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Extreme Makeover: Country Edition

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Extreme Makeover: Country Edition

Grade Level: 12th

Subject/Topic Area(s): AP Macroeconomics/ International Development/Economic Growth

Designed By: Susanna Pierce

Time Frame: 4 weeks

School District: Northeast Independent School District

School: International School of the Americas

School Address and Phone: 1400 Jackson Keller, San Antonio, TX, 78213; 210-442-0404

Brief Summary of Unit: This capstone unit in an AP Macroeconomics course pushes students to critically apply the economic skills gained from the semester into practice. As representatives of an NGO, students create a proposal for the World Bank that demonstrates why their development project will stimulate economic growth in their assigned region of the world; ultimately, students will strive to convince the members to subsidize the implementation of this specific project.

In the four-week unit, students will discover the strategies of economic development. First, they will be exposed to shocking statistics and economic indicators that reveal the gravity of poverty worldwide. These numbers will help explain the pivotal role the developed world has in uniting to combat against global hunger. Next, economic case studies will teach them how investments in human and/or physical capital facilitate economic development. As they analyze the societal, economical, and political benefits of specific projects aimed at improving healthcare, education, agricultural production, infrastructure, and the environment, they will see the purpose of non-governmental agencies. Ultimately, the readings, investigations, country case studies, and structured discussions will equip the students with the skills to address the barriers that hinder economic development in the developing world. In effect, students will see their roles as Global Leaders to advocate for global cooperation in the upcoming generation.

Extreme Makeover: Country Edition

Stage 1 – Desired Results		
<p>Since this is a comprehensive project, students will also employ skills gained from the previous units of AP Macroeconomics:</p> <p><i>I. Basic Economic Concepts</i> <i>II. Measurements of Economic Performance</i> <i>III. National Income and Price Determination</i> <i>IV. Financial Sector</i> <i>V. Inflation, Unemployment, and Stabilization Policies</i></p> <p>AP Standards Taught this Unit: <i>VI. Economic Growth and Productivity (5–10%)</i> A . Investment in human capital B . Investment in physical capital C . Research and development, and technological progress D . Growth policy</p> <p><i>VII. International Trade: Foreign exchange market (10%)</i> A. Demand for and supply of foreign exchange B. Exchange rate determination C. Currency appreciation and depreciation</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Create a proposal that demonstrates why your organization’s project (aimed at improving healthcare, education, infrastructure, farming, or the environment) would stimulate economic growth in your region of the world.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i> Individual choices have an effect at the aggregate level. Investments in human capital and/or physical capital facilitate economic development. Implementing development projects with specific targets can decrease worldwide poverty.</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> 1.) How do global partnerships of countries and organizations facilitate the quest to eliminate poverty, raising the standard of living, in the developing world? 2.) In what ways can countries overcoming conflict promote sustainable development? 3.) How can citizens be prepared to positively contribute economically, socially, and politically to society? 4.) What social, political, and economic effects do development projects have on an individual community, country, and the surrounding regions?
	Acquisition	
	<p>Knowledge <i>Students will know...</i> 1) The determinants of the production possibilities frontier 2) Countries have unlimited wants but limited resources 3) The determinants of the loanable funds market and the foreign exchange market 4) How to determine the value of a country’s currency and its affect on the overall economy 5) The effects of international trade on countries 6) The economic hardships specific countries face in obtaining sustainable development 7) The format of specific development</p>	<p>Skills <i>Students will be able to...</i> 1) Graph the effects of economic growth on the production possibilities frontier and the aggregate model 2) Graph that effects of investment on the loanable funds market and the foreign exchange market 4) Create a budget for a development project 5) Evaluate the impact of investments made in various countries worldwide. (ie Mexico, Japan, South Africa) 6) Suggest areas of focus to developing countries overcoming conflict or economic hardships</p>

	<i>projects sponsored by the World Bank and their targeted effects</i> <i>8) The reasons behind the economic success stories of Japan and South Africa</i>	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T	Purpose, Evidence, Perspectives, Argument, Implications	Performance Task(s) The World Bank is giving extra money to help increase the effectiveness of the Millennium Development Goals to five regions of the world. As a part of a non-governmental organization, you will strive to receive the subsidy to implement a development project in your region of the world. Choose a problem to address (healthcare, education, infrastructure, agrarian reform, or the environment) within a specific country in your region of the world, and create a proposal that demonstrates why your country needs this money; also, explain the multifaceted economic benefits your project will offer for your community, country, and region.

M/T	(from Asia Society’s Graduation Portfolio System)	Other Evidence (e.g., formative) Essential Questions answered in the K/W intro; Individual Web quest of Research; Fish Bowl Discussion about problems plaguing developing countries (done in roles); AP Free Response Question: 2006 (form B) #1 and #3; 2009 (form B) #1 and #3; 2002 #2; Reflection questions with the Essential Questions and growth as a learner
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i>	
M	<u>Learning Activities</u> <u>Day 1: Introduction to Essential Question #1 (a) and Jigsaw</u> Video Clip from the Daily Show, Jigsaw of Targets of Goal #8 1.) How do global partnerships facilitate the quest to eliminate poverty and hunger in the developing world? http://www.thedailyshow.com/watch/tue-march-18-2008/jeffrey-sachs	Progress Monitoring (e.g., formative data) *Handout #1: Intro to Unit 5
M	<u>Day 2: Introduction to Essential Questions #1 (b), Project Description</u> 1.) How can organizations help developing countries stimulate economic growth, raising their standard of living?	Chalk Talk Essential Questions, Verbal Signup for Countries within Class Region/ T

	<p>2.) Analysis of Campaigns started Internationally by <i>John Legend</i> and <i>Juanes</i> http://www.youtube.com/user/fundacionmisangre1 (South America, conflict: land mines) http://showmecampaign.org/ (Tanzania) 3.) Project Description: Country Selection within Class Region, Role Selection 4.) Know/Need to Know T-Chart about Country Selected</p>	Chart
A	<p><u>Day 3, 4: Research Days in the Computer Lab</u> Complete the Webquest according to Roles</p>	*Webquest in Roles (Humanitarian, Geographer, Historian, Economist, Anthropologist)
A/M	<p><u>Day 5: Fishbowl Discussion</u> Facilitate a conversation between groups with Humanitarians, Geographers, Historians, Economists, Anthropologists</p> <ul style="list-style-type: none"> Based on your role, what problem(s) is your country facing geographically, politically, socially, economically? From your perspective, why should your country receive a subsidy? In what ways would a subsidy benefit your country and the entire region? 	Notecard of Individual Thoughts from Conversation
A/M	<p><u>Days 6 and 7: Introduction to Agencies</u></p> <ol style="list-style-type: none"> 1) Play-Do Representation of a Problem Plaguing your Country (in groups) 2) Share and Rank Topics to Improve in groups (Healthcare, Education, Environment, Infrastructure, Agrarian Reform) 3) Group Investigation of Essential Question #2 4) Tea Time 	*Hand out #2: Agencies and NGOs
A	<p><u>Day 8: The Strategies of Economic Development</u></p> <ol style="list-style-type: none"> 1) Concept Attainment: Non example vs. example of factors involved with economic development 2) Notes over Physical Capital, Human Capital and Economic Growth 3) Application: Graph Various Country Scenarios 	Dry erase practice
A	<p><u>Day 9: The Currency Effects of Local Economic Development</u></p> <ol style="list-style-type: none"> 1) Review of Economic Growth Case Studies: Japan, South Africa, Haiti, Argentina, Tanzania 2) Notes: The Foreign Exchange Market 3) Practice Problems: What's the Value of the Currency? 	Practice Problems over the Foreign Exchange Market

A/M	<u>Day 10: The Regional Effects of Local Economic Development</u> <ol style="list-style-type: none"> 1) Rapid Graph Review: Growth (PPF and Aggregate Model), Currency (Foreign Exchange Market) 2) Notes: The Connection between the Loanable Funds Market and the Foreign Exchange Market 3) AP Free Response Questions: In Groups 	AP Free Response Question
A/M	<u>Day 11: Quiz and Articles</u> <ol style="list-style-type: none"> 1) Partner Free Response Question Quiz (AP FRQ 2009 #1 and 3) 2) Articles over Japanese Success Story and South African Transformation 	Quiz
M	<u>Day 12: Microlab over Readings + EQ #3 and 4</u> <ol style="list-style-type: none"> 1) Microlab Protocol http://www.nsrffharmony.org/protocol/doc/microlabs.pdf <ul style="list-style-type: none"> • How did Japan rise to be an economic superpower of Asia? • How did South Africa overcome political conflict to achieve more sustainable development? • How can citizens be prepared to positively contribute economically, socially, and politically to society? • In what ways can countries overcoming conflict promote sustainable development? 2) Debrief 	Microlab Questions
A	<u>Day 13: An Investigation of Development Projects (Research Day in Lab)</u> <ol style="list-style-type: none"> 1) Investigate Current Projects Sponsored by the World Bank/UNDP in group's area of focus 	*Webquest #2
M/T	<u>Day 14: Project Components and Example from NADB Rep.</u> <ol style="list-style-type: none"> 1) Group Think: Components of a Development Project 2) Teacher Model: Project Example 3) Groups begin Project Outlines and Budget Calculations 	*Project Outline
M/T	<u>Days 15, 16: Design Proposal and Pamphlets</u> <ol style="list-style-type: none"> 1) Go over Guidelines for Presentation and Panel Members from the Board 	Presentation Medium Form Sign up on Excel Spreadsheet
M/T	<u>Day 17: Proposal Feedback</u> <ol style="list-style-type: none"> 1) Tuning Protocol (Rotate each "Economist" one table to the right to receive feedback on their project proposal.) http://www.nsrffharmony.org/protocol/doc/tuning.pdf 2) Groups re-group to modify any changes 	

M	<u>Day 18: Dress Rehearsal</u> 1) Student Rehearsals of Parts through Jigsaw (In groups based on roles)	Digital Copies of Pamphlet and Proposal Due
T	<u>Days 19, 20: World Bank Proposals</u> Members of the faculty, parents, and community members judge projects to select which country/project will receive a subsidy in each region/class (Southern Africa, Northern Africa, Latin America, Eastern Europe, Asia).	*Feedback form for groups
T	<u>Day 21: Reflection Questions</u> 1) Reflection Questions and Application Questions	*Final Questions over Project

* denotes handouts attached

INTRO TO UNIT 5: A PARTNERSHIP FOR GLOBAL DEVELOPMENT

A. Video Clip with Jeffrey Sachs: Answer the following questions about the interview.

1. Who is Jeffrey Sachs, and what book(s) has he written?
2. What does Jeffrey Sachs mean by economic cooperation?
3. In what ways have we not had “economic cooperation”?
4. What does he believe will enable economic development across the globe?

B. Millennium Development Goal 8: Global Partnership for Development

In your group, fill out the following information about your target and be prepared to teach another peer in your class.

Goal	Target and Meaning	Important Data	How are we doing?

Non-animate image to show the actions to achieve it and its effectiveness:

C. Jigsaw with other Groups: As your peers teach you fill out the following information:

Group # and Goal #	Target and Meaning	Data and Analysis of how we're doing

D. Reflection Questions: After hearing about all of the targets, answer the following questions.

1. Why is Goal 8 important for ending poverty and hunger?
2. What advances have been made toward reaching Goal 8?
3. What still needs to be done to reach Goal 8?

UNIT 5: WHAT ARE AGENCIES DOING TO ACHIEVE MDG #8? STEP 2

A. Global Partnerships: Organizations involved in achieving the MDGs

Match the following titles with their appropriate descriptions. When your group has successfully matched the titles, complete the following information.

Name of Agency	The purpose of ... (in 1 sentence)
WFP	
WTO	
IMF	
UNDP	
UNICEF	
WB	
WHO	

B. NGOs assisting the Quest for Economic Development: As a representative for the following agency, fill out the basic information below about your NGO to ensure you adequately defend yourself during the Conference Tea Time.

WHO: I am a representative of _____.

WHAT: My NGO focuses on

_____.

The reasons why we are the most successful in achieving specific targets of MDG #8 are

- _____
- _____
- _____
- _____

GEOGRAPHER'S WORKSHEET

Collect information over your topic. As you visit a Website, please write the name of the website in the box below, indicating the name of the site.

Website Address	Organization Affiliated with	How do you know this website is credible?

1. Geography:

- a. What is the climate within the country each season?
- b. What are the major landforms within the country? How might they be used to generate income?
- c. What are the major bodies of water within the country? How easily accessible are these bodies of water to people?
- d. How much rainfall do major cities receive in the country? Is flooding a problem, and if so where?

2) Human Geography:

- a. What is the largest city of the country? What health problems might they face?
- b. What is the population density of the country?
- c. Where do the majority of people live? (Give specific regions that are densely populated.)

3) Using a Nation's Resources for Economic Development:

- a. What are the major resources of the country?
- b. What are major crops within the area?
- c. Describe the country's transportation system, and potential problems it has.
- d. Describe the water systems within the country. Is water scarcity a problem here, and if so, how is the nation addressing this problem?
- e. What does the government do to promote sustainability in this country?
 1. What types of national parks are set aside to preserve nature?
 2. Are there laws against pollution, and if so, what types?
 3. What are the sources of energy in the country?
4. What are some images that reveal any of the information you have collected? Copy and paste at least ten that you find in this space.

ECONOMIST'S WORKSHEET

Collect information over your topic. As you visit a Website, please write the name of the website in the box below, indicating the name of the site.

Website Address	Organization Affiliated with	How do you know this website is credible?

2. Economy:

- a. What are the major industries within this country?
- b. Who are the major trading partners of the country?
 - i. Major Exports:
 - ii. Major imports:
- c. What is the GDP per capita?
- d. Inflation Rate:
- e. Unemployment Rate:
- f. Literacy Rates:
- g. GINI Coefficient (This measures the Disparity between rich and poor)

2) Health Indicators: Health indicators play a major role in a society's productivity.

- a. Number of Childhood Deaths:

b. Human Development Index:

b. Major Diseases:

c. Life Expectancy:

d. Access to Health Care:

3) Educational Institutions: Education allows for the development of human capital, and thus productivity within a country.

a. Information about Primary Schools:

b. Information about Secondary Schools:

c. Information about Universities:

d. Information about Graduate Universities:

5. What are some images that reveal any of the information you have collected? Copy and paste at least ten that you find in this space.

HUMANITARIAN'S WORKSHEET

Collect information over your topic.

Gathering Statistics, UNDP: Go to the following website, and read about your country's profile.

<http://hdr.undp.org/en/countries/>

1. What is the human development index?
2. Fill in the following chart about your country.

Country	HDI Value	Life expectancy and rank	Adult Literacy and rank	GDP/capita and ranking	Human Poverty Rate and rank

3. Which areas should your country strive to improve in?

A. The Health of Children, UNICEF: A nation's future productivity can be predicted by measuring the children in the nation's education and health statistics. Go to the following website, and answer the subsequent questions about the same country, or one close to its borders:

<http://www.unicef.org/infobycountry/index.html>

1. What is something striking about the education within your country?
2. What stands out about the country's health statistics?

B. Projects and Research in your Country: Go to the following website to see how the World Bank is assisting in the struggles within your country.

1. <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/AFGHANIS TANEXTN/O,,menuPK:305990~pagePK:141159~piPK:141110~theSitePK:305985,00.html>

a. Overview:

- i. What can you conclude about the social indicators of your country?
- ii. What other important information do you see about the struggles within this country?

- b. Describe some major projects within your country sponsored by the World Bank.

Go to the following website to see how the United Nations Development Programme is addressing the problems within your country.

<http://www.undp.org/countries/>

1. In what ways is UNDP working to help your country?

2. What other problems does the country have based on your research?

- C. **NGOs:** Find a list of NGOs that might be able to address the problem your group hopes to remedy. List at least four related to healthcare, education, agriculture, infrastructure, or the environment. You might

NGO Name	Function	Website	Important Facts

- D. **Social and Political Climate in the Country:** Based on your research, what can you say about the social and political climate of your country? What challenges do the peoples of the communities face? (After answering the question, find images that display these challenges.)

HISTORIAN'S WORKSHEET

Collect information over your topic. As you visit a Website, please write the name of the website in the box below, indicating the name of the site.

Website Address	Organization Affiliated with	How do you know this website is credible?

1. Economy:

- a. What major transitions have occurred within the economy over the past century? Pay attention to specific dates.

- b. What major industries influenced the economy within the country the last century?

2. Wars, Independence:

- a. What major battles were fought during the two hundred years? Describe the ramifications on each to the country.

- b. What countries have had influence in this country over the past hundred years?
 - c. When did this country gain independence?
- 3. Politics:
 - a. What political powers have had control of the country in the past hundred years?
 - b. Who have been the presidents over the past thirty years?
 - c. Which President do you believe had the greatest positive impact on the economy since the country gained independence?
 - d. What have been some of the struggles of citizens within the country?
- 4. What are some images that reveal any of the information you have collected? Copy and paste at least ten that you find in this space.

ANTHROPOLOGIST'S WORKSHEET

Collect information over your topic. As you visit a Website, please write the name of the website in the box below, indicating the name of the site.

Website Address	Organization Affiliated with	How do you know this website is credible?

1. People:

- a. What are the major languages within the country?
- b. What are the major religions within the country?
- c. What is the genetic makeup of the population?
- d. What are the major regions and cities within the country?

2) Traditions:

- a. What are the major holidays within this country? Explain each.

b. What role does the female play in this society? (You can answer this question by researching the number of females in secondary schooling, presence of females in the governmental body, etc.)

3) Foods:

a. What are common dishes of this country?

b. Is this country healthy or not? Justify your answer with research.

4) Entertainment:

a. What types of music are popular in this country, and who is a famous musician?

b. What sports are famous in this country, and who is a famous sports player?

c. What tourist attractions does this country have?

5. What are some images that reveal any of the information you have collected? Copy and paste at least ten that you find in this space.

Extreme Makeover: Country Edition

GROUP # _____

Purpose: The purpose of this project is to allow students to apply their knowledge of economic growth to develop a project that would be subsidized by the World Bank. With creativity and critical thought, students will make a meaningful application of their understandings of macroeconomics to help improve a problem plaguing a development country. Ultimately, students will discover the long-term effects investments have in creating sustainable economies.

Guiding Questions: How do global partnerships of countries and organizations facilitate the quest to eliminate poverty, raising the standards of living, in the developing world? In what ways can countries overcoming conflict promote sustainable development? How can citizens be prepared to positively contribute economically, socially, and politically to society? What social, political, and economic effects do development projects have on an individual community, country and the surrounding regions?

Knowledge Required: Students will need to understand each of the following topics for their **Extreme Makeover: Country Edition** project:

- Tradeoffs, Opportunity Costs, Scarcity (Unit 1)
- Business Cycles/ GDP/ The effects of inflation and unemployment (Unit 2)
- Macroeconomic Equilibrium (Unit 3)
- The role of the government in developing a nation (Reading by Jeffrey Sachs)
- Fiscal Policy (the multiplier) and Monetary Policy (Unit 4)
- Economic Growth and International Trade/Development (Unit 5)
- Case Studies of South Africa and Japan (Unit 5)

Prompt: The World Bank is giving extra money to help increase the effectiveness of the Millennium Development Goals to five regions of the world. As a part of a non-governmental organization, you will strive to receive the subsidy to implement a development project in your region of the world. Choose a problem to address (healthcare, education, infrastructure, agrarian reform, or the environment) within a specific country in your region of the world, and create a proposal that demonstrates why your country needs this money; also, explain the multifaceted economic benefits your project will offer for your community, country, and region.

Your goal is to entice the World Bank to subsidize your project. To do so, your group must clearly reveal an understanding of the country and its citizens, and most importantly, the effects various investments can have on economic growth within the community, country, and region.

Process: This project will be completed in four weeks.

1. Students will be divided into groups of four or five. Each person will have a specific task within his/her group to research.
 - a. Economic Advisor : Responsible for collecting the economic indicators in the country (sectors of the economy, inflation, unemployment, GDP per capita, Literacy Rates, Health Indicators, Human Development Index)
 - b. Historian: Responsible for collecting information about the history of the economy, major wars fought in within the last century, politicians in powers and transitions within the economy
 - c. Anthropologist: Responsible for collecting data related to cultures within the society, religions practiced, food eaten, and how geography and climate affect how people live
 - d. Geographer: Responsible for collecting data related to the topography of the land, weather patterns, crops grown, and transportation systems within the country
 - e. Humanitarian: Responsible for gathering information related to the social, economical, or political issues of the country, and NGOs that would address particular problems within the country.
2. Each person within the group will research information based on their established roles, and complete their designated worksheet to compile data. (WS #1)
3. After a day of research, students will participate in a Fishbowl Discussion about why their country should receive a subsidy from their perspective. Students will also read case studies, analyze development projects, and ultimately design their projects.
4. Groups will compile their information into two visual aids:
 - a. 4 pamphlets (for board members) and a Digital Presentation (for proposal)
 - i. JUSTIFICATION
 1. What did you know about the country before starting?
 2. Why is your country deserving of a subsidy?
 3. What will be the local, regional, and international effects of your project?
 - ii. "EVIDENCE and PERSPECTIVES"
 1. Economic indicators, Historical information, Anthropologist's information, Geographer's indicators, Humanitarian's research
 - iii. "ARGUMENT"
 1. Project Overview
 2. At least two graphs to demonstrate the economic effects (GDP, interest rates, exchange rate, unemployment) locally, nationally, and/or internationally
 - iv. "IMPLICATIONS"
 1. What challenges do you foresee in your project implementation?
 2. How will your organization ensure that all goals are carried out and the project is successful?
5. Groups will receive feedback on their project proposals from peers and also rehearse individual speaking parts for the presentation the two days before presentations.
6. Presentation Day: On the day of presentations the attire is business casual. Students will present their proposals to World Bank members (faculty members, financial advisors, and parents). Proposals must last between 10-13 minutes. The group whose project is selected each class will receive the subsidy for their region, and also a guaranteed A+ for the assignment.

Rubric: (SEE ATTACHED)

Students will be assessed using the Asia Society's Graduate Portfolio Rubric for Social Studies. The rubric will be divided into the five categories denoted above. Students should strive to reach the standards for an "Advanced" group.

Asia Society's Graduation Portfolio System (GPS)

History/Social Studies Rubric

Scoring Criteria	“Emerging”	“Developing”	“Proficient/College Ready”	“Advanced”
PURPOSE What is the evidence that a student can develop a researchable question relevant to members of a global community?	<ul style="list-style-type: none"> Question is stated, but research potential is difficult to assess. Question's importance to members of a global community is assumed but not clearly explained. Question has a weak connection to prior knowledge or current events. 	<ul style="list-style-type: none"> Question is stated, but is too narrow or broad in scope, or may predetermine an answer. Question's importance to a global community is explained in general terms. Question's connection to prior knowledge or current events needs further explanation. 	<ul style="list-style-type: none"> Question raises core issues while allowing for more than one possible answer. Question's importance to members of a specific global community is explicitly stated and clearly explained. Question's connection to relevant prior knowledge and current events is clear. 	<ul style="list-style-type: none"> Question clearly raises core issues while focusing on investigations necessary to arrive at alternative answers. Question's importance to members of several specific global communities is explicitly stated and clearly explained in a way that recognizes commonalities between these communities. Question's relationship to prior knowledge and current events is explained throughout the work.
EVIDENCE What is the evidence that a student can select, compare, relate, and document a variety of sources of evidence relevant to the question?	<ul style="list-style-type: none"> Sources of evidence are offered, but relevance is unclear or a single source dominates the work. Evidence is drawn from a single medium. Evidence is disconnected from the original context of the sources, over-generalized or misrepresented. All sources of evidence are treated equally with no evaluation of credibility, bias, or subtext. Sources of evidence are rarely cited with no attention to any accepted documentation format. 	<ul style="list-style-type: none"> Offers limited evidence representing relevant world cultures to color the argument. Evidence from various media (e.g., text, graphic, visual, digital media, etc.) is offered, but not compared. Use of evidence makes minimal reference to the appropriate place(s), time(s) and perspective(s) of the sources. Sources of evidence are evaluated in a limited way for credibility, bias, and subtext. Sources of evidence are cited sporadically but more accurate and documentation is needed. 	<ul style="list-style-type: none"> Compares multiple sources of evidence from relevant world cultures to build an argument. Evidence from various media (e.g., text, graphic, visual, digital media, etc.) is compared. Use of evidence shows an understanding of the appropriate place(s), time(s) and perspective(s) of the sources. Sources of evidence central to the argument are evaluated for credibility, bias, and subtext as part of the argument. Sources of evidence are cited accurately with minor formatting inconsistencies. 	<ul style="list-style-type: none"> Critically engages multiple sources of evidence from relevant world cultures to advance an argument. Evidence from various media (e.g., text, graphic, visual, digital media, etc.) is compared. Use of evidence shows purposeful reference to the appropriate place(s), time(s) and perspective(s) of the sources. Sources of evidence are thoroughly evaluated for credibility, bias, and subtext. Sources of evidence are cited accurately and consistently in an accepted documentation format.

Scoring Criteria	“Emerging”	“Developing”	“Proficient/College Ready”	“Advanced”
ARGUMENT What is the evidence that a student can make and defend an argument with specific, relevant, sources of evidence?	<ul style="list-style-type: none"> Core background information/ core concepts are missing or include some errors. Argument is unclear or does not directly relate to the question. Argument is more an assertion of opinion unsupported by evidence. Claims of the argument are supported by assertions rather than analysis of the evidence. 	<ul style="list-style-type: none"> Core background information/ core concepts relevant to argument are mostly accurate but need additional explanation. Argument is offered but does not address all issues central to the question. Argument is partially supported with general information or quotations. Claims of the argument are based on broad generalizations about the evidence without specific reference to sources. 	<ul style="list-style-type: none"> Core background information/ core concepts relevant to the argument are accurate and sufficiently explained. Argument is offered in a way that addresses issues central to the question. Claims about issues central to the argument are supported with specific data, quotations, or other information. Claims about issues central to the argument are supported by comparison of sources of evidence. 	<ul style="list-style-type: none"> Core background information/ core concepts are accurate, thoroughly explained, and integrated into the argument. Argument is offered in a way that addresses issues central to the question while considering multiple alternative answers. Claims of the argument are supported with specific data, quotations, or other information relevant to the overall argument. Claims of the argument are consistently and clearly supported by a critical analysis that integrates evidence from several perspectives
PERSPECTIVE What is the evidence that a student can consider alternative explanations, conflicting evidence, and relevant relationships between cultures and regions?	<ul style="list-style-type: none"> Argument relies on a single perspective and alternatives are absent. Argument relies on singular sources of evidence, or singular interpretations of evidence. Relationships between and within relevant perspectives are not considered in the argument. 	<ul style="list-style-type: none"> Alternative explanations or perspectives from multiple world cultures are acknowledged. Varied sources of evidence, or varied interpretations of evidence, are considered in relation to the argument. Relationships between and within relevant perspectives are identified but play little role in the argument. 	<ul style="list-style-type: none"> Alternative explanations and perspectives from multiple world cultures are compared in relation to the argument. Varied sources of evidence, or varied interpretations of evidence, are analyzed and compared in relation to the argument. Relationships between and within relevant perspectives are analyzed and used to support the argument. 	<ul style="list-style-type: none"> Alternative explanations and perspectives from multiple world cultures are an integral part of building the argument. Analysis of varied sources of evidence, or varied interpretations of evidence, is integrated into the argument itself. Relationships between and within relevant perspectives are integrated into the entire argument.
IMPLICATIONS What is the evidence that a student can identify unanswered questions and raise implications for ethical decisions and responsible choices?	<ul style="list-style-type: none"> Questions or uncertainty result only from gaps in the evidence or incomplete research. Possible choices for ethical and responsible action are mentioned briefly but not discussed. Implications of ethical and responsible action are unrealistic or unlikely. 	<ul style="list-style-type: none"> Additional questions are raised but may not be identified clearly or have minimal relevant relevance to the argument. Possible choices for ethical and responsible action are proposed and briefly discussed. Plausible implications of ethical and responsible action of proposed choices are raised. 	<ul style="list-style-type: none"> Identifies important limitations or gaps in information and raises relevant questions for future research. Possible choices for ethical and responsible actions are proposed, and these compare and explain relevant relationships between local and global communities. Logical implications of proposed choices for ethical and responsible actions are sufficiently explained. 	<ul style="list-style-type: none"> Identifies important limitations or gaps in information, and original / provocative questions for future research. Possible choices for ethical and responsible actions are proposed, and these are prioritized based on relevant relationships between local and global communities. Insightful implications of proposed choices for ethical and responsible actions demonstrate a global perspective that grasps the complexity of local and global relationships.

Introduction to Development Projects: Webquest #2

- 1) Go to the World Bank website to browse current development projects based on your topic of healthcare, education, agriculture, infrastructure, or the environment.
 - a. (You might have to read about a project with a different theme to discover if its aim matches up with your topic.)

<http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,menuPK:115635~pagePK:64020917~piPK:64021009~theSitePK:40941,00.html>
http://www.undp.org/poverty/projects_main.shtml

Choose three projects to read about.

Name, Location, Projected Budget	Aim of the project and its purpose (include incentives that might be within the program)	Results or Effects

3. Which of the projects above promotes the most economic growth, locally, nationally, and regionally in your opinion?

Project Chosen:

a. Which of the following did the project affect?

Increasing human capital

Limiting violence and corruption

Increasing capital

Increasing productivity

Creating infrastructure to facilitate trade

Improving health and increasing life expectancy

Creating a future export for international sellers

Developing a domestic industry

Increasing the value of the currency

Increasing technology

b. Why do you feel it is more effective than the others?

c. Graphing the effects on various markets.

1. What will happen to the loanable funds market due to an increase in investment by local community members?

2. How will the change in the interest rate affect the foreign exchange market, or the value of the currency?

3. What are economic benefits of the different currency value?

Country:		Area of Focus:	
Stage 1: Desired Results			
Project Overview			
<u>Title:</u> <u>Village:</u> <u>Estimated budget:</u> <u>Estimated duration:</u> <u>Objectives:</u> <u>Donor Agencies (NGO using so far):</u> <u>Expected Number of Beneficiaries (how many people will be affected initially):</u>			
Problem and Justification		Objectives	
What is a problem that you foresee in your country? Why is this problem hindering economic development? What is the magnitude of the problem? Who is afflicted by the problem?		What are the goals of your project? What specific indicators are you focusing on?	
Stage 2: Project Implementation and Evaluation			
How will your objectives be achieved? Describe the project here.			

How will your project be monitored? What will you do to ensure that the objectives are being reached throughout the duration of your project?

Stage 3: Projected Costs and Workers Needed

What supplies will you need to complete your project? What institutions will help you complete your project? What personnel will you need? How will you train them? What type of equipment will you need? What is the estimated cost of your project in US dollars?

Stage 4: Project Effects on the Community, Country, and Region

What will be the short-term effects on your community and the long-term effects on the country and region? You can describe through words, but you must include economic models in this section.

Extreme Makeover: Country Edition Proposals

Part A: As each group presents, note the country of implementation and the project focus. Then, write down three interesting facts about the project and a question you have.

[illegible]

REFLECTION QUESTIONS

Part B: Answer the following reflective essay in the space provided.

After listening to all of the following options, choose the project you believe will have the greatest benefit to a country. Explain which project you choose, what problem it addresses, and why it will be the best use of the World Bank's money.

Project Chosen (name):

Country and Problem Addressing:

Explanation of Benefits:

Graph(s) to Prove the Effectiveness at the Macroeconomic Level:

Part C: Answer the following essential questions to complete the unit.

1. How do global partnerships of organizations facilitate the quest to eliminate poverty?
2. In what ways can countries overcoming conflict promote sustainable development?
3. How can citizens be prepared to contribute positively to society?
4. What social, political, and economic effects do development projects result in?
5. In what ways do you feel like you grew as a learner during this project?
6. How has this project helped you to become more globally aware?