



Economics - Unit 3 - Quality of Life

Unit Focus
Students will explore the concept of "quality of life" through the lens of economists. When studying the causes and effects of different behaviors and policies, economists are challenged to quantify the effects on people's quality of life or standard of living; how do they do this? Students will learn how to use three basic tools (GDP, CPI, and unemployment) to measure quality of life, along with the limitations of each of those tools.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921846 Constructing Compelling Questions 921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... • 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. 921854 Determining Helpful Sources 921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • 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. 921857 Dimension 2. Applying Disciplinary Concepts & TOOLS 921879 ECONOMICS 921893 The National Economy 921894 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.</p>	T1 Evaluate how creation and participation in an economy impacts groups of people and their world.	
	T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Economists attempt to measure standards of living in numerous ways, each of which has strengths and limitations	Q1 How do economists measure standards of living, and what are the limitations of these measurements?
	U2 Economic measurements and statistics are not inherently "good" or "bad"	Q2 To what extent does quality of life rely on economic prosperity?
	U3 Quality of life is a complex idea, but to a certain extent relies on having your needs met through economic security	
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
K1 How the following statistical measurements are calculated: GDP, CPI, unemployment rate	S1 Calculating GDP, CPI, and unemployment rates	
	S2 Using CPI to adjust prices for inflation	
K2 Strengths and limitations of economic measurements	S3 Interpreting economic data and statistics	
	S4 Analyzing the potential effects of policies on economic data	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

921950 *Dimension 3. Evaluating Sources & USING EVIDENCE*
921951 *Gathering and Evaluating Sources*
921952 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
• 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.

921959 *Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*
921960 *Communicating Conclusions*
921961 *INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*
• 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 (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Student Growth and Development 21st Century Capacities Matrix
Creative Thinking
• Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry.
Collaboration/Communication
• Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.