



US History L2 Unit 3 - Economics and the Land of Opportunity

Unit Focus

In this unit, students will research major economic trends impacting the US Economy in the 20th and 21st centuries. Through this understanding of historical economic policy, internal factors, external influences, and resultant socio-economic trends within the US population, students will contemplate what a "healthy economy" might really look like and the role that government has played (and should play). A closer look at labor, market, and other historical factors impacting the economy allows students to understand that almost everything can be measured using a cost/benefit analysis. Every economic choice has the potential to impact others and students will investigate these impacts from multiple perspectives. Each concept will have students grappling with compelling questions through the lens of a particular economic focus, ranging from the individual family unit to the global economy. Understanding socioeconomic factors leading to opportunities and/or disparity in wealth will also help students develop an end of unit personalized case study which evaluates future educational investments and career paths. Through the analysis of data, texts, first-hand experiences, and in-class tasks, students will be equipped to make informed decisions based on forecasted economic trends in the United States and the global economy. Continued reading, research, opinion/argumentative writing, and historical thinking skills will also be of focus during several workshop sessions as students further develop a thesis statement, make connections to the themes from unit 3, and begin outlining their writing based on guiding questions in preparation for a draft paper.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>History/Social Studies : 12</i> 919843 Reading History 919844 Key Ideas and Details 919848 Craft and Structure</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. <i>919852 Integration of Knowledge and Ideas</i> • CCSS.ELA-LITERACY.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. <i>919858 Writing History & Science</i> <i>919876 Research to Build and Present Knowledge</i> • CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CCSS.ELA-LITERACY.WHST.11-12.8 Gather relevant information from 	<p>T1 Evaluate how creation and participation in an economy impacts groups of people and their world (<i>Analyzing</i>)</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence (<i>Decision Making</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Every economic system negatively impacts some and rewards others.</p> <p>U2 Consumers and producers have a symbiotic relationship on local, national, and global levels.</p> <p>U3 Economic decisions about use of resources (human capital, physical capital, and natural resources) affect the wellbeing of individuals, businesses, and societies.</p> <p>U4 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p>	<p>Q1 What does it mean to have a "healthy economy"?</p> <p>Q2 To what extent should the government influence the economy, and to what extent should natural laws (supply and demand) dictate economic policies?</p> <p>Q3 How do people's economic actions and choices affect others?</p> <p>Q4 How do I investigate/figure out what happened? How do I develop an informed interpretation considering alternate perspectives?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Performance Standards

Social Studies : 12

1011315 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY

- INQ.9--12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources.

1011321 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS

1011322 Civics

- CIV.9--12.18 Analyze how public policies promote changes, intended and unintended, in society.

1011342 Economics

- ECO.9--12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- ECO.9--12.4 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
- ECO.9--12.7 Use current data to explain the influence of changes in spending, production and the money supply on various economic conditions.
- ECO.9--12.9 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment and resource and income distribution in different nations.

1011352 Geography

- GEO.9--12.12 Evaluate how globalization, competition for scarce resources and human migration contribute to conflict and cooperation within and among countries.

1011365 History

- HIST.9--12.7 Explain how the perspectives of people in the present shape interpretations of the past.

1011383 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE

- INQ.9--12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

1011388 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

K1 The historical trends of the U.S. economy, based on a multitude of economic factors and free-market principles

K2 Economic principles expressed in speeches from key people (e.g., Hoover, FDR, Keynes, Reagan, Friedman, MLK, LBJ, Pope Francis)

K3 Socioeconomic status indicators and the differentiation of class structure throughout 20th c. U.S. history

K4 That the government uses regulation/deregulation and reforms (tax policy, spending policy, and trade policy) to incentivize individual behaviors and direct economic activity.

K5 How distribution of wealth and income significantly impacts local and national politics and economic crisis (poverty, standard of living, socio-economic status)

K6 How globalization and other modern trends ('flatteners') affect (past and present) economic growth, labor markets, opportunities of citizens, the environment, and resource and income distribution

K7 Key Vocabulary: inflation, stagflation, Reaganomics, trickle-down economics, socioeconomics, wealth distribution, free market/enterprise system, laissez-faire, regulation/deregulation, recession, depression, expansion, welfare, labor union, capital, corporation, collective bargaining, free trade, outsourcing, globalization, 'flattener', socialism, opportunity cost

SKILLS

S1 taking into consideration multiple viewpoints, types of sources available, and potential uses of sources

S2 using advanced searches effectively

S3 explaining how perspectives shape interpretations of the past

S4 revising and strengthening claims through integration of evidence from multiple sources

S5 analyzing the impact of public policies

S6 analyzing how government policies result in a range of consequences

S7 using current data to analyze the impact on economic conditions

S8 explaining the impact of current trends in globalization

S9 constructing arguments

S10 constructing explanations

S11 conducting short research projects

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- INQ.9--12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ.9--12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Self-Direction

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.