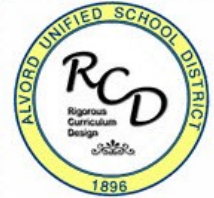




Rigorous Curriculum Design

Unit Planning Organizer



Subject:	Economics		Grade:	12
Unit Number:	4	Unit Name:	Labor and Employment	
Unit Length	Days: 10		Minutes / Day: 54 min.	
Unit Synopsis	This unit examines the American labor market, including types of employment and unemployment, measures of unemployment and its relationship to the overall economy, and the history and impact of organized labor in the United States.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	12.4.1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance. 12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy. 12.5.1. Distinguish between nominal and real data. 12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.	

	Current History Standards	Common Core Literacy Standards
Supporting Standards		

	<p>12.4.2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.</p> <p>12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p>RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>RH 11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WH 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.</p>
<p>Target ELD Standards</p>	<p>Collaborative #1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	

Unwrapped Priority Standards

<p>“Unwrapped” Skills (Students need to be able to do)</p>	<p>“Unwrapped” Concepts (Students need to know)</p>	<p>Bloom’s Taxonomy (Level of Cognitive Rigor)</p>	<p>Depth of Knowledge (Target for Unit Mastery)</p>
<p>12.4.1 Understand</p>	<p>History of the labor movement in the United States Gains of the labor movement (minimum wage, workday, overtime pay, safety standards, etc.)</p>	<p>Understand</p>	<p>Level 2</p>

12.4.4 Explain	International capital and labor flows Manufacturing vs. Service Jobs	Understand	Level 3
12.5.1 Distinguish	Adjusting for growth/shrinkage/inflation/deflation	Apply	Level 3
12.5.2 Define Calculate Explain	Unemployment Rate Leading Economic Indicators Labor Market	Understanding	Level 3

RH 11-12.3 Evaluate	Evaluate data that is factually accurate but might appear to conflict. Determine the motivation for using a particular method to frame data (e.g., nominal vs. real data)	Evaluate	Level 4
RH 11-12.8 Evaluate	Use multiple sources of information Multiple, possibly competing claims	Evaluate	Level 4
WH 11-12.7 Integrate Evaluate	Using varied sources/types of data to reach a conclusion The political frame through which data might be presented.	Evaluate	Level 4
WH 11-12 Gather information Assess information Integrate information	Evaluating the credibility of a source Examining strengths and weaknesses of arguments and claims Integrating information into a coherent argument	Evaluate	Level 4

Learning Progressions of Skills and Concepts



Priority History Standard	<p>12.4.1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.</p> <p>12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.</p> <p>12.5.1. Distinguish between nominal and real data.</p> <p>12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.</p> <p>12.4.2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.</p>
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<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
What role should the free market have in determining wage rates and conditions of employment?	The labor market in the United States is a product of the interplay between workers and employers.

Unit Vocabulary Words		
Academic Cross-Curricular Vocabulary (Tier 2)		Content/Domain Specific Vocabulary (Tier 3)
Distinguishing	Overview	Federal Reserve System
Differentiate	Origins	Functions of money
Motivation	Application	Inflation
Parameters		Monetary Policy
		Money
		Labor force
		Employed

	Unemployment rate Benefits Demand Productive Resources Market Supply
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Resources for Vocabulary Development (Strategies, Routines and Activities)

 Vocab Graphic Organizer.docx	 Vocab Graphic Organizer.pptx
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Unit Assessments


Pre-Assessment	Post-Assessment
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Test Description:


 U4 Econ Pre Assessment.docx


EADMS Test Id: Please see www.alvordschools.org/cfa for the most current Id numbers.

Test Description:


 U4 Post Assessment.docx

EADMS Test Id: Please see www.alvordschools.org/cfa for the most current Id numbers.



Scoring Guides and Answer Keys


 Economic Rubric.doc


 Economic Rubric.doc

Assessment Differentiation

Students with Disabilities	<p>Reference IEP Accommodations</p> <ul style="list-style-type: none"> More time Alternative testing area <p>Modifications</p> <ul style="list-style-type: none"> Modified grading scale Assistance from aide as needed for disability
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Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Students will engage in a mock collective bargaining exercise that exposes students to collective bargaining and requires them to interact and apply concepts they have learned from the unit.		Days: 50 Minutes/Day: 1-2
 U4 Engaging Scenario Bargaining Sim.pdf		
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Money and Inflation	Days: 4-5 Minutes/Day: 50
Task 2:	Unemployment Rate	Days: 4-5 Minutes/Day: 50
Task 3:	Immigration and Labor	Days: 4-5 Minutes/Day: 50
Scoring Rubric	 Economic Rubric.doc	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
Connections between 21st Century Skills, CCCSS, and Unit Overview:		

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1

Task Description	Money and Inflation	Suggested Length	Days: 4-5 Minutes/Day: 50
Standards Addressed	Priority Standard(s)		
	12.5.1. Distinguish between nominal and real data. 12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.		
	Supporting Standard(s)		
	RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.		
	Target ELD Standard(s)		
Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.			
Essential Question(s)	What role should the free market have in determining wage rates and conditions of employment?		
Big Idea(s)	The labor market in the United States is a product of the interplay between workers and employers.		
Bloom's		DOK	Scoring Rubric
Application		Level 1-2	Must include: clear description and understanding of the causal relationship between scarcity and the need for choices and explain opportunity cost and marginal benefit and marginal cost.

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Key Concepts

Federal Reserve System
 Functions of money
 Inflation
 Monetary Policy
 Money

Building Background



U4 T1 Money and Inflation.pdf

Student Activity



U4 T1 Money and Inflation.pdf

Culminating Activity



U4 T1 Money and Inflation.pdf

Product

Students will write a paragraph in which they explain inflation and link it to monetary policy.



U4 T1 Money and Inflation.pdf

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)


<http://www.federalreserve.gov/>

<https://www.stlouisfed.org/education/feducation-video-series/episode-1-money-and-inflation>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
TED Talk: What gives a dollar bill its value? http://ed.ted.com/lessons/what-gives-a-dollar-bill-its-value-doug-levinson/discussions/inflation-deflation-increase-decrease-	Reference IEP Accommodations Collaboration with Aid is needed, more time is needed, and	Emerging Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.	Money Growth Does Not Cause Inflation! http://www.forbes.com/sites/johntharvey/2011/05/14/money-growth-does-not-cause-inflation/

money-spend	preferential seating is needed.		
	<i>Modifications</i> Modify lesson as needed.	<p style="text-align: center;">Expanding</p> Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.	
		<p style="text-align: center;">Bridging</p> Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.	

Scoring Rubric	 Economic Rubric.doc
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Authentic Performance Task 2

Task Description	Unemployment Rate	Suggested Length	Days: 4-5 Minutes/Day: 50
Standards Addressed	Priority Standard(s)		
	12.4.1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance. 12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.		
	Supporting Standard(s)		
	RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.		
	Target ELD Standard(s)		
Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.			
Essential Question(s)	What role should the free market have in determining wage rates and conditions of employment?		
Big Idea(s)	The labor market in the United States is a product of the interplay between workers and employers.		
	Bloom's	DOK	Scoring Rubric
	Application	Level 1-2	Must include: clear description and understanding of the causal relationship between scarcity and the need for choices and explain opportunity cost and marginal benefit and marginal cost.

(Suggested Instructional Strategies and Tasks)**Key Concepts**

Labor force
Employed
Unemployment rate

Building Background

U4 T2 Unemployment
Rate.docx

Student Activity

U4 T2 Unemployment
Rate.docx

Culminating Activity

U4 T2 Unemployment
Rate.docx

Product

Students will write an essay briefly discussing the impact discouraged workers, the under-employed and part-time workers would have on the unemployment rate.



U4 T2 Unemployment
Rate.docx

Teaching and Learning Sequence

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

St. Louis Federal Reserve

<http://research.stlouisfed.org/fred2/search?st=what+is+unemployment>

www.Study.com

3 types of Unemployment

Resources and Materials

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
How the Government Measures Unemployment http://www.bls.gov/cps/cps_htgm.htm	Reference IEP <i>Accommodations</i> Collaboration with Aid is needed, more time is needed, and preferential seating is needed. <i>Modifications</i> Modify lesson as needed.	Emerging Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.	TED Talk: Link between unemployment and terrorism https://www.ted.com/talks/mohamed_ali_the_link_between_unemployment_and_terrorism?language=en
		Expanding Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.	
		Bridging Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.	

Scoring Rubric



EconomicRubric.doc

Authentic Performance Task 3

Task Description	Immigration and Labor	Suggested Length	Days: 4-5 Mins/Day: 50
Standards Addressed	Priority Standard(s)		
	12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy. 12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.		
	Supporting Standard(s)		
	RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.		
	Target ELD Standard(s)		
Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.			
Essential Question(s)	What role should the free market have in determining wage rates and conditions of employment?		
Big Idea(s)	The labor market in the United States is a product of the interplay between workers and employers.		
Bloom's	DOK	Scoring Rubric	
Application	Level 1-2	Must include: clear description and understanding of the causal relationship between scarcity and the need for choices and explain opportunity cost and marginal benefit and marginal cost.	

(Suggested Instructional Strategies and Tasks)**Key Concepts**

Benefits

Demand

Productive Resources

Market

Supply

Building Background

U4 T3 - Immigration
and Labor.pdf

Student Activity

U4 T3 - Immigration
and Labor.pdf

Culminating Activity

U4 T3 - Immigration
and Labor.pdf

Product

1. Explain why the United States as a whole benefitted from the great wave of immigrants who entered the country between 1865 and 1914.
2. Many American workers in the late 19th century and early 20th centuries urged Congress to reduce the number of immigrants coming into the United States. Why did they fear immigrants on an economic basis? Were their fears justified?



U4 T3 - Immigration
and Labor.pdf

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)


Resources and Materials

Immigration and the US Constitution



thesixthsection_lesson_lesson_plan_0.pdf

Strategies for Differentiation

All Students	Reference IEP	Emerging	Enrichment
<p>Labor Practices in the Garment Industry</p>  <p>pov_madeinla_lp_lesson_plan_0.pdf</p>	<p><i>Accommodations</i> Collaboration with Aid is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p>Emerging Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p> <hr/> <p>Expanding Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.</p> <hr/> <p>Bridging Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	<p>National Farm Workers Ministry</p> <p>http://nfwm.org/education-center/farm-worker-issues/labor-laws/</p>

Scoring Rubric



Economic Rubric.doc

Authentic Performance Task 4

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description: Students will engage in a mock collective bargaining exercise that exposes students to collective bargaining and requires them to interact and apply concepts they have learned from the unit.



U4 Engaging Scenario
Bargaining Sim.pdf

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Collective Bargaining Video</p> <p>http://money.cnn.com/video/news/2011/03/03/n_collective_bargaining.cnnmoney/</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>Collaboration with Aid is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i></p> <p>Modify lesson as needed.</p>	<p>Emerging</p> <p>Collaboration with ELL Aid in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p> <hr/> <p>Expanding</p> <p>Less collaboration with the aid. More pair and independent work. Modify length of lesson including reading excerpts.</p> <hr/> <p>Bridging</p> <p>Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	<p>http://theharrybridgesproject.org/lessonplans.html</p> <p>simpsonsforssteachers.wikispaces.com/file/view/LP+9F15.rtf</p>