

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
ECONOMICS

Economics Curriculum Guide

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| <p>Pacing Guide: Economics is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p> | <p>Economics- half year course</p> <p>What is Economics? (2-3 weeks)</p> <p>Economic Systems and the American Economy (2-3 weeks)</p> <p>Your role as a Consumer (2-3 weeks)</p> <p>Demand and Supply (2-3 weeks)</p> <p>Role of Labor and Business (2-3 weeks)</p> <p>Role of Government: Monetary & Fiscal Policies (2-3 weeks)</p> <p>International Trade (2-3 weeks)</p> |
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| <p>Technology Standards: 8.1.Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p> | <p>8.1.12.A.2: Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and /or graphic software</p> <p>8.1.12.C.1: Develop an innovative solution to a complex local or global problem/issue in collaboration with peers and experts and present ideas for feedback in an online community.</p> <p>8.1.12.E.1: Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue.</p> <p>8.1.12.F.1: Select and use specialized databases for advanced research to solve real world problems</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>8.2.12.D.4: Assess the impacts of emerging technologies on developing countries</p> |
| <p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> | <p>9.1.12.A.1: Differentiate among the types of taxes and employee benefits</p> <p>9.1.12.A.2: Differentiate between taxable and nontaxable income.</p> <p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.1.12.B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences</p> <p>9.1.12.B.2: Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.</p> <p>9.1.12.C.1: Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.</p> <p>9.1.12.C.3: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.</p> <p>9.1.12.E.2: Analyze and apply multiple sources of financial information when prioritizing financial decisions.</p> |

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| <p>9.2 Career Awareness, Exploration, and Preparation</p> | <p>9.1.12.F.1: Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p>9.1.12.F.2: Assess the impact of emerging global economic events on financial planning</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p> <p>9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p>9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> |
| <p>Career Ready Practices:</p> | <p>CRP1-Act as a responsible and contributing citizen and employee.</p> <p>CRP6-Demonstrate creativity and innovation.</p> <p>CRP7-Employ valid and reliable research strategies.</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>CRP12-Work productively in teams while using cultural global competence</p> |

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Differentiation/Accommodations/Modifications

| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
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| <p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques | <p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials | <p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice | <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work |

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| | <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework | <ul style="list-style-type: none"> • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments | <ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment |
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| CONTENT: Economics | | | |
| Theme: What is Economics | | | |
| Essential Questions: What is economics? What do economists do? How do economists view and solve problems? | | | |
| <p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Define economics, describe what economists do, and how economists think, and solve problems using economic thinking. | <p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will be able know basic economic concepts, familiarize how economic problems are solved, and to equip students with the basic tools to solve economic problems Differentiate between macroeconomics and microeconomics and between the different types of economies that exist Define economics, describe what economists do, how economists think, and solve economic problems using economic thinking Evaluate the circular flow of economic activity | <p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Guided Reading Activity Quizzes Cumulative Tests Group and oral presentations Exams Lecture and Note Taking Working with Partners Board Examples Application Lesson Openers Poster Interpretations Discussion Questions & Answers | <p>Standards (NJSL)</p> <p>6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.C.4.c 6.1.12.C.5.c 6.1.12.C.6.c 6.1.12.C.9.c 6.1.12.C.14.b 6.2.12.C.6.d 6.1.12.C.11.b 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3</p> |

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| | | | <p>9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 9.1.12.F.1 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7</p> <p><u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12</p> <p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials</p> |
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| CONTENT: Economics | | | |
| Theme: Economic Systems and the American Economy | | | |
| Essential Questions: Why do we, as American consumers, have so many choices? How is our economy different from the economies of other countries? | | | |
| <p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The importance of different economic resources with special emphasis on human capital and how it pertains to their future The idea of scarcity dictates decision making within an economic system and how each decision has an opportunity cost Examine the different market systems and address the same 3 basic questions in much different ways Examine the American model of ‘market economy’ and evaluate the role of subsidies and regulations | <p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will be able to know and understand the importance of resources within an economic system and how choices must be made to both obtain and use those resources to their maximum potential. Students will also discover that there is a limit on the goods and services in which a nation can produce or cultivate and, therefore, choices must be made | <p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Guided Reading Activity Quizzes Cumulative Tests Group and oral presentations Exams Lecture and Note Taking Working with Partners Board Examples Application Lesson Openers Poster Interpretations Discussion Questions & Answers | <p>Standards (NJSLs)</p> <p>6.1.4.A.1 6.1.4.B.4 6.1.4.B.6 6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.9 6.1.4.C.11 6.1.4.C.13 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2</p> |

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| | | | <p>9.1.12.B.3 9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 9.1.12.F.1 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7</p> <p><u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12</p> <p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials</p> |
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| CONTENT: Economics | | | |
| Theme: Your Role as a Consumer | | | |
| Essential Questions: How do we as consumers make rational consumer choices? | | | |
| <p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The resources that are available here in America, the economic choices we make and the cost of every choice. The scarcity of a good impact price, how the U.S. free enterprise system works, and the 3 basic questions that all economies answer The makeup of a mixed economy and the economic goals of a mixed U.S. economy The decisions consumers make determine what goods and services an economy will produce | <p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will gain a better understanding of the American financial system and the role they as both consumer and potential investors play in shaping our economy Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation Analyze the economic practices of various business organizations (i.e. corporations and monopolies) regarding production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals Evaluate the role consumers play in shaping a modern mixed economy Explain the interdependence of various parts of market economy | <p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Guided Reading Activity Quizzes Cumulative Tests Group and oral presentations Exams Lecture and Note Taking Working with Partners Board Examples Application Lesson Openers Poster Interpretations Discussion Questions & Answers | <p>Standards (NJSLs)</p> <p>6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.C.5.a 6.1.12.C.6.c 6.1.12.C.9.c 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 9.1.12.F.1 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7</p> |

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| | | | <p><u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12</p> |
| | | | <p><u>Time Frame:</u> 2 Weeks</p> |
| | | | <p><u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials</p> |

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| CONTENT: Economics | | | |
| Theme: Demand and Supply | | | |
| Essential Questions: What is the relationship between demand and supply? How does this relationship determine the prices you pay? | | | |
| <p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Inflation and what are the causes/effects, who wins and loses with inflation • The consumer price index, the laws of supply and demand, and market price. Changes in the demand for or supply of a product affect its price and why prices are important in a market economy • The factors that influence supply and demand and how economists attempt to quantify the satisfaction from a good or service | <p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Gain a better understanding as to why the value of money changes over time and what impact that has on the overall purchasing power of consumers. • Comprehend the laws of supply and demand and the effect they have within a market economy. • Graph supply and demand curves for a good/service in order to determine the price and quantity supply/demand • Evaluate the relationship between inflation and other economic indicators such as unemployment • Determine the effect of price-floors and price-ceilings on a market • Calculate consumer surplus and producer surplus, including applying gains/losses in each to situations where market externalities exist • Identify the conditions under which supply or demand, and thereby price, change. | <p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Crossword Puzzle • Classroom Exercises • Independent Practice • Homework • Guided Reading Activity • Quizzes • Cumulative Tests • Group and oral presentations • Exams • Lecture and Note Taking • Working with Partners • Board Examples • Application Lesson Openers • Poster Interpretations • Discussion • Questions & Answers | <p>Standards (NJSL)</p> <p>6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.C.5.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.9.b 6.1.12.C.9.c 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 9.1.12.F.1</p> |

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| | | | 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7 <u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12 |
| | | | <u>Time Frame:</u> 2 Weeks |
| | | | <u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials |

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| CONTENT: Economics | | | |
| Theme: Role of Labor and Business | | | |
| Essential Questions: Who determines how much you get paid? How can you earn more? | | What are the major categories of the labor force? What are the factors that affect wages? | |
| Content <i>(As a result of this learning segment, students will know...)</i> | Skills <i>(As a result of this learning segment, students will be able to...)</i> | Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) | Standards (NJSLs) |
| <ul style="list-style-type: none"> The labor force and how is it changing, the factors that affect the decisions in choosing careers, and preparing for a career that may not even exist yet The impact an aging workforce have both on the economy and college graduates and the impact education has on a nation's human capital How can interview make or break your chances in the workforce That market forces of demand and supply affect wages and the role labor unions play in organizing workers | <ul style="list-style-type: none"> The students will gain an understanding of the importance human capital plays in shaping economic systems and the impact skill sets and education will have on their career opportunities as they enter the workforce Identify various options they may or may not have as they enter the workforce Evaluate the impact of an aging population not only on the workforce but the financial long-term health of the American economy Explain the interdependence of various parts of a market economy on supply and demand Evaluate the role of consumers play in shaping a modern mixed economy Evaluate different business sectors within the American economy and the role labor unions have had in shaping them | <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Guided Reading Activity Quizzes Cumulative Tests Group and oral presentations Exams Lecture and Note Taking Working with Partners Board Examples Application Lesson Openers Poster Interpretations Discussion Questions & Answers | 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.C.5.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.9.b 6.1.12.C.9.c 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10 <u>Technology Standards:</u> 8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4 <u>21st Century Themes and Skills:</u> 9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 |

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| | | | <p>9.1.12.F.1 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7</p> <p><u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12</p> <p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials</p> |
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| CONTENT: Economics | | | |
| Theme: Role of Government: Monetary & Fiscal Policies | | | |
| Essential Questions: Who determines how much money exists in the United States? Who's in charge of the money supply? How they decide what amount to put into circulation? | | | |
| <p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Our nation's economic goals, stabilizers that help prevent inflation and /or recession • The role that the Federal Reserve play in keeping our economy healthy and its monetary and fiscal policy • The taxes that the people of the United States pay and who pays taxes and what does each economic sub-group contribute, and what taxes pay for • The federal budget and how does it operate, the factors that have contributed to a rising budget over the past decade, and our national debt and is it problematic for future generations | <p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • The students will be able to better understand the functions of the federal government as it helps shape, stabilize, and grow the U.S. economy • Assess the goals of the United States through analysis of the federal budget • Evaluate the impact of an aging population not only on the workforce but the financial long-term health of the American economy • Explain the steps the federal government takes to stabilize the health of the economy through both monetary and fiscal policies • Analyze the impact of increased spending on entitlements as the baby-boomers reach retirement age • Evaluate the federal budget and identify areas that could be shrunk to help decrease the national deficit | <p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Crossword Puzzle • Classroom Exercises • Independent Practice • Homework • Guided Reading Activity • Quizzes • Cumulative Tests • Group and oral presentations • Exams • Lecture and Note Taking • Working with Partners • Board Examples • Application Lesson Openers • Poster Interpretations • Discussion • Questions & Answers | <p>Standards (NJSL)</p> <p>6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.C.5.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.9.a 6.1.12.C.9.b, 6.1.12.C.9.c 6.1.12.D.12.a 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3</p> |

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| | | | <p>9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 9.1.12.F.1 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7</p> <p><u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12</p> <p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
ECONOMICS

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| CONTENT: Economics | | | |
| Theme: International Trade | | | |
| Essential Questions: What percent of goods in American stores are foreign-made? What happens to the dollars Americans spend outside the United States? | | What is the importance of international trade? How do we benefit from it? | |
| Content <i>(As a result of this learning segment, students will know...)</i> | Skills <i>(As a result of this learning segment, students will be able to...)</i> | Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) | Standards (NJSLs) |
| <ul style="list-style-type: none"> Nations looking to sell their goods to foreign nations, the benefits from international trade agreements, and who governs international trade agreements The incentives of restricting international trade, how international trade is regulated, and the benefits from international trade The pros and cons of globalization, the roles of NAFTA, WTO, and GATT in establishing fair trade agreements The creation of the EU helped or hurt economic prosperity of its member states, and exchange rates | <ul style="list-style-type: none"> Students will be able to better understand the role international organizations play with establishing free trade agreements, offering economic aide and raising the standard of living in developing nations across the globe Assess the goals of the United States as it pertains to foreign trade Evaluate the impact of a negative balance of trade with China in particular has shaped our modern economy Analyze the effectiveness of international trade agreements Evaluate the fairness of international trade agreements and governing bodies | <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Guided Reading Activity Quizzes Cumulative Tests Group and oral presentations Exams Lecture and Note Taking Working with Partners Board Examples Application Lesson Openers Poster Interpretations Discussion Questions & Answers | 6.1.4.A.13 6.1.4.A.15 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.C.5.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.9.a 6.1.12.C.9.b 6.1.12.C.9.c 6.1.12.D.12.a 6.3.12.C.1 WHST 11-12.1-10 RH.11-12.1-10 <u>Technology Standards:</u> 8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.B.4 <u>21st Century Themes and Skills:</u> 9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 |

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| | | | <p>9.1.12.C.1 9.1.12.C.3 9.1.12.E.2 9.1.12.F.1 9.2.12.C.4 9.2.12.C.6 9.2.12.C.7</p> <p><u>Career Ready Practice:</u> CRP1 CRP6 CRP7 CRP8 CRP9 CRP11 CRP12</p> <p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook – <i>Economics Today and Tomorrow</i> Internet Resources & Websites Practice Worksheets Supplementary Materials</p> |
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