**12th Grade** [**Labor Market Inquiry**](http://www.c3teachers.org/inquiries/labor-market/)

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| Does It Matter What I Want to Be When I Grow Up? |
| **Staging the Question: Complete a job interest inventory and make a list of suitable and interesting career possibilities.** |
| **Social Studies Practices** |  Gathering, Using, and Interpreting Evidence Economics and Economic Systems  |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| What economic trends have influenced labor market demand? | How are producers affected by labor market supply? | How do market forces interact to create wage-price equilibrium? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| List and explain five major trends that have influenced labor market demand in the past 20 years.  | Write a paragraph that explains a possible skills gap in the US labor market and how the gap might affect labor market supply.  | Task A: Construct and annotate a changing labor market demand-and-supply graph for the US truck-driving industry over a 10-year period. Task B: Construct and annotate a changing labor market demand-and-supply graph for one of the job selections for Staging the Compelling Question. |
| *Integration of Inquiry Process and Skills* |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Finds areas of passion or interest within topics of study by connecting own interests in possible careers to prior knowledge about economic trends and the labor market. | Connect:  | Connect:  |
| Wonder: Refines questions to guide the search for different types of information about economic trends and the labor market. **Graphic Organizer:** [**Wonder#15**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder15) | Wonder: Analyzes and evaluates what is known, observed, or experienced to form tentative thesis about how producers are affected by labor market supply. **Graphic Organizer:**[**Wonder#12**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) | **Wonder:** **Refines questions to provide a framework for the inquiry** about how market forces interact to create wage-price equilibrium.**Graphic Organizer:**[**Wonder#19**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder19) **and** [**Wonder#20**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder20) |
| Investigate: Uses both facts and opinions responsibly by identifying and verifying information while examining data on commonly held jobs in each state and the fastest-growing occupations and while reading a report arguing there is a growing “polarization” in the US labor market.**Graphic Organizer:** [**Investigate#71**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate71) | **Investigate:** **Recognizes the effect of different perspectives and points of view** while reading a 2012 report describing the growing frustration of recent college graduates in not being prepared for the labor market and a 2015 *New York Times* article arguing that the skills gap is a myth. **Graphic Organizer:** [**Investigate#76**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate76) | Investigate: Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability while examining a short video and transcript from the Federal Reserve Bank about labor market demand and while conducting further research on the changing labor market.Graphic Organizer: [Investigate#104](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate104)[C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_12_Labor_Market.pdf)  |
| Construct: Draws clear and appropriate conclusions supported by evidence and examples. Graphic Organizer: [Construct#40](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct40) and [Construct#41](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct41) | Construct: Combines information and weighs evidence to draw conclusions and create meaning.Graphic Organizer: [Construct#19](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct19) | Construct: Interperts information and ideas by defining, classifying, and inferring. Graphic Organizer: [Construct#29](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct29) |
| **Express:** Lists and explains five major trends that have influenced labor ma**r**ket demand in the past 20 years.  | **Express:** Writes a paragraph that explains a possible skills gap in the US labor market and how the gap might affect labor market supply. | Express: Task A: Constructs and annotates a changing labor market demand-and-supply graph for the US truck-driving industry over a 10-year period. Task B: Constructs and annotates a changing labor market demand-and-supply graph for one of the job selections for Staging the Compelling Question. |
| Reflect:  | Reflect:  | Reflect: Identifies own strengths and sets goals for improvement. **Graphic Organizer:** [**Reflect#20**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect20) **and** [**Reflect#21**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect21) |
| Summative Performance Task: *Argument:* Does it matter what I want to be when I grow up? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views. *Extension:* Debate the growing concerns about the rising cost of higher education and the extent to which college is worth the time, effort, and financial cost to students. |