Financial Literacy: Grade 8 Import and Export Lesson Plan

Connections to Financial Literacy

- understanding of physical geography
- presentation/sharing of collected information
- knowledge of import and export between countries
- comparing import and export
- comparison presented by bar graph

Grade 7 (Physical Geography, Language and Math)	Subject/Course Code/Title/Curriculum Policy
Curriculum Expectations	**Learning Goals**
- explain how patterns of physical geography affect human activity around the word - reading a variety of printed texts - identify a variety of purposes for reading - identify a variety of comprehension strategies - generate, gather, and organize ideas and information to write for an intended purpose and audience - make and evaluate convincing arguments, based on the analysis of data - add and subtract import and export of a country	At the end of this unit students will: - Define the terms: import, export, comparison, location climate, latitude, altitude contour lines and products - Calculate gross import and export - Comparison of import & export between countries - Presentation - Read and explain in detail import and export

Instructional Components and Context

Readiness

- Students' prior knowledge and skills.

- Reading of Grade 7 physical geography

- Comparing information about import and export

- Expenses on import and export between countries

- Mode of transportation from one country to an other

- How for commercial agricultural products are import and export.

Materials

Activity One
Internet research for import and export commercial agriculture and market.

Activity Two
Project work/research students will work together on their project work on construction paper or chart paper

Activity Three
Read, share, compare and present collected information in the class.

Activity Four
Location on globe/map location, and climate of import export countries

Minds On

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Connections

Explicitly label:
A for L Assessment **for** learning

A as L Assessment **as** learning

A of L Assessment **of** learning

Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

Whole Class or Groups ⇒ project presentation in the class (30 minutes) **Description:** - Presentation their work in the class on construction papers/chart papers. - Power point presentation in the class. - Question/answer.	**Guiding Questions:** *I wonder if there any words that are unfamiliar* **Assessment:** Assessment for learning Observation and Informative **Differentiated Instruction:** Think Pair-Share
Action! ⬩ Introducing new learning or extending/reinforcing prior learning ⬩ Providing opportunities for practice and application of learning (guided > independent)	
Whole Class or Groups ⇒ Play a game on import and export (20 minutes) **Description:** In small groups play a game on imports and exports. Which commercial agriculture you will export and which you will get in as import. They will become representative of their country and they will think that they have to export less agriculture products and import more from other country.	**Guiding questions:** *How can we import and export? Way of transportation by ground or by sea.* **Assessment:** Assessment as learning, Observation-how students use collaborative working skills. **Differentiated Instruction:** Discussion in small groups
Consolidation ⬩ Providing opportunities for consolidation and reflection ⬩ Helping students demonstrate what they have learned	

Whole Class or Groups ⇒ **Demonstration what students have learned through presentation: (15 minutes)** **Description:** ▪ Students will discuss how a country makes his credit better by exporting more commercial agriculture products importing from other country. ▪ In this way students will learn how to make their own credit for their future plan	**Guiding questions:** *How can we learn in more detail of import and export between countries* **Assessment:** Assessment as learning Observation-how students use collaborative working skills **Differentiated Instruction:** Think and discuss in pairs