

Trimester	Unit 4	Recommended Instructional Days
3	Economic Concepts	20 Teaching Periods
<p>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: 6.1 U.S.History: American in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p> <p>Disciplinary Concept:The study of Economics, Innovation and Technology (Econ) includes the following concepts that are essential to understanding the important institutions of society and the principles these concepts are intended to reflect:</p> <ul style="list-style-type: none"> • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) 		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</p> <ul style="list-style-type: none"> • Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Goods and services are produced and exchanged in multipleways. • Governments play an 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> • 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 	

<p>economic role in the lives of individuals and communities.</p> <ul style="list-style-type: none">● There are benefits to trading goods and services with other countries.● Rules for all to live by are a result of the actions of government, organizations, and individuals● The actions of individuals and government affect decisions made for the common good.● The availability of resources influences current and future economic conditions.	<p>influence price and output of products.</p> <ul style="list-style-type: none">● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.● 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.● 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	
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<p align="center">NJSLS - Active Citizenship in the 21st Century 6.3</p> <p align="center">Disciplinary Strand:</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Disciplinary Concept: Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> What is the difference between a need and a want? How do people earn money? How does the government help people? Why is it important to have goals? <p>Activities:</p> <ul style="list-style-type: none"> Small and large group discussions Create a t-chart as a class of needs and wants students encounter on a daily basis. Lead discussion about what a "want" and "need" is. Teachers may use pictures to represent items that are needs & wants and place them on a large piece of chart paper. Examine the services our local government provides its
<p align="center">Social Studies Practices</p>		

<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 	<p>citizens. Discuss why these services are important to our community functioning successfully.</p> <ul style="list-style-type: none"> ● Create a class budget ● Identify differences between wants and needs ● Give examples related to the concept of scarcity ● Identify examples of goods and services ● Describe the problem of scarcity ● Make choices regarding needs and wants and goods and services ● Discuss choices regarding needs and wants and goods and services ● Identify units of money ● Make a shopping list ● “Purchase” goods or services ● Set goals ● Write a persuasive review to encourage people to make smart and responsible financial decisions. Example: Why people should save their money; Why people should create a budget. ● Read and color pages in Bayonne Activity Book ● view Brainpop Jr. on a related topic ● Visit a local business or invite an employee from the local government in to speak to your class about the “service” they provide ● Go on a virtual tour of a businesses like a bank
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>
<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.

Interdisciplinary Connections:

- Count money (MATH)
- Add or subtract money (MATH)

Connections to ELA-NJSLS-Reading:

- 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

	<ul style="list-style-type: none">● 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>writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none">● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.● 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● 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.● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words● NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.● NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <p>Connections to ELA-NJSLS-Writing:</p>
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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Lists of wants and needs Venn Diagrams: wants and needs; goods and services Labeled pictures of goods and services; money; jobs* Guided and/or interactive writing exercises about wants and needs; goods and services; opportunity costs activities/assessments in read alouds 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Quizzes Read Aloud worksheets <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Make a shopping list distinguishing between “needs” and “wants” 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> Read aloud books; Picture books 	<ul style="list-style-type: none"> Skill building activity NewsELA 	<ul style="list-style-type: none"> Bilingual dictionary Modified assessments and/or rubric 	<ul style="list-style-type: none"> Leveled readings Novels; periodicals Leveled Assessments

<ul style="list-style-type: none"> ● Community Helper puppets ● Then & Now Cards ● Desk Maps ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● NewsELA 	<ul style="list-style-type: none"> ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Wieser Educational History Shorts ● Videos in their native language ● Shorts ● NewsELA ● Read Alouds: 	<ul style="list-style-type: none"> ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus <p>Other:</p> <ul style="list-style-type: none"> ● Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 ● Break assignments into segments of shorter tasks 	<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
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	<ul style="list-style-type: none"> ● Oral rather than written answers 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <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 	<p>Disciplinary Concepts:</p> <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
	<p>Core Ideas:</p> <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 critical for students to develop to live and work in an interconnected global economy.</p>

	Performance Expectation/s:	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>