challenges of globalization ● Quick write: "How is my life connected to other countries?" ● Picture prompt with sentence frames: Explain interdependence
Summative Assessments
Globalization & Sustainability Poster or Slideshow: ● Choose one global product ● Trace its global supply chain ● Analyze one benefit and one sustainability challenge ● Add visuals and text with simplified scaffolds as needed

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<tr><th colspan="2">Unit 3: Fair Play or Power Play? Competition and Control in Markets</th></tr>
<tr><td colspan="2">Unit Description: This unit explores how different market structures—like monopolies and competitive markets—shape the economy. Students will examine how companies compete, how consumers make choices, and how sustainability can be affected by market power. Using current examples from tech, fashion, and food, students will compare fairness and efficiency in global markets.</td></tr>
<tr><th colspan="2">DESIRED RESULTS</th></tr>
<tr><td>Essential Question:</td><td>Unit Vocabulary</td></tr>
<tr><td>1. How do different market structures shape what businesses produce and how they behave?

2. What role does competition play in promoting fairness, choice, and innovation?

3. How do powerful companies influence markets, sustainability, and society?</td><td>• Monopoly – A market structure where a single seller controls the entire market for a product or service.

• Oligopoly – A market structure where a few large firms dominate the market.

• Competition – The rivalry among businesses to attract customers, improve products, and lower prices.</td></tr>
<tr><td>Unit Priority Standards</td><td>Performance Indicators (based upon Bloom's Taxonomy)</td></tr>
<tr><td>SS.Econ 2.b.h: Evaluate how incentives determine what is produced and distributed in a competitive market system.</td><td>• I can describe different types of markets (like monopoly and competition). (Understand)

• I can give real-life examples of companies in different market types. (Apply)

• I can explain how market types affect prices and choices. (Analyze)

• I can decide if a company is being fair or unfair to consumers. (Evaluate)</td></tr>
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ASSESSMENT
Formative Assessments
- Sorting game: Classify companies by market structure   - Market structure gallery walk: Identify characteristics (visual supports provided)   - Scenario cards: Predict pricing in different markets   - Small group debate: “Is competition always good?”
Summative Assessments
Market Structure Case Study: - Choose one real-world company (e.g., Apple, Amazon, a local monopoly)   - Identify the market structure   - Explain how this affects prices and consumer choice   - Support with visuals, vocabulary, and sentence frames

Unit 4: Policies with a Purpose: Shaping Fair and Sustainable Futures	
Unit Description: Students will study how government policies—like taxes, subsidies, and regulations—can help or hurt economies, the environment, and people's well-being. By comparing Brazil and Qatar, students will analyze real-world approaches to development, inequality, and sustainability. The unit ends with students proposing policy solutions that support fairness and long-term economic health.	
DESIRED RESULTS	
Essential Question:	**Unit Vocabulary**
1. How can government policies improve economic fairness and sustainability? 2. What are the trade-offs and unintended effects of government intervention in the economy? 3. What can we learn from Brazil and Qatar about making economic choices that benefit society?	• **Subsidy** – Financial assistance given by the government to support businesses or lower consumer costs. • **Externality** – A side effect of an economic activity that affects people who are not directly involved (can be positive or negative). • **Regulation** – Rules or laws created by the government to control or influence economic behavior.
Unit Priority Standards	**Performance Indicators (based upon Bloom's Taxonomy)**
SS.Econ 4.d.h: Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	• I can describe what government policies are (like taxes or regulations). *(Understand)* • I can explain how a policy can affect people, the economy, or the environment. *(Apply)* • I can compare how two countries (like Brazil and Qatar) use policies differently. *(Analyze)* • I can suggest a policy that helps people and the planet and explain why. *(Evaluate)*

ASSESSMENT
Formative Assessments
● Policy matching: Match scenarios to taxes, subsidies, or regulations ● Brazil vs. Qatar comparison chart ● Political cartoon analysis (UDL supports: word bank, graphic frame) ● Poll with justification: “Should governments raise taxes to reduce pollution?”
Summative Assessments
Policy Proposal Presentation or Report: ● Identify an economic/environmental problem ● Propose a government policy solution ● Explain how it promotes sustainability and equity ● Present findings orally or in writing with scaffolded formats

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<tr><th colspan="2">Unit 5: Trade-Offs and Trust: Why Nations Specialize and Share</th></tr>
<tr><td colspan="2">Unit Description: In the final unit, students will learn why countries trade, how trade works, and who benefits. They will examine the concept of comparative advantage and explore international agreements like the WTO. Students will analyze data, simulate trade negotiations, and discuss how cooperation and conflict shape today's global economy.</td></tr>
<tr><th colspan="2">DESIRED RESULTS</th></tr>
<tr><td>Essential Question:</td><td>Unit Vocabulary</td></tr>
<tr><td>1. Why do countries specialize and trade with one another?
2. Who gains and who loses in global trade relationships, and why?
3. How can countries build fair and cooperative trade systems?</td><td>• Comparative Advantage – The ability of a country to produce a good at a lower opportunity cost than another country.
• Protectionism – Policies that limit international trade to protect domestic industries.
• Trade Balance – The difference between a country's exports and imports of goods and services.</td></tr>
<tr><td>Unit Priority Standards</td><td>Performance Indicators (based upon Bloom's Taxonomy)</td></tr>
<tr><td>• SS.Econ1.b.h – Evaluate the effects of trade and specialization on economic growth and efficiency.</td><td>• I can explain why countries trade and what they are good at making. (Understand)
• I can show how two countries benefit by trading with each other. (Apply)
• I can analyze how trade rules affect a country's economy. (Analyze)
• I can role-play a trade deal and explain my decisions with evidence. (Create/Evaluate)</td></tr>
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ASSESSMENT

Formative Assessments

- Comparative advantage simulation with role cards
- Graphic organizer: “Who wins and who loses in trade?”
- Exit ticket: “Would you support this trade deal? Why?”
- Storyboard: Show a trade deal step-by-step

Summative Assessments

- **Trade Simulation & Reflection**:
  - Students represent countries in a class trade simulation
  - Negotiate based on resources and specialization
  - Write or present a short reflection on who benefited and why
  - Use sentence frames, visuals, or audio responses