

Marking Period	Unit Title	Recommended Instructional Days
3rd Marking Period	Unit 3: AP Economics - Sec 5 The Financial Sector/ Sec 6 Stabilization Policies / Sec 11 Market Structures - Perfect Competition / Sec 12 - Imperfect Competition	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>
<p><b>Core Ideas:</b></p> <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>	<p><b>Performance Expectation:</b></p> <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.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 economy (i.e., private enterprise, government programs, and the Federal Reserve System).</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>	<ul style="list-style-type: none"><li>● 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</li><li>● 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</li><li>● 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</li><li>● 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</li><li>● 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of</li></ul>	
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	<p>the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.</p> <ul style="list-style-type: none"> <li>● 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</li> <li>● 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</li> <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><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p><b>Essential Question/s:</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>	<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 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.</li> <li>• 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between Savings/Investment and the Financial System?</li> <li>• What is money and how does its value change?</li> <li>• What is the role of Banks?</li> <li>• What is the role of the Federal Reserve System?</li> <li>• What is Monetary Policy?</li> <li>• What characteristics determine a market structure?</li> <li>• What is perfect competition?</li> <li>• What is imperfect competition?</li> <li>• What is Game Theory?</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>• Analyze economic issues using techniques used by economists.</li> <li>• Understand trade-offs presented by major changes in the economy</li> <li>• Describe in detail the causes of the Global Financial Crisis.</li> <li>• Understand the policy responses to the Global Financial Crisis and Covid-19 pandemic.</li> <li>• Make comparisons between major contemporary economic issues and issues from economic history.</li> </ul>
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	<p>and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p>	<ul style="list-style-type: none"> <li>Understand how the distribution of wealth and income impacts the distribution of opportunity in American society.</li> </ul>
<p><b>Social Studies Practices</b></p>		<p><b>Interdisciplinary Connections:</b></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>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>
<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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