LESSON PLAN

AP Microeconomics

Ryan Kirch, McNary High School

**DURATION:** 2-3, 90 minute class periods and full day field trip (if possible)

**DATES:** Spring, 2018

**STANDARDS:**

OR.HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.

**OBJECTIVES:**

1. Students will be able to explain how factor markets determine the factor distribution of income.
2. Students will be able to describe how a worker’s decision about time preference gives rise to labor supply.
3. Students will be able to determine the equilibrium wage and level of employment in the labor market.

**RESOURCES/MATERIALS:**

Miller, Pride, and Wolfson. *Krugman’s Economics for AP.* Worth Publishing, 2016.

Anderson, David. *Economics by Example.* Worth Publishing, 2016

Video: Careers in Construction and Trades.

Video: The Economic Cost of College.

Article: *Are You Ready for the Labor Market of the Future?* CBS, 2016.

Website: Bureau of Labor Statistics

Handout: “Career Comparison”

Classroom Set of Chrome Books

**DAY 1**

**ANTICIPATORY SET:**

5-10 minutes Students will be asked to individually list 3 careers they consider to have high earning potential, as well as 3 careers they consider to have low earning potential. Students will list the skill set or demands they believe is necessary for each career.

**INSTRUCTIONAL OUTLINE:**

15-20 minutes A class list of all high earning potential careers will be placed on the right

side of the room along with the skill set and demands needed. A list of

all low earning potential careers will be placed on the left side of the room along with the skill set and demands needed.

20-25 minutes Classroom discussion focusing on the supply and demand and how it relates to labor. Discussion will begin in table groups and will be guided by teacher. Question prompts on the wall will include:

What is the difference between a job and a career?

Why do some careers earn more than other careers?

What is specialization?

How do I earn more money?

How would you define training? How would you define college?

Is it fair for some athletes to make 25 million dollars a year?

Can you think of some careers that should earn more?

\*The class will come together to discuss the questions students collaborated on in small groups. The teacher will guide the discussion, but will allow for students to argue, debate, and defend their thoughts and concerns.

25-30 minutes Each table group will be handed two copies of two separate articles.

1. *Are you ready for the labor markets of the future?*
2. Bureau of Labor statistics and accompanying article.

Students will read for 15 minutes while taking Cornell Notes in their spiral notebooks. At 15 minutes, students will switch articles and complete the same task with Cornell Notes.

5-10 minutes Students will be called on to share aloud the Cornell Note summaries of the articles.

**DAY 2**

**ANTICIPATORY SET:**

5-10 minutes Students will begin with writing down 3 careers that they have interest in and three careers that they do not have interest in, along with the skills and demands that are needed for each career.

**INSTRUCTIONAL OUTLINE:**

40-45 minutes Students will use the classroom set of chrome books to take an aptitude test. The test will help the students understand their own likes and dislikes, strengths and weaknesses, and help direct them towards areas that may potentially be a match to them individually. Students will print off their aptitude test results, and select 3 potential careers that most interest them.

10-15 minutes A class list of potential careers chosen by students will be placed on the board. A guided discussion about supply and demand of labor and income potential will follow.

40-45 minutes VIDEO: The Economic Cost of College (18 minutes) with discussion to follow. Questions listed on the board for discussion to include:

What surprised you about the video?

How do people pay for college?

Explain the difference between grants, scholarships, and loans.

Does every *career* need a college degree?

Why is the cost of college rising? (supply and demand)

Is college worth the costs? Why or why not?

VIDEO: Careers in Construction and the Trades (22 minutes) with discussion to follow. Questions listed on the board for discussion to include:

What surprised you about the video?

What types of careers are available in the construction industry?

Is training different then college?

How do people pay for apprenticeships?

Why is there a crisis in the construction industry labor market?

Why are labor wages increasing in the construction industry (supply and demand)

5 minutes Students will be reminded to bring all supplies and materials with them tomorrow. We will be leaving after the first five minutes to spend the class period in the Career and Connections Center.

**DAY 3**

**ANTICIPATORY SET:**

5-10 minutes Give students instructions about behavior and computer use in the Career and Connections Center.

**INSTRUCTIONAL OUTLINE:**

10 minutes Students will be given instruction on how to research their three chosen career fields in the career center. In addition to computers, students may use fliers, handouts, industry information etc. The Career Center advisor and assistants will be available to help.

60 minutes A handout will be provided for students to record their research. Information will include the following:

Name of Career

Average Annual Wage

Future Labor Demand Projections

Hard Skills required

Soft Skills required

Training required

Cost and Location of training

Information you found interesting about the career

\*How do I begin taking steps toward this career?

20 minutes Students will choose one of their three careers to provide a document summary on. They will have the final 20 minutes of class to begin their summary and it will be due the following day. Requirements are:

2-3 pages, double spaced, 12 point font. \*\*All questions must be answered from above along with a reflection of what they have learned from this process.

**DAY 4 (If possible)**

**INSTRUCTIONAL OUTLINE:**

8am – 3pmStudents will take a field trip to Salem Keizer’s Career and Technical Education Center (CTEC). One of first of its kind, CTEC’s mission is to prepare students for high-skill, high-wage, high demand careers while developing the skills, technical knowledge, academic foundation and real-world experience to assure their success upon graduation.

The tour will allow for students to meet industry professionals, experience a hands on view of technical education that provides real world experience, and seek information to begin taking steps toward industry specific careers.

CTEC currently offers the following programs:

Commercial Manufacturing

Residential Construction

3D Design

Cosmetology

**ASSESSMENT:**

Students will turn in their handout with information on 3 areas of interest along with a 2-3 page document summary on their chosen career.

**LESSON PLAN REFLECTION:**

Following the 3-4 day lesson and evaluating the document summaries provided by the students, I will ask for students to complete a survey about their experience throughout the lesson. From my own observations, along with the survey responses, I will adjust according for future use.