

Marking Period	Unit Title	Recommended Instructional Days
1st Marking Period	Unit 1: AP Economics - Sec 1 Basic Economic Concepts/ Sec 2 Supply and Demand/ Sec 9 Behind the Demand Curve	46 days
NJSLs Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit
Core Ideas: <ul style="list-style-type: none"> ● Economics, Innovation and Technology: Economic Ways of Thinking ● Economic decision making involves setting goals and identifying the resources available to achieve those goals. ● Economic decision-making includes weighing the additional benefit of an action against the additional cost. ● Investigating the incentives that motivate people is an essential part of analyzing economic decision making. 	Performance Expectation: <ul style="list-style-type: none"> ● 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution. ● 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. ● 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups ● 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women 	

<ul style="list-style-type: none">● Economics, Innovation and Technology: Exchange and Markets● Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade.● Markets exist to facilitate the exchange of goods and services.● Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.● Economics, Innovation and Technology: National Economy● The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living.● All markets working together influence economic growth and fluctuations in	<p>and African Americans entering the work force in large numbers during World War I.</p> <ul style="list-style-type: none">● 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.● 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.● 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).● 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.● 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas	
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<p>well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)</p> <ul style="list-style-type: none">● Economics, Innovation and Technology: Global Economy● The global economy is the system of trade and industry across the world that has emerged due to globalization.● Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital.● Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions.● While trade provides significant benefits, it is not without costs.	<p>competition on the United States economy and workforce</p> <ul style="list-style-type: none">● Council for Economic Education Voluntary Content Standards	
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<p>Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.</p>		
<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. ● A reasoned approach to personal decision-making as well as economic understanding can be developed by mastering basic concepts of economics and learning An economy is the organized system in 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> ● 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. ● 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>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? ● What are the income & substitution effects? ● What is elasticity? ● What is consumer and producer surplus? ● What is deadweight loss? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Engage in debates and discussions over current economic issues ● Read, write and listen ● Conduct research ● Solve problems ● Make presentations ● Collaborate with peers ● Use content appropriate vocabulary ● Simulations

<p>which goods and services are produced and distributed to meet the needs of society</p>	<ul style="list-style-type: none"> ● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. ● 6.3.12.CivicsHR.1: 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. ● 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). 	<ul style="list-style-type: none"> ● Unit Examinations ● Interpreting and analyzing charts and graphs relevant to course material ● Presentations and projects ● Analyzing current industries, companies, and events ● Complete free response questions ● Watch videos explaining content and concepts ● Complete DA's ● Write book Reports ● Complete of the advanced placement exams in economics ● Explain the difference between needs and wants. ● Cite examples of choices people make when resources are scarce. ● Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. ● Explain why people in one country trade goods and services with people in other countries. ● Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). ● Describe how supply and demand influence price and output of products. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science: research the role of science & scientists in promoting economic activity</p> <p>Math: select a relevant topic and chart its impact</p> <p>Art: create a play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic (e.g. a meme)</p>
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry 		

<ul style="list-style-type: none"> ● 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>ELA: summarize your topic; read a book or an article relevant to the unit and write a response</p> <p>Physical Education: research the impact of physical and emotional well-being on the economy</p>	
<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. ● Recognize the skills needed to establish and achieve personal and educational goals. 	

	<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 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>Formative Assessments:</p> <ul style="list-style-type: none"> Unit summaries/definitions quizzes Current events reports 		<p>Benchmarks:</p> <ul style="list-style-type: none"> District Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Unit tests Research projects 	
<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"> <i>Krugman's for AP</i>, BFW Worth JStor NewsELA 	<ul style="list-style-type: none"> Skill building activities NewsELA Videos Leveled Assessments Choice Boards 	<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 Genius Hour Projects

<ul style="list-style-type: none"> • <i>The Economist</i>, magazine • <i>New York Times</i> • <i>Wall Street Journal</i> • <i>Washington Post</i> 		<ul style="list-style-type: none"> • 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 			
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 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards • Multi-sensory (VAKT) approach during instruction 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating • Checks for understanding/review 	<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"> • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • 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"> • 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 	
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape • Money Management
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<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 	<ul style="list-style-type: none"> ● 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><i>Core Ideas:</i></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><i>Performance Expectation/s:</i></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. ● 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>
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