

# Economics

**Unit Title:** Introduction to Economics

## Stage 1: Desired Results

### **Standards & Indicators:**

<http://www.econlib.org/library/Topics/HighSchool/NationalStandards.html>

Standard 1: Scarcity

Standard 2: Marginal Cost/Benefit

Standard 3: Allocation of Goods and Services

Standard 4: Role of Incentives

### **New Jersey Student Learning Standards for Social Studies**

**6.1.4.C.1** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

**6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**6.1.4.C.3** Explain why incentives vary between and among producers and consumers.

**6.1.4.C.4** Describe how supply and demand influence price and output of products.

**6.1.4.C.5** Explain the role of specialization in the production and exchange of goods and services.

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
Civic Financial Responsibility: 9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
Civic Financial Responsibility: 9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
Civic Financial Responsibility: 9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
Civic Financial Responsibility: 9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
Civic Financial Responsibility: 9.1.12.CFR.5	Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).	
Civic Financial Responsibility: 9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	

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Credit and Debt Management: 9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt.
Credit and Debt Management: 9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.	
Credit and Debt Management: 9.1.12.CDM.3	Determine ways to leverage debt beneficially.	
Credit and Debt Management: 9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.	
Credit and Debt Management: 9.1.12.CDM.5	Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).	There are ways to evaluate loans and their impact on one's personal financial plan.
Credit and Debt Management: 9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).	
Credit and Debt Management: 9.1.12.CDM.7	Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.	
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Credit and Debt Management 9.1.12.CDM.9	Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.	Borrowers have rights and responsibilities.
Credit and Debt Management: 9.1.12.CDM.10	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.	
Credit Profile: 9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
Credit Profile: 9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	
Credit Profile: 9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.	Building and maintaining a good credit history is a process.
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Credit Profile: 9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating.	
Credit Profile: 9.1.12.CP.6	Explain the effect of debt on a person's net worth.	Debt reduces net worth.

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Credit Profile: 9.1.12.CP.7	Summarize factors that affect a particular credit scoring system.	
Credit Profile: 9.1.12.CP.8	Identify different ways you can protect your credit.	There are ways to ensure that your credit is protected, and information is accurate.
Credit Profile: 9.1.12.CP.9	Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.	
Economic and Government Influences: 9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.	Tax rates vary based on your financial situation.
Economic and Government Influences: 9.1.12.EG.2	Explain why various forms of income are taxed differently	
Economic and Government Influences: 9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
Economic and Government Influences: 9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.	
Economic and Government Influences: 9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	
Economic and Government Influences: 9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.	There are agencies, laws, and resources to protect you as a consumer.
Financial Institutions: 9.1.12.FI.1	Identify ways to protect yourself from identify theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
Financial Institutions: 9.1.12.FI.2	Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.	
Financial Institutions: 9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
Financial Institutions: 9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	
Financial Psychology: 9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
Financial Psychology: 9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	

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Financial Psychology: 9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
Financial Psychology: 9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
Financial Psychology: 9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
Financial Psychology: 9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice	
Financial Psychology: 9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
Planning and Budgeting: 9.1.12.PB.1	Explain the difference between saving and investing.	There are ways to align your investments with your personal financial goals.
Planning and Budgeting: 9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences	
Planning and Budgeting: 9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
Planning and Budgeting: 9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	
Planning and Budgeting: 9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	
Planning and Budgeting: 9.1.12.PB.6:	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.	Money management requires understanding of cash flow systems and business practices.
Risk Management and Insurance: 9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
Risk Management and Insurance: 9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.	
Risk Management and Insurance: 9.1.12.RM.3:	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.	Different types of insurance have different costs and protections.
Risk Management and Insurance: 9.1.12.RM.4:	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	

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Risk Management and Insurance: 9.1.12.RM.5:	Explain what self-insuring is and determine when it is appropriate.	
Risk Management and Insurance: 9.1.12.RM.6:	Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.	
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>People make decisions based on their needs, wants, and the availability of resources.</p> <p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p> <p>Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</p> <p>Availability of resources affects economic outcomes.</p>		<p><b><u>Essential/Guiding Question:</u></b></p> <p>How do individuals, firms, and governments make decisions about fulfilling their various needs and wants given scarce resources?</p>
<p><b><u>Content:</u></b></p> <p><b><u>Scarcity</u></b>            Scarcity            Goods, Services, Wants            Consumers            Consumer Economics            Opportunity Cost            Choice            Productive Resources            Capital Resources, Human Resources, Natural Resources, Factors of Production            Human Capital            Entrepreneurship            Production</p> <p><b><u>Marginal Cost/Benefit</u></b>            Decision Making            Cost/Benefit Analysis            Marginal Analysis            Profit            Profit Motive</p> <p><b><u>Allocation of Goods/Services</u></b>            Supply            Economic Systems            Command Economy/Market Economy/Traditional Economy            Competition and Market Structures</p> <p><b><u>Role of Incentives</u></b>            Incentives            Choice</p>		<p><b><u>Skills(Objectives):</u></b></p> <p>Define scarcity as the condition in which wants exceed resources available to satisfy wants.</p> <p>Define and provide examples of capital resources and natural resources.</p> <p>Identify scarce resources in political or geographic territories/regions.</p> <p>Identify choices that individuals, firms, and governments make as a result of scarcity.</p> <p>Define fundamental concepts such as utility, choice, marginal choice, and marginal benefit.</p> <p>Analyze cost/benefit trade offs from multiple perspectives.</p> <p>Compare and contrast goods and services.</p> <p>Analyze the role incentives play in decision making within an economy.</p> <p>Compare and contrast different types of economies, how they function, and how they allocate scarce resources.</p> <p>Define opportunity cost and analyze the role it plays in individual lives.</p> <p>Define and describe examples of the factors of production.</p> <p>Explain how the factors of production are employed in an economy to satisfy wants and needs.</p>

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	Explain the role of profit as an incentive for entrepreneurs in an economy.
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## Interdisciplinary Connections:

In this unit, students will explore content in the areas of technology, mathematics, banking, and finance, politics, and writing.

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. [Writing. Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. [Writing. Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

## Stage 2: Assessment Evidence

### Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serve as evidence of learning

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes  
Presentations  
Research Projects  
Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios  
Debates  
Group and Individual Projects  
Small Groups  
Interviews  
Classroom Interaction  
Simulations  
Minute Paper  
One Sentence Summary  
Pro-Con Grid  
Student generated Test Questions  
Goal Ranking  
Process Analysis  
Chain Notes  
Group Work Evaluations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Jigsaw - *Used to cover multiple topics/examples simultaneously*  
Reflection and Response - *Response to questioning and feedback*  
Socratic Seminar - *Higher level thinking - broad economic concepts, Friday debates*  
Think-Pair-Share - *Response to Do-Now questions, response to questions in lectures/conversations*  
Cooperative learning - *Paired/Group Activities*  
Cues, questions, activating prior knowledge - *References to prior chapters/units*  
Debate - *Friday debates that cover economic topics*  
Direct instruction - *Slide presentations that convey*

### Resources:

\*The New Jersey Amistad Commission Interactive Curriculum  
[www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)

\*NJ Commission on Holocaust Education  
<https://www.nj.gov/education/holocaust/resources/>

\*LGBT and Disabilities Law  
[GLSEN Educator Resources](#)  
[Supporting LGBTQIA Youth Resource List](#)  
[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)  
[Learning for Justice](#)  
[Facing History & Ourselves](#)

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<p><i>content</i></p> <p>Current Events - <i>Application of course content knowledge to current events (Stock Market, Trade, Tariffs, etc)</i></p> <p>Discovery/Inquiry Based Learning - <i>Student choice in projects, student content ownership</i></p> <p>Effective Questioning - <i>Questions that coincide with lecture presentations - relevant examples</i></p> <p>Graphic organizers - <i>Comparing/Contrasting</i></p> <p>Identifying similarities and differences - <i>Compare/Contrast Economic systems</i></p> <p>Project based learning - <i>Advertising/Business Project</i></p>	<p><u>Textbook</u>: Economics: Today and Tomorrow Supplements (Workbook) to the textbook</p> <p>Economics For Everybody, Third Edition - Antell/Harris</p> <p>Naked Economics: Undressing the Dismal Science - Wheelan</p> <p><a href="http://www.teachingeconomics.org/">http://www.teachingeconomics.org/</a> (Teaching Economics as if People Mattered)</p> <p><a href="http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html">http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html</a> (Library of Economics and Liberty)</p> <p><a href="http://ve.councilforeconed.org/features/concepts.php">http://ve.councilforeconed.org/features/concepts.php</a> (Virtual Economics)</p> <p><a href="http://www.econoclass.com/">http://www.econoclass.com/</a></p> <p><a href="http://ecedweb.unomaha.edu/">http://ecedweb.unomaha.edu/</a> (Economic Education Web)</p> <p>PBS Learning Media</p> <p><a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a> (The Stock Market Game)</p> <p>investopedia.com</p> <p>FederalReserveEducation.org</p> <p>Jacob Clifford - <a href="https://www.youtube.com/channel/UCCQEbgDL8i40d83Au55lYMQ">https://www.youtube.com/channel/UCCQEbgDL8i40d83Au55lYMQ</a></p>
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## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p>



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<ul style="list-style-type: none"> <li>*Use of multiple texts, supplementary materials and computer programs</li> <li>*Independent and small group projects chosen by students based on interest</li> <li>*Student centered activities with the teacher as a guide</li> <li>*Use of Jigsaw</li> <li>*Adaptive assessments that get easier or harder depending on how a student is performing.</li> <li>*Think, Pair, Share</li> <li>*Carousel activity to review or introduce material</li> <li>*Digital Portfolios for Essay Writing</li> <li>*Google Classroom</li> <li>*Google docs to turn in and complete work</li> <li>*EdPuzzle</li> </ul>	<ul style="list-style-type: none"> <li>*Varying sets of reading comprehension questions to answer for a given chapter</li> <li>*Adaptive assessments that get easier or harder depending on how a student is performing.</li> <li>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</li> <li>*Think, Pair, Share</li> <li>*Excel charts to compile information</li> <li>*Kahoot to introduce/conclude lessons</li> <li>*Google Classroom</li> <li>*Google docs to turn in and complete work</li> <li>*EdPuzzle</li> </ul>	<ul style="list-style-type: none"> <li>*Allow students to read individually if preferred.</li> <li>*Have students define terms with pictures rather than words.</li> <li>*Supply notetaking organizers and peer buddies</li> <li>*Supply highlighted texts &amp; worksheets</li> <li>*Think, Pair, Share</li> <li>*Allow for individual, partner or group work</li> <li>*Carousel activity to review or introduce material</li> <li>*Kahoot to introduce/conclude lessons</li> <li>*Google Classroom</li> <li>*Google docs to turn in complete work</li> <li>*EdPuzzle</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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**Unit Title:** Microeconomics

## Stage 1: Desired Results

### **Standards & Indicators:**

<http://www.econlib.org/library/Topics/HighSchool/NationalStandards.html>

Standard 7: Markets-Price and Quantity Determination

Standard 8: Role of Price in Market System

Standard 9: Role of Competition

Standard 10: Role of Economic Institutions

### **New Jersey Student Learning Standards for Social Studies**

**6.1.4.C.1** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

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**6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**6.1.4.C.3** Explain why incentives vary between and among producers and consumers.

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Civic Financial Responsibility: 9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
Civic Financial Responsibility: 9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
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Economic and Government Influences: 9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	improve your financial situation.
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Financial Institutions: 9.1.12.FI.1	Identify ways to protect yourself from identify theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
Financial Institutions: 9.1.12.FI.2	Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.	
Financial Institutions: 9.1.12.FI.3:	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
Financial Institutions: 9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	
Financial Psychology: 9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
Financial Institutions: 9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
Financial Psychology: 9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
Financial Institutions: 9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
Financial Institutions: 9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
Financial Institutions: 9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice	
Financial Psychology: 9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
Planning and Budgeting: 9.1.12.PB.1	Explain the difference between saving and investing.	There are ways to align your investments with your personal financial goals.
Planning and Budgeting: 9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences	
Planning and Budgeting: 9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home

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Planning and Budgeting: 9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	ownership, retirement), and/or other life situations change.
Planning and Budgeting: 9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	
Planning and Budgeting: 9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.	Money management requires understanding of cash flow systems and business practices.
Risk Management and Insurance: 9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
Risk Management and Insurance: 9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth	
Risk Management and Insurance: 9.1.12.RM.3	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.	Different types of insurance have different costs and protections.
9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	
9.1.12.RM.5	Explain what self-insuring is and determine when it is appropriate.	
9.1.12.RM.6	Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.	
<u>Central Idea/Enduring Understanding:</u>  Individuals and firms observe market phenomena and make decisions about how to allocate scarce resources in response to those observations.  Prices of goods and services are influenced by supply and demand.  Individuals and firms must determine what to produce, how to produce it, and for whom to produce it.		<u>Essential/Guiding Question:</u>  How do the self-interested decisions of both individuals and groups impact the availability and application of resources?
<u>Content:</u>  <b><u>Markets - Price and Quantity Determination</u></b> Supply Demand Quantity Supplied Quantity Demanded Markets and Prices Competition Real vs Nominal Inflation Price Ceilings and Floors <b><u>Role of Price in Market Systems</u></b>		<u>Skills(Objectives):</u>  Define and explain the concepts of and relation between supply and demand.  Define and explain markets and their characteristics.  Analyze how supply and demand influence individual decision making processes.  Identify and explain the determinants of supply.

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Elasticity of Demand Determinants of Supply Substitutes <b>Role of Competition</b> Competition and Market Structures <b>Role of Economic Institutions</b> Economic Institutions Credit Interest Employment	Represent how quantity supplied and quantity demanded influence prices in a graph.  Analyze how inflation and deflation influence the value of money.  Compare and contrast various market structures.  Describe how the price of substitutes and complementary goods influences demand for a given product or service. Explain how price ceilings and floors manipulate the supply and demand curves.
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## Interdisciplinary Connections:

In this unit, students will explore content in the areas of technology, mathematics, banking, and finance, politics, and writing.

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

## Stage 2: Assessment Evidence

### Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serve as evidence of learning

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes  
 Presentations  
 Research Projects  
 Writing
 

- Argumentative
- Informative/Explanatory
- Narrative

 Digital Portfolios  
 Debates  
 Group and Individual Projects  
 Small Groups  
 Interviews  
 Classroom Interaction  
 Simulations  
 Minute Paper  
 One Sentence Summary  
 Pro-Con Grid  
 Student generated Test Questions  
 Goal Ranking  
 Process Analysis  
 Chain Notes  
 Group Work Evaluations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Jigsaw - *Used to cover multiple topics/examples simultaneously*  
 Reflection and Response - *Response to questioning and feedback*  
 Socratic Seminar - *Higher level thinking - broad economic concepts, Friday debates*

### Resources:

\*The New Jersey Amistad Commission Interactive Curriculum  
[www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)  
 \*NJ Commission on Holocaust Education

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<p>Think-Pair-Share - <i>Response to Do-Now questions, response to questions in lectures/conversations</i></p> <p>Cooperative learning - <i>Paired/Group Activities</i></p> <p>Cues, questions, activating prior knowledge - <i>References to prior chapters/units</i></p> <p>Debate - <i>Friday debates that cover economic topics</i></p> <p>Direct instruction - <i>Slide presentations that convey content</i></p> <p>Current Events - <i>Application of course content knowledge to current events (Stock Market, Trade, Tariffs, etc)</i></p> <p>Discovery/Inquiry Based Learning - <i>Student choice in projects, student content ownership</i></p> <p>Effective Questioning - <i>Questions that coincide with lecture presentations - relevant examples</i></p> <p>Graphic organizers - <i>Comparing/Contrasting</i></p> <p>Identifying similarities and differences - <i>Compare/Contrast Economic systems</i></p> <p>Project based learning - <i>Advertising/Business Project</i></p>			
<p><a href="https://www.nj.gov/education/holocaust/resources/">https://www.nj.gov/education/holocaust/resources/</a></p> <p>*LGBT and Disabilities Law</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQIA Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> <p><a href="#">Learning for Justice</a></p> <p><a href="#">Facing History &amp; Ourselves</a></p> <p><b>Textbook:</b> Economics: Today and Tomorrow</p> <p>Supplements (Workbook) to the textbook</p> <p>Economics For Everybody, Third Edition - Antell/Harris</p> <p>Naked Economics: Undressing the Dismal Science - Wheelan</p> <p><a href="http://www.teachingeconomics.org/">http://www.teachingeconomics.org/</a> (Teaching Economics as if People Mattered)</p> <p><a href="http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html">http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html</a> (Library of Economics and Liberty)</p> <p><a href="http://ve.councilforeconed.org/features/concepts.php">http://ve.councilforeconed.org/features/concepts.php</a> (Virtual Economics)</p> <p><a href="http://www.econoclass.com/">http://www.econoclass.com/</a></p> <p><a href="http://ecedweb.unomaha.edu/">http://ecedweb.unomaha.edu/</a> (Economic Education Web)</p> <p>PBS Learning Media</p> <p><a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a> (The Stock Market Game)</p> <p>investopedia.com</p> <p>FederalReserveEducation.org</p> <p>Jacob Clifford - <a href="https://www.youtube.com/channel/UCCQEbgDL8i40d83Au55IYMQ">https://www.youtube.com/channel/UCCQEbgDL8i40d83Au55IYMQ</a></p>			
<p><b><u>Differentiation</u></b></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
*Identify an author's position and provide evidence to support	*Visual learners create a graphic organizer of the topic.	*Offer alternate assessments/assignments	Any student requiring further accommodations and/or modifications will have them individually listed



## Economics

<p>this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p>	<p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:  Extended time  Provide visual aids  Repeated directions  Differentiate based on proficiency  Provide word banks  Allow for translators, dictionaries</p>
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# Economics

*EdPuzzle			
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**Unit Title: Macroeconomics**

## Stage 1: Desired Results

### Standards & Indicators:

#### Standards & Indicators:

<http://www.econlib.org/library/Topics/HighSchool/NationalStandards.html>

Standard 11: Role of Money

Standard 12: Role of Interest Rates

Standard 16: Role of the Government

Standard 18: Macroeconomy: Income/Employment, Prices

Standard 19: Unemployment and Inflation

Standard 20: Monetary and Fiscal Policy

### New Jersey Student Learning Standards for Social Studies

**6.1.4.C.1** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

**6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**6.1.4.C.3** Explain why incentives vary between and among producers and consumers.

**6.1.4.C.4** Describe how supply and demand influence price and output of products.

**6.1.4.C.5** Explain the role of specialization in the production and exchange of goods and services.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Civic Financial Responsibility: 9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
Civic Financial Responsibility: 9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
Civic Financial Responsibility: 9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
Civic Financial Responsibility: 9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good
Civic Financial Responsibility: 9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving,	

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	investing, and work across cultures.	citizen.
Civic Financial Responsibility: 9.1.12.CFR.5	Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).	
Civic Financial Responsibility: 9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	
Credit and Debt Management: 9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt.
Credit and Debt Management: 9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.	
Credit and Debt Management: 9.1.12.CDM.3	Determine ways to leverage debt beneficially.	
Credit and Debt Management: 9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.	
Credit and Debt Management: 9.1.12.CDM.5	Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).	There are ways to evaluate loans and their impact on one's personal financial plan.
Credit and Debt Management: 9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).	
Credit and Debt Management: 9.1.12.CDM.7	Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.	
Credit and Debt Management: 9.1.12.CDM.8	Compare and compute interest and compound interest and develop an amortization table using business tools.	
Credit and Debt Management: 9.1.12.CDM.9	Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.	Borrowers have rights and responsibilities.
Credit and Debt Management: 9.1.12.CDM.10	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.	
Credit Profile: 9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
Credit Profile: 9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	
Credit Profile: 9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.	Building and maintaining a good credit history is a process.
Credit Profile: 9.1.12.CP.4	Identify the skill sets needed to build and maintain a positive credit profile.	
Credit Profile: 9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating	

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Credit Profile: 9.1.12.CP.6	Explain the effect of debt on a person's net worth.	Debt reduces net worth.
Credit Profile: 9.1.12.CP.7	Summarize factors that affect a particular credit scoring system	
Credit Profile: 9.1.12.CP.8	Identify different ways you can protect your credit.	There are ways to ensure that your credit is protected, and information is accurate.
Credit Profile: 9.1.12.CP.9	Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.	
Economic and Government Influences: 9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.	Tax rates vary based on your financial situation.
Economic and Government Influences: 9.1.12.EG.2	Explain why various forms of income are taxed differently	
Economic and Government Influences: 9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
Economic and Government Influences: 9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.	
Economic and Government Influences: 9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	
Economic and Government Influences: 9.1.12.EG.5	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.	There are agencies, laws, and resources to protect you as a consumer.
Financial Institutions: 9.1.12.FI.1	Identify ways to protect yourself from identify theft	There are ways to manage your accounts that provide you with maximum benefits and protection.
Financial Institutions: 9.1.12.FI.2	Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.	
Financial Institutions: 9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
Financial Institutions: 9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	
Financial Psychology: 9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
Financial Psychology: 9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
Financial Psychology: 9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial

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Financial Psychology: 9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	decision-making.
Financial Psychology: 9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
Financial Psychology: 9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice	
Financial Psychology: 9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
Planning and Budgeting: 9.1.12.PB.1	Explain the difference between saving and investing.	There are ways to align your investments with your personal financial goals.
Planning and Budgeting: 9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences	
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Planning and Budgeting: 9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	
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Risk Management and Insurance: 9.1.12.RM.3	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.	Different types of insurance have different costs and protections.
Risk Management and Insurance: 9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	
Risk Management and Insurance: 9.1.12.RM.5	Explain what self-insuring is and determine when it is appropriate.	
Risk Management and Insurance: 9.1.12.RM.6	Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.	
<b>Central Idea/Enduring Understanding:</b> Governments benefit from engaging in an exchange of goods and services with one another, regardless of advantage.		<b>Essential/Guiding Question:</b> What are the trade-offs for pursuing policies of free trade and globalization?

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<p>The concepts of supply and demand apply on an international stand and determine the scope of national economy, GDP, trade policies, and participation in multilateral international organizations.</p>	<p>Why do nations voluntarily participate in trade with other nations?</p> <p>Why do nations engage in trade despite holding absolute production advantages over other nations?</p>
<p><b><u>Content:</u></b></p> <p><u>Role of Money</u>  Money  Monetary Policy  Trade  Exchange  <u>Role of Interest Rates</u>  Compound Interest  Real vs. Nominal  Saving and Investing  <u>Role of Government</u>  Deficits  Debt  Competition and Market Structure  GDP  Property Rights  Inflation  Fiscal Policy</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Students will represent the meaning of imports and exports.</p> <p>Students will explain the concept of comparative advantage.</p> <p>Students will analyze the role of trade in the growth of national and international economies.</p> <p>Students will analyze how scarcity determines a nation's ability to produce goods and services.</p> <p>Students will describe and evaluate barriers to trade such as embargoes, sanctions, and tariffs.</p> <p>Students will compare and contrast the concepts of free trade and fair trade.</p> <p>Students will assess governmental policies that influence entrepreneurship and prices in a national context.</p>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>In this unit, students will explore content in the areas of technology, mathematics, banking, and finance, politics, and writing.</p> <p>W.AW.11–12.1. <u>Writing. Argumentative Writing.11-12.1.</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>F. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>G. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>H. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p>W.IW.11–12.2. <u>Writing.Informative and Explanatory Writing.11-12.2.</u> Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey</p>	

# Economics

complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- G. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- H. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- I. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- J. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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W.WR.11–12.5. [Writing.Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

## Stage 2: Assessment Evidence

### Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serve as evidence of learning

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes  
 Presentations  
 Research Projects  
 Writing
 

- Argumentative
- Informative/Explanatory
- Narrative

 Digital Portfolios  
 Debates  
 Group and Individual Projects  
 Small Groups  
 Interviews  
 Classroom Interaction  
 Simulations  
 Minute Paper  
 One Sentence Summary  
 Pro-Con Grid  
 Student generated Test Questions

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	<p>Goal Ranking Process Analysis Chain Notes Group Work Evaluations</p>
<h2>Stage 3: Learning Plan</h2>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Jigsaw - <i>Used to cover multiple topics/examples simultaneously</i>            Reflection and Response - <i>Response to questioning and feedback</i>            Socratic Seminar - <i>Higher level thinking - broad economic concepts, Friday debates</i>            Think-Pair-Share - <i>Response to Do-Now questions, response to questions in lectures/conversations</i>            Cooperative learning - <i>Paired/Group Activities</i>            Cues, questions, activating prior knowledge - <i>References to prior chapters/units</i>            Debate - <i>Friday debates that cover economic topics</i>            Direct instruction - <i>Slide presentations that convey content</i>            Current Events - <i>Application of course content knowledge to current events (Stock Market, Trade, Tariffs, etc)</i>            Discovery/Inquiry Based Learning - <i>Student choice in projects, student content ownership</i>            Effective Questioning - <i>Questions that coincide with lecture presentations - relevant examples</i>            Graphic organizers - <i>Comparing/Contrasting</i>            Identifying similarities and differences - <i>Compare/Contrast Economic systems</i>            Project based learning - <i>Advertising/Business Project</i></p>	<p><b><u>Resources:</u></b></p> <p>*The New Jersey Amistad Commission Interactive Curriculum  <a href="http://www.njamistadcurriculum.net">www.njamistadcurriculum.net</a></p> <p>*NJ Commission on Holocaust Education  <a href="https://www.nj.gov/education/holocaust/resources/">https://www.nj.gov/education/holocaust/resources/</a></p> <p>*LGBT and Disabilities Law  <a href="#">GLSEN Educator Resources</a>  <a href="#">Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a>  <a href="#">Learning for Justice</a>  <a href="#">Facing History &amp; Ourselves</a></p> <p><u>Textbook</u>: Economics: Today and Tomorrow            Supplements (Workbook) to the textbook            Economics For Everybody, Third Edition - Antell/Harris</p> <p>Naked Economics: Undressing the Dismal Science - Wheelan  <a href="http://www.teachingeconomics.org/">http://www.teachingeconomics.org/</a>            (Teaching Economics as if People Mattered)</p> <p><a href="http://www.econlib.org/library/Topics/HighSchool/HighSchoolTo pics.html">http://www.econlib.org/library/Topics/HighSchool/HighSchoolTo pics.html</a> (Library of Economics and Liberty)</p> <p><a href="http://ve.councilforeconed.org/features/concepts.php">http://ve.councilforeconed.org/features/concepts.php</a>            (Virtual Economics)</p> <p><a href="http://www.econoclass.com/">http://www.econoclass.com/</a></p> <p><a href="http://ecedweb.unomaha.edu/">http://ecedweb.unomaha.edu/</a>            (Economic Education Web)</p> <p>PBS Learning Media</p> <p><a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a>            (The Stock Market Game)</p> <p>investopedia.com</p> <p>FederalReserveEducation.org</p> <p>Jacob Clifford -  <a href="https://www.youtube.com/channel/UCCQEbqDL8i40d83Au55IYMQ">https://www.youtube.com/channel/UCCQEbqDL8i40d83Au55IYMQ</a></p>



# Economics

## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

# Economics

*EdPuzzle	*Google docs to turn in and complete work  *EdPuzzle		
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## **Unit Title: Consumer Economics**

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

<http://www.econlib.org/library/Topics/HighSchool/NationalStandards.html>

Standard 1: Scarcity

Standard 2: Marginal Cost/Benefit

Standard 3: Allocation of Goods and Services

Standard 4: Role of Incentives

#### **New Jersey Student Learning Standards for Social Studies**

**6.1.4.C.1** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

**6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**6.1.4.C.3** Explain why incentives vary between and among producers and consumers.

**6.1.4.C.4** Describe how supply and demand influence price and output of products.

**6.1.4.C.5** Explain the role of specialization in the production and exchange of goods and services.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
Civic Financial Responsibility: 9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
Civic Financial Responsibility: 9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
Civic Financial Responsibility: 9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
Civic Financial Responsibility: 9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
Civic Financial Responsibility: 9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	

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Civic Financial Responsibility: 9.1.12.CFR.5	Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).	There are reasons and consequences to taking on debt.
Civic Financial Responsibility: 9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	
Credit and Debt Management: 9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	
Credit and Debt Management: 9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.	
Credit and Debt Management: 9.1.12.CDM.3	Determine ways to leverage debt beneficially.	
Credit and Debt Management: 9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.	There are ways to evaluate loans and their impact on one's personal financial plan.
Credit and Debt Management: 9.1.12.CDM.5	Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).	
Credit and Debt Management: 9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).	
Credit and Debt Management: 9.1.12.CDM.7	Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.	
Credit and Debt Management: 9.1.12.CDM.8	Compare and compute interest and compound interest and develop an amortization table using business tools	
Credit and Debt Management: 9.1.12.CDM.9	Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.	Borrowers have rights and responsibilities.
Credit and Debt Management: 9.1.12.CDM.10	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.	
Credit Profile: 9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
Credit Profile: 9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	
Credit Profile: 9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.	Building and maintaining a good credit history is a process.
Credit Profile: 9.1.12.CP.4	Identify the skill sets needed to build and maintain a positive credit profile.	
Credit Profile: 9.1.12.CP.5	Create a plan to improve and maintain an excellent credit rating.	
Credit Profile: 9.1.12.CP.6	Explain the effect of debt on a person's net worth.	Debt reduces net worth.

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Credit Profile: 9.1.12.CP.6	Summarize factors that affect a particular credit scoring system	
Credit Profile: 9.1.12.CP.8	Identify different ways you can protect your credit.	There are ways to ensure that your credit is protected, and information is accurate.
Credit Profile: 9.1.12.CP.9	Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.	
Economic and Government Influences: 9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.	Tax rates vary based on your financial situation.
Economic and Government Influences: 9.1.12.EG.2	Explain why various forms of income are taxed differently	
Economic and Government Influences: 9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
Economic and Government Influences: 9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.	
Economic and Government Influences: 9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	
Economic and Government Influences: 9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.	There are agencies, laws, and resources to protect you as a consumer.
Financial Institutions: 9.1.12.FI.1	Identify ways to protect yourself from identity theft	There are ways to manage your accounts that provide you with maximum benefits and protection.
Financial Institutions: 9.1.12.FI.2	Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.	
Financial Institutions: 9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
Financial Institutions: 9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	
Financial Psychology: 9.1.12.FP.2	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
Financial Psychology: 9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
Financial Psychology: 9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial
Financial Psychology: 9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
Financial Psychology: 9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	

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Financial Psychology: 9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice	decision-making.
Financial Psychology: 9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
Planning and Budgeting: 9.1.12.PB.1	Explain the difference between saving and investing.	There are ways to align your investments with your personal financial goals.
Planning and Budgeting: 9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences	
Planning and Budgeting: 9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
Planning and Budgeting: 9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	
Planning and Budgeting: 9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	
Planning and Budgeting: 9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.	Money management requires understanding of cash flow systems and business practices.
Risk Management and Insurance: 9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
Risk Management and Insurance: 9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth	
Risk Management and Insurance: 9.1.12.RM.3	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.	Different types of insurance have different costs and protections.
Risk Management and Insurance: 9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	
Risk Management and Insurance: 9.1.12.RM.5	Explain what self-insuring is and determine when it is appropriate.	
Risk Management and Insurance: 9.1.12.RM.6	Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.	
<b><u>Central Idea/Enduring Understanding:</u></b>  Economic principles that govern firms and governments also apply to individuals.  Individuals are responsible for applying cost/benefit analysis and opportunity cost to personal decision making processes.  Financial structures can help individuals manage wealth and improve personal economic outlook and standing.		<b><u>Essential/Guiding Question:</u></b>  What tools are available to help individuals maximize earning potential and economic standing?  What strategies do individuals employ to improve economic standing?  How do different individual financial strategies compare and contrast with one another?

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<p><b><u>Content:</u></b></p> <p>Scarcity          Opportunity Cost          Decision Making          Cost/Benefit Analysis          Incentives          Credit          Interest          Money Management          Budgeting          Risk and Return          Saving          Investing          Entrepreneurship          Insurance</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Describe the role of money in an economy and how individuals attempt to maximize their wealth.</p> <p>Represent the meaning of interest rates and how they influence the money supply in an economy.</p> <p>Compare and contrast various financial institutions and the services they provide to individuals.</p> <p>Describe the role of taxes within an economy.</p> <p>Compare and contrast the costs and benefits of paying taxes within an economy.</p> <p>Differentiate between stocks and bonds and the benefits they provide to consumers.</p>
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- O. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- P. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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One Sentence Summary

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Student generated Test Questions

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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

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 Socratic Seminar - *Higher level thinking - broad economic concepts, Friday debates*  
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 Cues, questions, activating prior knowledge - *References to prior chapters/units*  
 Debate - *Friday debates that cover economic topics*  
 Direct instruction - *Slide presentations that convey content*  
 Current Events - *Application of course content knowledge to current events (Stock Market, Trade, Tariffs, etc)*  
 Discovery/Inquiry Based Learning - *Student choice in projects, student content ownership*  
 Effective Questioning - *Questions that coincide with lecture presentations - relevant examples*  
 Graphic organizers - *Comparing/Contrasting*  
 Identifying similarities and differences - *Compare/Contrast Economic systems*  
 Project based learning - *Advertising/Business Project*

### Resources:

\*The New Jersey Amistad Commission Interactive Curriculum  
[www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)

\*NJ Commission on Holocaust Education  
<https://www.nj.gov/education/holocaust/resources/>

\*LGBT and Disabilities Law  
[GLSEN Educator Resources](#)  
[Supporting LGBTQIA Youth Resource List](#)  
[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)  
[Learning for Justice](#)  
[Facing History & Ourselves](#)

Textbook: Economics: Today and Tomorrow  
 Supplements (Workbook) to the textbook  
 Economics For Everybody, Third Edition - Antell/Harris

Naked Economics: Undressing the Dismal Science - Wheelan  
<http://www.teachingeconomics.org/>  
 (Teaching Economics as if People Mattered)

<http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html> (Library of Economics and Liberty)

<http://ve.councilforeconed.org/features/concepts.php>  
 (Virtual Economics)

<http://www.econoclass.com/>

<http://ecedweb.unomaha.edu/>  
 (Economic Education Web)

PBS Learning Media

<http://www.stockmarketgame.org/>  
 (The Stock Market Game)

investopedia.com

FederalReserveEducation.org

Jacob Clifford -  
<https://www.youtube.com/channel/UCCQEbgDL8i40d83Au55IYMQ>

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## Economics

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

# Economics

## Pacing Guide

Course Name	Content/Resource	Standards
<b>Unit 1: Introduction to Economics</b>		
<b>24 Days</b> <ul style="list-style-type: none"> <li>Scarcity and the Factors of Production</li> <li>Opportunity Cost</li> <li>Economic Systems</li> <li>The Business Cycle</li> </ul>	<p><b>Scarcity and the Factors of Production</b> - 6 days</p> <p><b>Opportunity Cost</b> - 6 days</p> <p><b>Economic Systems</b> - 8 days</p> <p><b>The Business Cycle</b> - 4 days</p> <p><u>Textbook</u>: Economics: Today and Tomorrow Supplements (Workbook) to the textbook Economics For Everybody, Third Edition - Antell/Harris</p> <p>Naked Economics: Undressing the Dismal Science - Wheelan</p> <p><a href="http://www.teachingeconomics.org/">http://www.teachingeconomics.org/</a> (Teaching Economics as if People Mattered)</p> <p><a href="http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html">http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html</a> (Library of Economics and Liberty)</p> <p><a href="http://ve.councilforeconed.org/features/concepts.php">http://ve.councilforeconed.org/features/concepts.php</a> (Virtual Economics)</p> <p><a href="http://www.econoclass.com/">http://www.econoclass.com/</a></p> <p><a href="http://ecedweb.unomaha.edu/">http://ecedweb.unomaha.edu/</a> (Economic Education Web)</p> <p>PBS Learning Media</p> <p><a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a> (The Stock Market Game)</p> <p>investopedia.com</p> <p>FederalReserveEducation.org</p> <p>Jacob Clifford - <a href="https://www.youtube.com/channel/UCC">https://www.youtube.com/channel/UCC</a></p>	<p><b>Content Standards</b></p> <p>6.1.4.C.1</p> <p>6.1.4.C.2</p> <p>6.1.4.C.3</p> <p>6.1.4.C.4</p> <p>6.1.4.C.5</p>

# Economics

<a href="#">QEbqDL8i40d83Au55IYMQ</a>		
<b>Unit 2: Microeconomics</b>		
<b>22 Days</b> <ul style="list-style-type: none"> <li>• <b>Supply and Demand</b></li> <li>• <b>Markets</b></li> <li>• <b>Inflation/Deflation</b></li> <li>• <b>Price Ceilings and Floors</b></li> </ul>	<p><b>Supply and Demand</b> - 8 days</p> <p><b>Markets</b> - 6 days</p> <p><b>Inflation/Deflation</b> - 4 days</p> <p><b>Price Ceilings and Floors</b> - 4 days</p> <p><u>Textbook</u>: Economics: Today and Tomorrow Supplements (Workbook) to the textbook Economics For Everybody, Third Edition - Antell/Harris</p> <p>Naked Economics: Undressing the Dismal Science - Wheelan</p> <p><a href="http://www.teachingeconomics.org/">http://www.teachingeconomics.org/</a> (Teaching Economics as if People Mattered)</p> <p><a href="http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html">http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html</a> (Library of Economics and Liberty)</p> <p><a href="http://ve.councilforeconed.org/features/concepts.php">http://ve.councilforeconed.org/features/concepts.php</a> (Virtual Economics)</p> <p><a href="http://www.econoclass.com/">http://www.econoclass.com/</a></p> <p><a href="http://ecedweb.unomaha.edu/">http://ecedweb.unomaha.edu/</a> (Economic Education Web)</p> <p>PBS Learning Media</p> <p><a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a> (The Stock Market Game)</p> <p>investopedia.com</p> <p>FederalReserveEducation.org</p> <p>Jacob Clifford - <a href="https://www.youtube.com/channel/UCCQEbqDL8i40d83Au55IYMQ">https://www.youtube.com/channel/UCCQEbqDL8i40d83Au55IYMQ</a></p>	<p><b>Content Standards</b></p> <p>6.1.4.C.1</p> <p>6.1.4.C.2</p> <p>6.1.4.C.3</p> <p>6.1.4.C.4</p> <p>6.1.4.C.5</p>

# Economics

## Unit 3: Macroeconomics

22 Days

- Role of Money
- Interest Rates
- Fiscal Policy
- Government's Role in Economics

**Role of Money** - 4 days

**Interest Rates** - 4 days

**Fiscal Policy** - 8 days

**Government's Role in Economics** - 6 days

Textbook: Economics: Today and Tomorrow

Supplements (Workbook) to the textbook

Economics For Everybody, Third Edition - Antell/Harris

Naked Economics: Undressing the Dismal Science - Wheelan

<http://www.teachingeconomics.org/>  
(Teaching Economics as if People Mattered)

<http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html>  
(Library of Economics and Liberty)

<http://ve.councilforeconed.org/features/concepts.php>  
(Virtual Economics)

<http://www.econoclass.com/>

<http://ecedweb.unomaha.edu/>  
(Economic Education Web)

PBS Learning Media

<http://www.stockmarketgame.org/>  
(The Stock Market Game)

investopedia.com

FederalReserveEducation.org

Jacob Clifford -

<https://www.youtube.com/channel/UCCQEbgDL8i40d83Au55iYMQ>

**Content Standards**

6.1.4.C.1

6.1.4.C.2

6.1.4.C.3

6.1.4.C.4

6.1.4.C.5

# Economics

## Unit 4: Consumer Economics

22 Days

- Personal Banking, Interest, and Savings
- Personal Finance
- Saving for College
- Costs and Benefits
- Personal Allocation of Resources

**Personal Banking, Interest, and Savings** - 4 days

**Personal Finance** - 6 days

**Saving for College** - 4 days

**Costs and Benefits** - 4 days

**Personal Allocation of Resources** - 4 days

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**Content Standards**

6.1.4.C.1

6.1.4.C.2

6.1.4.C.3

6.1.4.C.4

6.1.4.C.5