

Marking Period	Unit Title	Recommended Instructional Days
3rd Marking Period	Unit 4: An Introduction to Economics - Economics of the Public Sector	23 days
<p align="center">NJSLs: Disciplinary Strand: Disciplinary Concept:</p>		<p align="center">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"> ● The study of economics focuses on human endeavors in the production, consumption, and use of goods and services. ▪ The allocation of human and material resources and the way people organize their energies to supply basic needs are characteristics of economics. ▪ A reasoned approach to personal decision-making as well as economic understanding can be developed by mastering basic concepts of economics and learning how they relate to each other through the analysis of real world problems. ▪ An economy is the organized system in which goods and 	<p>Performance Expectation:</p> <p>6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>Council for Economic Education Voluntary Content Standard 16-17: Role of Government & Market Failure; Government Failure</p>	<p>Activity Description:</p> <ul style="list-style-type: none"> ● Engage in debates and discussions ● Read, write and listen ● Conduct research ● Solve problems ● Make presentations ● Collaborate with peers ● Use content appropriate vocabulary ● Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. ● Explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. ● Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. ● Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

<p>services are produced and distributed to meet the needs of society</p>		<ul style="list-style-type: none"> • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. • Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). • 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes) • Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. • Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information. • Use evidence and quantitative data to propose or defend a public policy related to climate change.
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> • The study of economics focuses on human endeavors in the production, consumption, and use of goods and services. ▪ The allocation of human and material resources and the way people organize their energies to supply basic needs are characteristics of economics. 	<p>Performance Expectation:</p> <p>6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • How does economics impact my life? • How do individuals and nations address scarcity? • How does business meet the needs and wants of a society? • How does the circular flow model illustrate the interdependence of people, government, and business? • How do the laws of supply and demand determine price and production? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

<ul style="list-style-type: none">▪ A reasoned approach to personal decision-making as well as economic understanding can be developed by mastering basic concepts of economics and learning how they relate to each other through the analysis of real world problems.▪ An economy is the organized system in which goods and services are produced and distributed to meet the needs of society	<p>United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.</p> <p>6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p> <p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</p>	<ul style="list-style-type: none">● How have scientific and technological developments over the course of history changed the way people live and economies and governments function? <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Science: research the role of science & scientists in promoting economic activity● Math: select a relevant topic and chart its impact● Art: create a play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic● ELA: summarize your topic; read a book or an article relevant to the unit and write a response <p>Physical Education: research the impact of physical and emotional well-being on the economy</p>
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	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). •</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)</p> <p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p>	
<p>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 style="text-align: center;">Social and Emotional Learning: Competencies</p>	<p style="text-align: center;">Social and Emotional Learning: <i>Sub-Competencies</i></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. ● Recognize the skills needed to establish and achieve 	

	<p>personal and educational goals.</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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"> ● Unit summaries/definitions ● Quizzes ● Current events reports 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Research projects 	
<p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● <i>Econ Alive! The Power to Choose</i>, TCI ● <i>The Economist</i>, magazine 	<ul style="list-style-type: none"> ● Skill building activities ● NewsELA ● Videos 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language 	<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"> • <i>New York Times</i> • <i>Wall Street Journal</i> • <i>Washington Post</i> 	<ul style="list-style-type: none"> • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • ProEd Shorts • NewsELA 	<ul style="list-style-type: none"> • Genius Hour Projects
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 			
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 	<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, 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating • Checks for understanding/review • Oral/visual directions/prompts when necessary, supplemental 	<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"> ● Repeat instructions as needed 	<p>simple explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> ● 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 ● Oral rather than written answers 	<p>materials including Bilingual dictionary</p> <ul style="list-style-type: none"> ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	
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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, 	<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
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<p>Exploration, Preparation and Training</p> <ul style="list-style-type: none"> ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> ● 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>
	<p>Performance Expectation/s:</p>	<p>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)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. 	

	<ul style="list-style-type: none"> ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
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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>