

<b>Year-at-a-Glance</b>		
	<b>Quarter 1</b>	<b>Quarter 2</b>
<b>Focus Standards</b>	SL: 1 RHSS: 3,5 WHSS: 2	SL: 2, 5 RHSS: 8, 9 WHSS: 1
<b>Recursive Standards</b>	SL: 2-6 RHSS: 1, 2, 4, 6-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1-7, 10 WHSS: 2, 4-10 L: 1-6
<b>Semester Overview</b>		
<b>Unit Number</b>	<b>Unit 1</b>	<b>Unit 4</b>
<b>Unit Title</b>	<b><i>Fundamentals of Economics</i></b>	<b><i>Macroeconomics: Economic Indicators</i></b>
<b>Unit Length</b>	3-4 weeks	3-4 weeks
	<b>Unit 2</b>	<b>Unit 5</b>
	<b><i>Microeconomics</i></b>	<b><i>Macroeconomics: Economic Policy</i></b>
	5 weeks	3-4 weeks
	<b>Unit 3</b>	<b>Unit 6</b>
	<b><i>Employment, Labor, Union, Wages</i></b>	<b><i>International Trade and Globalization</i></b>
	2-3 weeks	2-3 weeks

Quarter 1	
Unit 1: Fundamentals of Economics	
<b>Big Idea</b>	Scarcity forces people to make choices
<b>Compelling Question</b>	<ul style="list-style-type: none"> <li>How does the basic economic problem of scarcity affect economic decision making?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li><b>12.1 Students understand common economic terms and concepts and economic reasoning.</b></li> <li>12.1.1 Examine the causal relationship between scarcity and the need for choices.</li> <li>12.1.2 Explain opportunity cost and marginal benefit and marginal cost.</li> <li>12.1.3 Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.</li> <li>12.1.4 Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.</li> <li>12.1.5 Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</li> <li>12.2.3 Explain the roles of property rights, competition, and profit in a market economy.</li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1</b> R1 W7 SL1	<ul style="list-style-type: none"> <li>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</li> </ul>
<b>Dimension 2</b> R1-10 W7 SL1 L6	<ul style="list-style-type: none"> <li>D2.Eco.1.9-12 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> <li>D2.Eco.3.9-12 Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>D2.Eco.9.9-12 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>

<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>D4.2.9-12 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.</li> <li>D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> </ul>
<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>
<p><b>Sample Unit Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an essay in which you evaluate various explanations for the raising of the minimum wage and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

<b>Suggested Texts</b>	
<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• Adam Smith's Wealth of Nations</li> <li>• Entrepreneur Autobiography</li> <li>• <a href="#">US Bureau of Labor Statistics</a></li> <li>• <a href="#">United States Department of Labor Workplace Statistics</a></li> <li>• <a href="#">US Department of Commerce Bureau of Economic Analysis</a></li> </ul>	<ul style="list-style-type: none"> <li>• Econedlink.org</li> <li>• Foundation for Teaching Economics FTE.org</li> <li>• Teaching Economics as if people mattered</li> <li>• Library of Economics and Liberty econlib.org</li> <li>• Forbes Magazine</li> <li>• <a href="#">Economists agree: Raising the minimum wage reduces poverty</a> (Washington Post Article)</li> </ul>
<b>Tertiary</b>	
<ul style="list-style-type: none"> <li>• Economics Principles and Practices</li> </ul>	
<b>Quarter 1</b>	
<b>Unit 2: Microeconomics</b>	
<b>Big Idea</b>	In a competitive market the forces of supply and demand determine prices.
<b>Compelling Question</b>	<ul style="list-style-type: none"> <li>• How do the forces of supply and demand among other external factors influence prices and economic decision making?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>12.2 Students analyze the elements of America's market economy in a global setting.</b></li> <li>• 12.2.1 Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.</li> <li>• 12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</li> <li>• 12.2.3 Explain the roles of property rights, competition, and profit in a market economy.</li> <li>• 12.2.4 Explain how prices reflect the relative scarcity of goods &amp; services and perform the allocative function in a market economy.</li> </ul>

	<ul style="list-style-type: none"> <li>• 12.2.5 Understand the process by which competition among buyers and sellers determines a market price.</li> <li>• 12.2.6 Describe the effect of price controls on buyers and sellers.</li> <li>• 12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity and price of those products.</li> <li>• 12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.</li> <li>• 12.3.1 Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</li> </ul>
<b><i>C3 Dimensions</i></b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
<b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b>	<ul style="list-style-type: none"> <li>• D2.Eco.2.9-12 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> <li>• D2.Eco.3.9-12 Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>• D2.Eco.4.9-12 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>• D2.Eco.5.9-12 Describe the consequences of competition in specific markets.</li> <li>• D2.Eco.6.9-12 Generate possible explanations for a government role in markets when market inefficiencies exist.</li> </ul>
<b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
<b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b>	<ul style="list-style-type: none"> <li>• D4.2.9-12 Construct explanations using sound reasoning, correct sequence, examples, &amp; details with significant &amp; pertinent information and data, while acknowledging the strengths &amp; weaknesses of the explanation given its purpose.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>

<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>	
<p><b>Sample Unit Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the text, write an essay in which you evaluate various explanations for the price of gasoline and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">How fuel prices have changed in a year</a> (<i>The Economist</i> article)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Gasoline Prices Rise as U.S. Refineries Send More Fuel Overseas</a> (<i>NPR</i> article and recording)</li> </ul>	<ul style="list-style-type: none"> <li>• Glencoe Economics Principles and Practices chapters 4-7</li> </ul>

Quarter 1	
Unit 3: Employment, Labor, Union, Wages	
<b>Big Idea</b>	Human capital: using education and experience to compete in the modern economic environment
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• Why is it important to develop your human capital?</li> <li>• What do you want to do with your life?</li> <li>• How can you best pursue success and happiness in the modern economic environment?</li> <li>• What are the benefits and drawbacks of labor unions?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>12.4 Students analyze the elements of the U.S. labor market in a global setting.</b></li> <li>• 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.</li> <li>• 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.</li> <li>• 12.4.3 Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</li> <li>• 12.4.4 Explain the effects of international mobility of capital and labor on the U.S. economy.</li> </ul>
<i>C3 Dimensions</i>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>

<p><b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Eco.1.9-12 Analyze how incentives influence choices that may result in policies with a range of costs &amp; benefits for different groups.</li> <li>• D2.Eco.5.9-12 Describe the consequences of competition in specific markets.</li> <li>• D2.Eco.11.9-12 Use economic indicators to analyze the current and future state of the economy.</li> <li>• D2.Eco.13.9-12 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>• D2.Eco.15.9-12 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.</li> </ul>
<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>

<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>
<p><b>Sample Unit Assignments</b> (AC to develop a minimum of 1 common assignment that assesses the focus standards RHSS3 and WHSS2)</p>	<p>After reading the text set, write an essay in which you evaluate various explanations for the Pullman Strike and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>



<b>Suggested Texts</b>	
<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• <a href="#">United States Department of Labor Bureau of Labor Statistics: Employment Projections</a></li> <li>• <a href="#">United States Department of Labor workplace Statistics</a></li> <li>• <a href="#">Laborers' International Union of North America</a></li> </ul>	<ul style="list-style-type: none"> <li>• The New York Times Upfront: Should the minimum wage be raised? February 20, 2012</li> <li>• <a href="#">Economists agree: Raising the minimum wage reduces poverty</a> (<i>Washington Post</i> Article)</li> <li>• Bill of Rights in Action by Constitutional Rights Foundation Spring 2013 Volume 28 No. 3</li> <li>• The Pullman Strike and boycott</li> <li>• American Labor Unions: Yesterday and Today</li> <li>• Dubofsky, Melvyn and Dulles Foster Rhea. <i>Labor in America: A History</i>. 8<sup>th</sup> ed. Wheeling, Ill.: Harlan Davidson, 2010.</li> <li>• Troy, Leo. <i>The Twilight of the Old Unionism</i>. Armonk, N.Y.: M.E. Sharpe, 2004.</li> </ul>
<b>Quarter 2</b>	
<b>Unit 4: Macroeconomics: Economic Indicators</b>	
<b>Big Idea</b>	Measuring a nation's economic growth.
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How do economists measure a nation's economic health?</li> <li>• How do economists measure economic growth?</li> <li>• What are the effects of economic growth, decline, or stagnation?</li> <li>• How does a nation's economic health affect people's standards of living?</li> </ul>

<p><b>CA H/SS Content Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>12.5 Students analyze the aggregate economic behavior of the U.S. economy.</b></li> <li>• 12.5.1 Distinguish between nominal and real data.</li> <li>• 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.</li> <li>• 12.2.9 Describe the functions of the financial markets.</li> </ul>
<p><b><i>C3 Dimensions</i></b></p>	
<p><b>Dimension 1 R1 W7 SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.5.9-12 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.</li> </ul>
<p><b>Dimension 2 R1-10 W7 SL1 L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Eco.10.9-12 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> <li>• D2.Eco.11.9-12 Use economic indicators to analyze the current and future state of the economy.</li> </ul>
<p><b>Dimension 3 R1-10 W1, 2, 7-10 SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
<p><b>Dimension 4 R1 W 1-8 SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.2.9-12 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.</li> </ul>

<p><b>Common Assignment Template</b>        (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>	
<p><b>Sample Unit Assignments</b>        (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the assigned websites, write a two page report in which you compare two countries economic problems and argue which country is in a better position to recover. Support your position with evidence from the text.</p>	
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">CIA World Factbook</a></li> <li>• <a href="#">UN National Accounts Main Database</a></li> <li>• <a href="#">Nationmaster website</a></li> </ul>	<ul style="list-style-type: none"> <li>• In order to compare individual country growth to world and/or regional growth trends:           <ul style="list-style-type: none"> <li>○ <a href="#">NY Times on IMF forecasts:</a></li> <li>○ <a href="#">NY Times on World Bank Forecast:</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Glencoe Economics: Principles and Practices-Ch. 11,13, and 14</li> </ul>

Quarter 2	
Unit 5: Macroeconomics: Economic Policy	
<b>Big Idea</b>	The effectiveness, appropriateness, and consequences of monetary and/or fiscal policy.
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How do policymakers use fiscal and monetary policy to stabilize the economy?</li> <li>• What actions can government take to stabilize an ailing economy? Are the policies effective?</li> <li>• What are the opportunity costs of implementing monetary and fiscal policy actions?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>12.3 Students analyze the influence of the federal government on the American economy.</b></li> <li>• 12.3.2 Identify the factors that may cause the costs of government actions to outweigh the benefits.</li> <li>• 12.3.3 Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</li> <li>• 12.3.4 Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).</li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1</b> R1 W7 SL1	<ul style="list-style-type: none"> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
<b>Dimension 2</b> R1-10 W7 SL1 L6	<ul style="list-style-type: none"> <li>• D2.Eco.6.9-12 Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>• D2.Eco.7.9-12 Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> <li>• D2.Eco.8.9-12 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> <li>• D2.Eco.11.9-12 Use economic indicators to analyze the current and future state of the economy.</li> <li>• D2.Eco.12.9-12 Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>

<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.2.9-12 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.</li> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues &amp; topics to reach a range of audiences and venues outside the classroom using print &amp; oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>
<p><b>Sample Unit Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the two political cartoons with opposing viewpoints on the great recession stimulus plans, write a response in which you compare the two political cartoons and argue which is more accurate. Support your position with evidence from the text.</p>

<b>Suggested Texts</b>	
<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• Bureau of Labor and Statistics</li> <li>• <a href="#">US unemployment and CPI data</a></li> <li>• <a href="#">US GDP growth rate data</a></li> <li>• <a href="#">Republican opposition hampered Obama's economic stimulus plan</a> (LA Times article)</li> <li>• <a href="#">Political Cartoons of the Week</a></li> <li>• <a href="#">Starship Yeswecan Political Cartoon</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CNN-Stimulus anniversary</a></li> </ul>
<b>Tertiary</b>	<ul style="list-style-type: none"> <li>• Glencoe Economics: Principles and Practices Ch. 15, 16</li> </ul>
<b>Quarter 2</b>	
<b>Unit 6: International Trade and Globalization</b>	
<b>Big Idea</b>	The results of globalization and increasing international trade.
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How do countries conduct trade in the global economy?</li> <li>• Do the benefits of globalization and increasing international trade outweigh the costs?</li> <li>• Would the U.S. economy be better off if they only bought American made goods?</li> </ul>

<p><b>CA H/SS Content Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.</b></li> <li>• 12.6.1 Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</li> <li>• 12.6.3 Understand the changing role of international political borders and territorial sovereignty in a global economy.</li> <li>• 12.6.4 Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies.</li> </ul>
<p><i>C3 Dimensions</i></p>	
<p><b>Dimension 1 R1 W7 SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
<p><b>Dimension 2 R1-10 W7 SL1 L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Eco.2.9-12 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> <li>• D2.Eco.8.9-12 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> <li>• D2.Eco.14.9-12 Analyze the role of comparative advantage in international trade of goods and services.</li> <li>• D2.Eco.15.9-12 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.</li> </ul>
<p><b>Dimension 3 R1-10 W1, 2, 7-10 SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
<p><b>Dimension 4 R1 W 1-8 SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>

<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>	
<p><b>Sample Unit Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the two opposing viewpoints on the effectiveness of NAFTA, write an argumentative speech in which you compare the two views and argue if NAFTA should or should not be repealed. Support your position with evidence from the text.</p>	
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• "<a href="#">NAFTA Good for Farmers, Good for America</a>." <i>Office of the United States Trade Representative</i>. N.p., n.d. Web. 26 Apr. 2014.</li> <li>• Faux, Jeff. "<a href="#">NAFTA, Twenty Years After: A Disaster</a>." <i>Economic Policy Institute</i>. Economic Policy Institute, 3 Jan. 2014. Web. 26 Apr. 2014.</li> <li>• "<a href="#">North American Free Trade Agreement: Preamble and Objectives</a> (1993)." <i>Issues: Understanding Controversy and Society</i>. ABC-CLIO, 2014. Web. 25 Apr. 2014.</li> </ul>	<ul style="list-style-type: none"> <li>• "<a href="#">North American Free Trade Agreement</a> (1994)." <i>Issues: Understanding Controversy and Society</i>. ABC-CLIO, 2014. Web. 25 Apr. 2014.</li> <li>• Vaidya, Ashish. "<a href="#">Free Trade: Outlook</a>." <i>Issues: Understanding Controversy and Society</i>. ABC-CLIO, 2014. Web. 25 Apr. 2014.</li> <li>• <a href="http://money.msn.com/how-to-budget/what-if-you-had-to-buy-american.aspx">http://money.msn.com/how-to-budget/what-if-you-had-to-buy-american.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Glencoe Economics: Principles and Practices-Ch. 17</li> </ul>



<b>C3 Framework Inquiry Arc</b>			
<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 2 Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<b>Developing Questions and Planning Inquiries</b> <ul style="list-style-type: none"> <li>Constructing Compelling Questions</li> <li>Constructing Supporting Questions</li> <li>Determining Helpful Sources</li> </ul>	<b>Civics</b> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</li> <li>Process, Rules, and Laws</li> </ul>	<b>Gathering and Evaluating Sources</b>	<b>Communicating and Critiquing Conclusions</b> <ul style="list-style-type: none"> <li>Communicating Conclusions</li> <li>Critiquing Conclusions</li> </ul>
	<b>Economics</b> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>		
	<b>Geography</b> <ul style="list-style-type: none"> <li>Geographic Representations: Spatial Views of the World</li> <li>Human-Environment Interactions: Places, Regions, and Culture</li> <li>Human Population: Spatial Patterns and Movements</li> <li>Global Interconnections: Changing Spatial Patterns</li> </ul>	<b>Developing Claims and Using Evidence</b>	<b>Taking Informed Action</b>
	<b>History</b> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>		

<b>Expanded C3 Inquiry Arc</b>			
<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 2 Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<p>Questions are the starting point for inquiry and come in two forms: compelling and supporting. Compelling questions focus on enduring issues and concerns while supporting questions focus on descriptions, definitions and processes. Students develop inquiry by determining the data sources needed to answer both forms of questions.  <i>Adapted from the C3 Framework</i></p>	<p>Each discipline offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. This dimension focuses on the concepts and tools students need to develop a deep and enduring understanding of the disciplinary ideas.  <i>Adapted from the C3 Framework</i></p>	<p>Students need to analyze information and come to conclusions in an inquiry. Through the rigorous analysis and evaluation of sources, students make evidence-based claims that will form the basis for their conclusions.  <i>Adapted from the C3 Framework</i></p>	<p>Dimension 4 provides an opportunity for students to formalize their conclusions and represent their ideas in a variety of forms. Students collaborate with others as they communicate and critique their conclusions in public venues. Civic engagement serves as both a means of learning and applying social studies knowledge.  <i>Adapted from the C3 Framework</i></p>
<b>Anchor Standards</b>	<b>Anchor Standards</b>	<b>Anchor Standards</b>	<b>Anchor Standards</b>
R1, W7, SL1	R1-10, W7, SL1, L6	R1-10, W1, 2, 7-10, SL1	R1, W1-8, SL1-6
<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>
<ul style="list-style-type: none"> <li>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</li> <li>D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<ul style="list-style-type: none"> <li>D2.Eco.1.9-12 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> <li>D2.Eco.2.9-12 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>	<ul style="list-style-type: none"> <li>D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>D3.2.9-12 Evaluate the credibility of a source by</li> </ul>	<ul style="list-style-type: none"> <li>D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear),</li> </ul>

<ul style="list-style-type: none"> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> <li>• D1.5.9-12 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.</li> </ul>	<ul style="list-style-type: none"> <li>• D2.Eco.3.9-12 Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>• D2.Eco.4.9-12 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>• D2.Eco.5.9-12 Describe the consequences of competition in specific markets.</li> <li>• D2.Eco.6.9-12 Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>• D2.Eco.7.9-12 Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> <li>• D2.Eco.8.9-12 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> <li>• D2.Eco.9.9-12 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> <li>• D2.Eco.10.9-12 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> <li>• D2.Eco.11.9-12 Use economic indicators to analyze the current and future state of the economy.</li> </ul>	<p>examining how experts value the source.</p> <ul style="list-style-type: none"> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>	<p>examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</p> <ul style="list-style-type: none"> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible</li> </ul>
--	---	---	--

	<ul style="list-style-type: none"> <li>• D2.Eco.12.9-12 Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> <li>• D2.Eco.13.9-12 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>• D2.Eco.14.9-12 Analyze the role of comparative advantage in international trade of goods and services.</li> <li>• D2.Eco.15.9-12 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.</li> </ul> <p><i>Teachers are encouraged to use indicators from the civics, history, and geography disciplinary sections when appropriate.</i></p>		<p>levels of power, strategies, and potential outcomes.</p> <ul style="list-style-type: none"> <li>• D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
--	---	--	--

**Definitions**

- **What is a big idea?**  
A big idea is an abstract and transferable concept, theme or process at the heart of a subject or topic. (Wiggins and McTighe)
- **What is a compelling question?**  
“Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.” C3 Glossary
- **What is a supporting question?**  
“Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.” C3 Glossary
- **What are California History/Social Science Content Standards?**  
The California History/Social Science Content Standards provide the grade level or subject matter specific knowledge, concepts, and skills that students should acquire at each grade level. California H/SS teachers are required to teach to these content standards.
- **What are C3 Indicators?**  
Each of the Four Dimensions has subsections or categories. Those subsections are broken down into indicators that suggest how students might develop proficiency for a particular skill or concept according to their grade band. Adapted from C3 page 13