

TOWNSHIP OF UNION PUBLIC SCHOOLS



Economics

July 21, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This elective course is available to Juniors and Seniors. Students will develop a practical approach to understanding both micro and macroeconomics. During the first half of the course, students will immerse themselves in the workings of a market economy. A micro approach will be taken as students gain an understanding of demand, supply, price equilibrium, and elasticity, through the perspective of both a supplier and a buyer. The role of government in our economy will be analyzed and debated while making comparisons to other economic systems around the world. The second half of the course involves understanding the financial workings of the economy. Money, banking, and finance will be discussed and analyzed from the perspective of the industry as well as the point of view of the individual. We finish the course by taking a macro approach to economic concepts as GDP, CPI, and both Monetary and Fiscal Policy is analyzed.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Thinking in Economic Terms	20
Unit 2: Economic Systems	20
Unit 3: Principles of Economic Practices	35
Unit 4: Money, Banking, and Finance	50
Unit 5: Facing Economic Challenges	35
Unit 6: Government Influence in the U.S. Market Economy	20

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Thinking in Economic Terms</p>	<p>6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.15.b 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c</p>	<p>Describe three economic questions that societies face because of scarcity.</p> <p>Describe the four factors of production and their uses.</p> <p>Consider the role of trade-offs and opportunity costs in making economic choices.</p> <p>Demonstrating the skills of determining cost-benefit analysis of various goods and services.</p> <p>Describe and analyze a production possibilities curve.</p> <p>Analyze how production possibilities curves demonstrate the concept of opportunity cost.</p> <p>Demonstrate how and why economists use economic models.</p> <p>Identify the differences between positive and normative economics.</p>	<ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Economics Concepts and Choices www.investopedia.com www.econedlink.org www.teachingeconomics.org https://www.nepf.org/ http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findedulcinea.com/guides/Education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites-apps-kids/economics</p>		

	<p>www.marketwatch.com</p>	<ul style="list-style-type: none"> ● Summary and analysis of guest speakers
<p>Unit 2 Economic Systems</p>	<p>6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.15.b 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c</p>	<p>Identify the three main types of economic systems.</p> <p>Analyze how modern forces are changing traditional economies.</p> <p>Describe the main features of a command economy.</p> <p>Identify modern examples of command economies.</p> <p>Describe how a market economy works.</p> <p>Analyze the circular flow model.</p> <p>Explain the advantages and disadvantages of a market economy.</p> <p>Identify the main characteristics of a mixed economy.</p> <p>Explain why modern economies are becoming increasingly global.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org</p>	

	<p>https://www.ngpf.org/ http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findingdulcinea.com/guides/Education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites-apps-kids/economics www.marketwatch.com</p>	
<p>Unit 3 Principles of Economic Practices</p>	<p>6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.15.b 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c</p>	<p>Define demand and outline what the law of demand explains. Explain how to interpret and create demand schedules and curves. Determine a change in quantity demanded vs. a change in demand. Analyze what factors can cause change in demand. Identify the difference between elastic and inelastic demand. Explain how to create and interpret supply schedules and curves. Determine how businesses calculate production costs.</p>

		<p>Explain the difference between change in quantity supplied and change in supply.</p> <p>Explain the difference between elastic and inelastic supply.</p> <p>Understand how market equilibrium is reached.</p> <p>Explain how demand and supply interact to determine equilibrium price.</p> <p>Analyze how the price system works.</p> <p>Describe how the government uses price ceilings and price floors.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org https://www.ngpf.org/ http://www.lgbthistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findingdulcinea.com/guides/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites-apps-kids/economics http://nglcc.org/report (Report on the impact of LGBTQ-owned businesses) www.marketwatch.com</p>	<p>6.1.12.C.14.a</p> <p>Discuss how money is necessary as a universal medium of exchange.</p>	
<p>Unit 4 Money, Banking, and Finance</p>			

	<p>6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.15.b 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c</p>	<p>Determine how the modern banking system creates debt and inflation.</p> <p>Understand the Stock Market and its function as a global market exchange.</p> <p>Understand the relationship between the United States and foreign markets.</p> <p>Analyze the structure of the Financial System.</p> <p>Understand the relationship between money supply and inflation.</p> <p>Analyze the impact of changes in interest rates.</p> <p>Analyze and understand the connection between countries and policies with regard to our global economy.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org https://www.ngpf.org/ http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findingduinea.com/guides/Education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites-apps-kids/economics www.marketwatch.com</p>		
<p>Unit 5 Facing Economic</p>	<p>6.1.12.C.14.a</p>	<p>Identify how the unemployment rate is measured.</p>	

<p>Challenges</p>	<p>6.1.12.C.14.b</p> <p>6.1.12.C.14.c</p> <p>6.1.12.C.15.b</p>	<p>Analyze how the poverty line is measured.</p> <p>Understand the government's role in facing economic challenges.</p> <p>Calculating CPI and PPI in order to gauge inflation.</p> <p>Understanding the Lorenz Curve in gaging income inequality.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org https://www.ngpf.org/ http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findingdulcinea.com/guides/Education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites-apps-kids/economics www.marketwatch.com</p>	<p>Understand the government's role in the economy.</p> <p>Analyze Government revenue and spending.</p> <p>Describe how fiscal policy is generated.</p>	
<p>Unit 6 Government Influence in the U.S. Market Economy</p>	<p>6.1.12.C.14.a</p> <p>6.1.12.C.14.b</p> <p>6.1.12.C.14.c</p>	<p>Understand the government's role in the economy.</p> <p>Analyze Government revenue and spending.</p> <p>Describe how fiscal policy is generated.</p>	

	<p>6.1.12.C.15.b</p>	<p>Understand the influence of the federal reserve and monetary policy.</p> <p>Analyze U.S. economic diplomacy and geopolitical issues and their effects of global markets.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org https://www.nepf.org/ http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findingdulinea.com/guides/Education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites-apps-kids/economics www.marketwatch.com</p>		

Curricular Units

Unit 1: Thinking in Economic Terms			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content Specific Practices	Standard Mastery Examples (The Student will be able to)
<p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e.,</p>	<p>How does scarcity affect everyone?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and</p>	<p>Unintended Consequence Simulation.</p>

<p>government spending and taxation) and monetary (i.e., interest rates) policies.</p> <p>6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>	<p>How does our economy produce goods and services?</p> <p>How does choice help create our economic system?</p>	<p>Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Tips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Learning Opportunity Cost with Candy.</p> <p>Using Starburst Candies to determine the 4 Factors of Production.</p> <p>Opportunity Cost worksheet.</p>
<p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas</p>	<p>How do incentives influence people's choices?</p> <p>How can we maintain production considering resources is limited?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Tips to applicable historical sites/monuments Definitions of key terms and concepts</p>	<p>Production Possibility Curve Worksheets</p> <p>Class Debates – topics in economics using positive and normative analysis techniques.</p>

<p>competition on the United States economy and workforce.</p>		<p>Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	
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Unit 1 Assessment Plan		Summative Assessment	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking</p>

Unit 1 Connections		Career Readiness Practices	
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of</p>	

<p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><i>21st Century Skills</i> <i>If/when possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>Interdisciplinary Connections</i> <i>If/when possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: DBOs, Essays</p> <p>Art: Debt Awareness Posters</p> <p>Math: Stock Market Project</p>

Unit 2: Economic Systems			
Content Standards	Critical Knowledge & Skills	Content-Specific Practices	Standard Mastery Examples

	("Unpacked" Standards)	(when applicable)	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.C.14.a</p> <p>Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p>	<p>Why is there no room for growth in a traditional economy?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations</p>	<p>Economics Systems Simulation "Survivor Game"</p>
<p>6.1.12.C.14.b</p> <p>Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p>	<p>How does everybody in a traditional economy benefit to some degree?</p>	<p>Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Communism vs. Socialism DBQ</p>
<p>6.1.12.C.14.c</p> <p>Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.15.b</p> <p>Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>	<p>Explain how communism and socialism differ.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines</p>	<p>Traditional Economy Case Study.</p>
<p>6.1.12.C.16.a</p> <p>Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.C.16.b</p> <p>Predict the impact of technology on the global workforce and on</p>	<p>How is innovation limited in a command economy? Describe the main feature of a market economy.</p>		<p>Pure Market Simulation.</p>

<p>entrepreneurship.</p> <p>6.1.12.C.16.c</p> <p>Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p>	<p>Explain the government's role in a market economy?</p> <p>How does the circular flow model describe the inner workings of a market economy?</p>	<p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Economic Systems Essay</p>
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Unit 2 Assessment Plan		
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,</p>		

Unit 2 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>a. Read written instructions</p> <p>a. Students may be provided with note organizers /</p> <p>a. Use of Higher Level Questioning Techniques</p>

<p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p>	<p>study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>
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Unit 2 Connections		
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>English: DBOs, Essays</p> <p>Art: Debt Awareness Posters</p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>		

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Math: Stock Market Project

Unit 3: Principles of Economic Practices			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to)
<p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p>	<p>What is demand?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Tips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest</p>	<p>Creating a small business project (students will create a small business from the ground up utilizing principles from this unit.)</p>
<p>6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p>	<p>How could demand affect price and supply?</p>		<p>Identifying and graphing demand and supply charts.</p>
<p>6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p>	<p>Describe a market demand curve</p>		<p>Identifying and graphing elasticity of demand and supply</p>
<p>6.1.12.C.15.b Assess economic priorities related to international and</p>	<p>What factors could affect demand?</p> <p>What is elasticity of</p>		<p>Advertising Activity (students will choose a</p>

domestic needs, as reflected in the national budget.	demand?	speakers	product and determine how advertising has affected its demand)
6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	Explain how elasticity is determined?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments	Graphing price equilibrium Government intervention Activity (students will analyze how price ceilings and floors are implemented, and the reasoning for doing so)
6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.	What is supply in an economy? How could supply effect price and demand? What are the costs in production? What is elasticity of supply?	Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Completing a Production Cost and Revenue Schedule Understanding Black Markets Activity (students will choose a product and determine why and how there is a black market available).
6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.	What affects elasticity of supply? When would price and demand be considered equal?		

Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 3 Connections	
NISIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.

<p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: DBQs, Essays</p> <p>Art: Debt Awareness Posters</p> <p>Math: Stock Market Project</p>

Unit 4: Money, Banking, and Finance

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p>	<p>Why is it necessary to use money as a medium for exchange?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p>	<p>Create your own currency activity (students will create currency describing the reasoning behind the details in their currency).</p>
<p>6.1.12.C.14.b</p>			

<p>Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.C.14.c</p> <p>Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.15.b</p> <p>Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>	<p>What gives money its value?</p> <p>How does fractional reserve lending create inflation?</p>	<p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Money Quiz (students will take a quiz demonstrating their knowledge of the symbolism and details the U.S. currency.</p> <p>Stock Market Portfolio Activity (students will participate in an ongoing real time simulated brokerage portfolio on the NYSE.</p>
<p>Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.C.16.a</p> <p>Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.C.16.b</p> <p>6.1.12.C.16.c</p> <p>Assess the impact of international trade, global business organizations, and overseas competition on the</p>	<p>What advantages are there to understanding financial markets as potential investment opportunities?</p> <p>How does interest play a role in financial decisions?</p> <p>What determines market behaviors?</p> <p>What investment</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question</p>	<p>How Would I like to Live? Activity (students will research the cost of their lives right after college while living on their own.</p> <p>Simulated Portfolio Project (students will create a diversified portfolio demonstrating where to</p>

United States economy and workforce.	opportunities are advantageous to my particular situation?	analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	locate their money as they go through life and manage their wealth.)
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Unit 4 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)	

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management CRP11. Use technology to enhance productivity.

<p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	
<p><i>21st Century Skills</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p><i>Interdisciplinary Connections</i> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: DBQs, Essays</p> <p>Art: Debt Awareness Posters</p> <p>Math: Stock Market Project</p>

<h3 style="text-align: center;">Unit 5: Facing Economic Challenges</h3>			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p>	<p>How is unemployment measured?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>National Debt Case Study Analyze graphs and</p>
<p>6.1.12.C.14.b Judge to what extent</p>			

<p>Government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.C.14.c</p> <p>Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.15.b</p> <p>Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>	<p>What impact does unemployment have on the economy and on individuals?</p> <p>How do economists measure poverty?</p> <p>What challenges lie in a global economy?</p>	<p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>interactive charts describing social economic level in the United States</p> <p>Debt Awareness Posters</p> <p>Poverty Line Case Study</p> <p>CPI and Inflation DBQ</p>
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Unit 5 Assessment Plan		Unit 5 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides</p>		<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 5 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

h. Highlight Key Words & Phrases

Unit 5 Connectors	
NJLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: DBOs, Essays</p> <p>Art: Debt Awareness Posters</p> <p>Math: Stock Market Project</p>

Unit 6: Government Influence in the U.S. Market Economy			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>If not possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.C.14.a</p> <p>Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p>	<p>What is the government's role in the economy?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p>	<p>Fiscal and Monetary Policy Presentations</p>
<p>6.1.12.C.14.b</p> <p>Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p>	<p>What is the government's budget and how is it created?</p>	<p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Class Discussion: Government Budget</p>
<p>6.1.12.C.14.c</p> <p>Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p>	<p>How does the federal reserve work?</p> <p>What are tax rates?</p>	<p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Federal Reserve DBQ</p> <p>Create a Tax Rate Table</p>

<p>6.1.12.C.15.b</p> <p>Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>		<p>Summary and analysis of guest speakers</p>	
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Unit 6 Assessment Plan			
Formative Assessment		Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 6 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers/ study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations Highlight Key Words & Phrases 	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. Establish a non-verbal cue to redirect student when not on task. 	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking greatsocialstudies.com (Enrichment Activities) 	

Unit 6 Connections			
NJSES - Technology		Career Readiness Practices	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	

<p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the MI Student Learning Standards</i></p> <p>English: DBQs, Essays</p> <p>Art: Debt Awareness Posters</p> <p>Math: Stock Market Project</p>

