

Trimester	Unit 4	Recommended Instructional Days
3	Economic Concepts: Producers & Consumers	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) <ul style="list-style-type: none"> • 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 multiple ways. • 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.	
---	--	--

<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: 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>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"> 1. How do people get what they need? 2. What is the difference between a producer and a consumer? 3. How do things get to stores? <p>Activities:</p> <ul style="list-style-type: none"> • Small and large group discussions • Explain and give examples of what a consumer and producer are • List how they are consumers and how they are producers • Produce a poster that will promote a product and try to sell it • You have been given the opportunity to produce an item to sell at a local flea market. Write a paragraph explaining the item you plan to sell and what items you need to purchase. Make sure to note when you are a producer and when you are a consumer.
<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 	<ul style="list-style-type: none"> ● Research about a product and make a flow chart of the step of how it is produced. ● List the advantages and disadvantages of different methods of transporting goods. ● Chart on a map where different products come from. ● Go on a virtual tour of a manufacturing plant ● Read and color pages in Bayonne Activity Book ● view Brainpop Jr. on a related topic ● Observe how goods and people move around Bayonne ● Identify means of transporting goods and people ● Debate the pros and cons of the different means of movement ● Take a walk over the Bayonne Bridge ● View a video of the construction of the Bridge <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● View and discuss the video of the construction of the Bridge (SCI) ● Writing activities (ELA) ● Walking tour of the Bayonne Bridge or the Lite Rail (PHYSED) ● Create a poster (ART) ● Count money/Make a budget (MATH)
<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.

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 writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	<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.	<ul style="list-style-type: none">● 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> <ul style="list-style-type: none">● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and
--	--	---

		<p>accurately through the effective selection, organization, and analysis of content</p> <ul style="list-style-type: none">● NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.● NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
--	--	--

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>	
Formative Assessments: <ul style="list-style-type: none"> ● Class discussion & participation ● Observations/Conferences ● Classwork activities ● Graphic Organizers ● Group activities ● Student journals/reflections ● Exit tickets ● Quizzes ● Activities/assessments in read alouds 		Benchmarks: <ul style="list-style-type: none"> ● Quizzes ● Read Aloud worksheets Summative Assessments: <ul style="list-style-type: none"> ● Projects: Producer-Consumer Project/Poster ● Presentations: Producer-Consumer Project/Poster 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
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 	<ul style="list-style-type: none"> ● Skill building activity ● NewsELA ● Videos ● Leveled Assessments 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Wieser Educational History Shorts ● 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"> • Then & Now Cards • Desk Maps • Amistad Curriculum • Holocaust & Genocide Education Curriculum • NewsELA 	<ul style="list-style-type: none"> • Choice Boards 	<ul style="list-style-type: none"> • Shorts • NewsELA • Read Alouds: 	
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 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating 	<ul style="list-style-type: none"> • Curriculum compacting & acceleration • Leveled readings • Leveled Assessments • Enrichment activities & projects • Choice Boards

<ul style="list-style-type: none">● Provide individual instruction as needed● Modify assessments and/or rubrics● Repeat instructions as needed	<ul style="list-style-type: none">● 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● Oral rather than written answers	<ul style="list-style-type: none">● 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">● Inquiry projects
--	---	---	--

<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>
	<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) •</p>

		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>