

Marking Period	Unit Title	Recommended Instructional Days
2nd Marking Period	Unit 2: AP Economics - Sec 3 Measurement of Economic Performance/ Sec 4 National Income and Price Determination/ Sec 10 Behind the Supply Curve	46 days
<b>NJSLs Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit</b>
<b>Core Ideas:</b> <ul style="list-style-type: none"> <li>● The study of economics focuses on human endeavors in the production, consumption, and use of goods and services.</li> <li>● The allocation of human and material resources and the way people organize their energies to supply basic needs are characteristics of economics.</li> <li>● 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</li> </ul>	<b>Performance Expectation:</b> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</li> <li>● 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.</li> <li>● 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market</li> </ul>	

<p>other through the analysis of real world problems.</p> <ul style="list-style-type: none"><li>● An economy is the organized system in which goods and services are produced and distributed to meet the needs of society</li></ul>	<p>economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <ul style="list-style-type: none"><li>● 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.</li><li>● 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse</li><li>● 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</li><li>● 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).</li><li>● 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.</li></ul>	
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	<ul style="list-style-type: none"> <li>● Council for Economic Education Voluntary Content Standards</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Civic participation and deliberation are essential characteristics of productive citizenship</li> <li>● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</li> <li>● Governments around the world support universal human rights to varying degrees.</li> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other</li> </ul>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● What is the circular flow model?</li> <li>● What is GDP?</li> <li>● What is Unemployment?</li> <li>● What is Inflation?</li> <li>● What is Aggregate Demand and Aggregate Supply?</li> <li>● What is Fiscal policy?</li> <li>● What is the Production function?</li> <li>● What are long run costs?</li> </ul> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Engage in debates and discussions over current economic issues</li> <li>● Read, write and listen</li> <li>● Conduct research</li> <li>● Solve problems</li> <li>● Make presentations</li> <li>● Collaborate with peers</li> <li>● Use content appropriate vocabulary</li> <li>● Simulations</li> <li>● Unit Examinations</li> <li>● Interpreting and analyzing charts and graphs relevant to course material</li> <li>● Presentations and projects</li> <li>● Analyzing current industries, companies, and events</li> </ul>

	<p>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.</p>	<ul style="list-style-type: none"> <li>● Complete free response questions</li> <li>● Watch videos explaining content and concepts</li> <li>● Complete DA's</li> <li>● Write book Reports</li> <li>● Complete of the advanced placement exams in economics</li> <li>● Analyze the cyclical nature of the economy.</li> <li>● Analyze the impact of expansion and recession on businesses and individuals.</li> <li>● Analyze the economic practices of various business and federal organizations for the production and marketing of goods.</li> <li>● Explain the impact of federal, state and local government and private business practices on the nation and the individual.</li> <li>● Explain how the government can adjust taxes, spending, and interest rates and use other policies to influence the country's "economic health".</li> <li>● Explain how economic indicators are used to evaluate the "health" of the economy.</li> <li>● Explain the interdependence of various parts of the market economy.</li> <li>● Compare characteristics of command, market, traditional, and mixed economies.</li> </ul>
<p><b>Social Studies Practices</b></p>		<p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p><b>Science:</b> research the role of science &amp; scientists in promoting economic activity  <b>Math:</b> select a relevant topic and chart its impact  <b>Art:</b> 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)  <b>ELA:</b> summarize your topic; read a book or an article relevant to the unit and write a response  <b>Physical Education:</b> research the impact of physical and emotional well-being on the economy</p>
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<p><b>Social and Emotional Learning: Competencies</b></p>	<p><b>Social and Emotional Learning: Sub-Competencies</b></p>	
<ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> </ul>	

<ul style="list-style-type: none"> <li>Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>Utilize positive communication and social skills to interact effectively with others.</li> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Unit summaries/definitions</li> <li>quizzes</li> <li>Current events reports</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Unit tests</li> <li>Research projects</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center">Core</p>	<p align="center">Alternate</p>	<p align="center">ELL</p>	<p align="center">Gifted &amp; Talented</p>

Resources	Core Resources <i>IEP/504/At-Risk/ESL</i>	Core Resources	Core Resources
<ul style="list-style-type: none"> <li>● <i>Krugman's for AP</i>, BFW Worth</li> <li>● JStor</li> <li>● NewsELA</li> <li>● <i>The Economist</i>, magazine</li> <li>● <i>New York Times</i></li> <li>● <i>Wall Street Journal</i></li> <li>● <i>Washington Post</i></li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Videos in their native language</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> <li>● Genius Hour Projects</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Novels, periodicals, maps, artifacts</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

	<i>IEP/504/At-Risk/ESL</i>		
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>• Oral rather than written answers</li> </ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>• Standard 9.1 Personal Financial Literacy</li> <li>• Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>• Standard 9.3: Career and Technical Education</li> <li>• Standard 9.4 Life Literacies and Key Skills</li> </ul>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>• Financial health</li> <li>• Financial Landscape</li> <li>• Money Management</li> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Digital Citizenship</li> <li>• Global and Cultural Awareness</li> <li>• Information and Media Literacy</li> <li>• Technology Literacy</li> </ul>
	<p><b>Core Ideas:</b></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>

	<b>Performance Expectation/s:</b>	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)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

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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