

Marking Period	Unit 4	Recommended Instructional Days
Trimester 3	Economic Understanding: Wants & Needs	20 Teaching Periods
NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Economics, Innovation and Technology: Economic Ways of Thinking Disciplinary Concept: Economic Ways of Thinking		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas: Individuals make decisions based on their needs, wants, and the availability of resources. Limited resources influence choices. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g. saving, spending, acquiring debt, investing)	Performance Expectation: 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.	

NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Economics, Innovations, and Technology Disciplinary Concept: Economic Ways of Thinking		
Core Ideas: Economic Decision making involves setting goals and identifying the resources available to achieve those goals.	Performance Expectation: 6.3.5.EcomET.1: Investigate an economic issue that impacts children and propose a solution.	<u>Essential Question/s</u> <ol style="list-style-type: none">1. What do my family and I need to survive?2. What is the difference between needs and wants?3. Why can't we have everything we want?4. What are goods?5. What are services?
Social Studies Practices		
<ul style="list-style-type: none">● Developing Questions and Planning Inquiry● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)● Seeking Diverse Perspectives● Developing Claims and Using Evidence● Presenting Arguments and Explanations● Engaging in Civil Discourse and Critiquing Conclusions● Taking Informed Action		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	<u>Activity Description/Interdisciplinary Connections:</u> <ul style="list-style-type: none">● Small and large group discussions● Cooperative learning● Turn and talk● Read-Alouds● Create word Lists● Complete graphic organizers● Listening Center (ELA/TECH)● Writing Center (ELA)● Reading Center (ELA)● Analyze images● Word Clouds (ELA/TECH)● Google Docs (TECH)● PBS Kids (TECH/ELA)● Brain Pop Jr. (TECH/ELA)● Counting Money (MA)● Dramatic Play: Store/Cashier (MA)

<ul style="list-style-type: none">● Self- awareness● Social Awareness● Self- Management● Relationship Skills● Responsible Decision-Making	<ul style="list-style-type: none">● Recognizing the importance of self-confidence in handling daily tasks and challenges.● Demonstrate an awareness of the expectations for social interactions in a variety of ways.● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills needed to establish and achieve personal and educational goals.● Utilize positive communication and social skills to interact effectively with others.● Develop, implement, and model effective problem solving and critical thinking skills.	<p>NJSLS: ELA Anchor Standards</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none">● Lists of wants and needs● Venn Diagram: wants and needs, goods and services● Guided and/or interactive writing exercises about wants/needs and goods/services● Anecdotal records● Graphic organizers		<u>Benchmark Assessments:</u> <ul style="list-style-type: none">● Vocabulary Quiz● Lists of wants and needs● Identify or categorize/sort wants & needs● Lists of goods and services● Identify or categorize goods and services● Guided and/or interactive writing exercises about wants and needs and goods and services <u>Summative Assessments:</u> <ul style="list-style-type: none">● Create a “Wants and Needs” Poster Located: Kindergarten Drive- Social Studies- Trimester 3	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">● Read aloud books; Picture books● Community Helper puppets● Then & Now Cards	<ul style="list-style-type: none">● Skill building activities● Pearson’s Pacemaker Series● DBQ Online	<ul style="list-style-type: none">● Bilingual dictionary● Modified assessments and/or rubric● Wieser Educational History Shorts● Videos in their native	<ul style="list-style-type: none">● Leveled readings● Novels; periodicals● Leveled Assessments● Enrichment activities & projects● Choice Boards● Inquiry projects

<ul style="list-style-type: none"> • Desk Maps • Amistad Curriculum • Holocaust & Genocide Education Curriculum <p>Read Alouds:</p> <p><u>How to Make a Cherry Pie and See the U.S.A.</u>, <i>by: Marjorie Priceman</i></p> <p><u>Lily Learns About Wants and Needs</u>, <i>by: Lisa Bullard</i></p> <p><u>Richard Scarry's Busy Busy World</u>, <i>by: Richard Scarry</i></p> <p><u>Those Shoes</u> <i>by: Maribeth Boelts</i></p>	<ul style="list-style-type: none"> • Wieser Educational History Shorts • NewsELA • Videos • Leveled Assessments • Choice Boards 	<p>language</p> <ul style="list-style-type: none"> • Pearson's Pacemaker Series • Shorts • NewsELA 	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> • Novels, periodicals, maps, artifacts 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects

	<ul style="list-style-type: none"> ● Break assignments into segments of shorter tasks ● Oral rather than written answers 		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	Disciplinary Concepts: <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 		
	Core Ideas:	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are</p>	

		critical for students to develop to live and work in an interconnected global economy.
	<i>Performance Expectation/s:</i>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● Use technology to enhance productivity, increase collaboration, and communicate effectively ● Work productively in teams while using cultural/global competence 	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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