



ECONOMICS CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Updated On Date: July 2019

Unit of Study: (Title, timeframe, description)	Thinking Like an Economist Week 1-5 (5 Weeks)	Understanding Markets Weeks 6 to 11 (6 Weeks)
STAGE 1 DESIRED RESULT		
Established Goals: NJSLS: (include technology and 21 st century standards)	<i>21st Century Life and Careers</i> 9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7	<i>21st Century Life and Careers</i> 9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7
	9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5	9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5
	9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14	9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14
	<i>Technology</i> 8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G	<i>Technology</i> 8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G

Enduring Understandings: (students will understand..) foster inquiry, understanding, and transfer of learning?)	Students will understand: <ol style="list-style-type: none"> 1. Economics is a social science dealing with how people satisfy competing needs and wants with the careful use of scarce resources. 2. Opportunity Costs is the cost of money, time and resources when one choice is made rather than another. 3. Cost-benefit analysis is used to evaluate a single course of action or to make a choice between two alternatives. 4. Mixed economies exist all over the globe and offer advantages and disadvantages to those who live in them. 5. A major goal of the free market system is full employment. 	Students will understand: <ol style="list-style-type: none"> 1. Changes in price cause changes in demand. 2. Elasticity is a measure of responsiveness that describes the way a dependent variable changes in response to an independent variable. 3. Demand includes the desire, ability, and willingness to buy a product.
Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	<ol style="list-style-type: none"> 1. In what ways do people cope with scarcity? 2. How do economic systems help society deal with the fundamental problem of scarcity? 3. What are the benefits of a free enterprise economy? 4. What are the major economic and social goals of the American free enterprise system? 	<ol style="list-style-type: none"> 1. How does demand help societies determine what, how, and for whom to produce? 2. What are the causes of a change in demand? 3. How do companies determine the most profitable way to operate? 4. How do prices help determine what, how, and for whom to produce? 5. What factors affect prices? 6. How do varying market structures impact prices in a market economy? 7. Why do markets fail? 8. How does the government attempt to correct market failures?
STAGE 2 EVIDENCE		
Assessments & Evidence: (Through what authentic performance tasks will students demonstrate the desired understandings?)	Formative Assessments Practice Benchmarks Exit Tickets Open-ended responses Class discussions	Formative Assessments Practice Benchmarks Exit Tickets Open-ended responses Class discussions

(By what criteria will performance of understanding be judged?)	<p>Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p>Summative Assessments Written assessments Projects and Multimedia presentations Simulation Project Unit assessment Semester cumulative exam/assessment</p>	<p>Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p>Summative Assessments Written assessments Projects and Multimedia presentations Simulation Project Unit assessment Semester cumulative exam/assessment</p>
STAGE 3 LEARNING PLAN		
Learning Activities: (What specific activities will students do and what skills will students know as a result of the unit?)	<ol style="list-style-type: none"> 1. Lesson Reviews 2. Debate – Should students be financially rewarded for good grades? 3. Case Study – Public vs Private Ownership 4. Study Guide 5. Summarize ways in which people cope with scarcity. 6. Write a blog post about whether or not you would like to pay higher taxes for more services. 	<ol style="list-style-type: none"> 1. Lesson Reviews 2. Debate – Should students be financially rewarded for good grades? 3. Case Study – Do current copyright laws do more harm than good? 4. Create a market structure flow chart 5. Write an essay to explain how a profit can be made providing housing for the working poor.
Resources:	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs 3. Google Classroom 	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs 3. Google Classroom
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<ul style="list-style-type: none"> ◇ Project based learning ◇ Multimedia presentations ◇ Conclusion and analysis of exploratory activities Career exploration <p>(ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; 	<ul style="list-style-type: none"> ◇ Project based learning ◇ Multimedia presentations ◇ Conclusion and analysis of exploratory activities Career exploration <p>(ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;

	<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. <p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific 	<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. similarities and differences in findings. (MS-ETS1-3) <p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework 	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework

	<p>⇒ Differentiated pre-typed class notes and example problems</p> <p><i>Advanced/Gifted Students:</i></p> <p>⇒ Open-ended responses</p> <p>⇒ Curriculum Compacting</p> <p>⇒ Advanced problems to extend the critical thinking skills of advanced learner</p> <p>⇒ Supplemental reading material for independent study</p> <p>⇒ Flexible grouping</p> <p>⇒ Tiered assignments</p> <p>⇒ Topic selection by interest</p>	<p>⇒ Differentiated pre-typed class notes and example problems</p> <p><i>Advanced/Gifted Students:</i></p> <p>⇒ Open-ended responses</p> <p>⇒ Curriculum Compacting</p> <p>⇒ Advanced problems to extend the critical thinking skills of advanced learner</p> <p>⇒ Supplemental reading material for independent study</p> <p>⇒ Flexible grouping</p> <p>⇒ Tiered assignments</p> <p>⇒ Topic selection by interest</p>
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Unit of Study: (Title, timeframe, description)	Business and Labor Weeks 12 to 16 (5 Weeks)	Money, Banking, & Finance Weeks 17 to 22 (6 Weeks)
STAGE 1 DESIRED RESULT		
Established Goals: NJSLS: (include technology and 21 st century standards)	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7</p> <p>9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5</p> <p>9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14</p> <p><i>Technology</i></p> <p>8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G</p>	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7</p> <p>9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5</p> <p>9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14</p> <p><i>Technology</i></p> <p>8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G</p>
Enduring Understandings:	1. There are three main forms of business organization in the economy: sole	1. Money is a tool or device that serves everyone's interest.

(students will understand) foster inquiry, understanding, and transfer of learning?)	<p>proprietorship, partnership, and corporation.</p> <ol style="list-style-type: none"> 2. A franchise is a hybrid form of business that combines investment opportunities and ownership. 3. Most businesses use scarce resources to produce goods and services in hopes of earning a profit for owners. 4. Workers' rights came about as a result of ongoing struggle between workers and employers. 5. A non-profit works in a businesslike way to promote the collective interests of its members rather than seek financial gain for its owners. 	<ol style="list-style-type: none"> 2. Money has been developed by different societies at different times all over the world. 3. Our money is managed by the Federal Reserve, a privately owned, publicly controlled company that issues paper currency known as Federal Reserve notes. 4. For an economy to grow it must produce capital – equipment, tools and machinery used in production. 5. Equities and futures offer the lure of large returns with the threat of complete loss. 6. Government bonds rank among the safest assets.
Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	<ol style="list-style-type: none"> 1. How are businesses formed and how do they grow? 2. How does market economy support non-profit organizations? 3. What features of the modern labor industry are the result of labor action? 4. What factors lead to higher wages for a worker? 	<ol style="list-style-type: none"> 1. What options are available for investing your money? 2. How has technology effected the way we use money today? 3. How did the creation of the FED improve our banking system? 4. How has money evolved to meet the needs of people everywhere?
STAGE 2 EVIDENCE		
Assessments & Evidence: (Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performance of understanding be judged?)	<p>Formative Assessments</p> <p>Benchmarks Exit Tickets Open-ended responses Class discussions Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p>Summative Assessments</p> <p>Written assessments Projects and Multimedia presentations Simulation Project</p>	<p>Formative Assessments</p> <p>Benchmarks Exit Tickets Open-ended responses Class discussions Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p>Summative Assessments</p> <p>Written assessments Projects and Multimedia presentations Simulation Project</p>

	Unit assessment Semester cumulative exam/assessment	Unit assessment Semester cumulative exam/assessment
STAGE 3 LEARNING PLAN		
Learning Activities: (What specific activities will students do and what skills will students know as a result of the unit?)	<ol style="list-style-type: none"> 1. Lesson Reviews 2. Debate – Is it ethical for business to outsource jobs to foreign county when there is high unemployment in the United States? 3. Case Study – Powder Pollution 4. Study Guide 5. Summarize ways in which people cope with scarcity. Write a blog post about whether or not you would like to pay higher taxes for more services. 	<ol style="list-style-type: none"> 1. Lesson Reviews 2. Debate – Should the gold standard have been abandoned and should it be brought back> 3. Case Study – Modern Currency Design 4. Study Guide 5. Create a presentation describing the best investment choice
Resources:	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs 3. Google Classroom 	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs 3. Google Classroom
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Multimedia presentations</i> ◇ <i>Conclusion and analysis of exploratory activities Career exploration</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Multimedia presentations</i> ◇ <i>Conclusion and analysis of exploratory activities Career exploration</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.

	<p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific 	<p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study 	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study

	<ul style="list-style-type: none">⇒ Flexible grouping⇒ Tiered assignments⇒ Topic selection by interest	<ul style="list-style-type: none">⇒ Flexible grouping⇒ Tiered assignments⇒ Topic selection by interest
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Unit of Study: (Title, timeframe, description)	Economic Performance Weeks 23 to 27 (5 Weeks)	Government and The Economy Weeks 28 to 31 (4 Weeks)
STAGE 1 DESIRED RESULT		
Established Goals: NJSLS: (include technology and 21 st century standards)	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7</p> <p>9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5</p> <p>9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14</p> <p><i>Technology</i></p> <p>8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G</p>	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7</p> <p>9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5</p> <p>9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14</p> <p><i>Technology</i></p> <p>8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G</p>
Enduring Understandings:	1. GDP is the total market value of all final goods and services produced in the United States	1. Taxes are the primary way the government raises money to meet its needs.

(students will understand.) foster inquiry, understanding, and transfer of learning?)	<p>during a one-year period.</p> <ol style="list-style-type: none"> The economy is in a constant state of flux; Stock prices and unemployment rise and fall; The economy can be unpredictable. In periods of economic stability, every community feels the effects and must adapt. 	<ol style="list-style-type: none"> The federal government collects huge revenues and spends that money on the welfare of the people and the nation. The government's finances start with the preparation of a budget that includes revenue and expenditures.
Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	<ol style="list-style-type: none"> How do we determine the economic and social well-being of the United States? How do population trends impact the economy? What steps can we take to deal with poverty? What are the causes and consequences of instability in the economy? 	<ol style="list-style-type: none"> How does government collect revenue, and on what is that revenue spent? How do we know if economic equilibrium has been achieved? How does the government promote economic goals of price stability, full employment, and economic growth?
STAGE 2 EVIDENCE		
Assessments & Evidence: (Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performance of understanding be judged?)	<p>Formative Assessments</p> <p>Benchmarks Exit Tickets Open-ended responses Class discussions Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p>Summative Assessments</p> <p>Written assessments Projects and Multimedia presentations Simulation Project Unit assessment Semester cumulative exam/assessment</p>	<p>Formative Assessments</p> <p>Benchmarks Exit Tickets Open-ended responses Class discussions Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p>Summative Assessments</p> <p>Written assessments Projects and Multimedia presentations Simulation Project Unit assessment Semester cumulative exam/assessment</p>
STAGE 3 LEARNING PLAN		
Learning Activities:	1. Lesson Reviews	1. Lesson Reviews

(What specific activities will students do and what skills will students know as a result of the unit?)	<ol style="list-style-type: none"> 2. Debate – Is economic stability the key to world peace? 3. Case Study – A Greek Tragedy 4. Study Guide 5. Use a graph to answer questions re: The Business Cycle 6. Create arguments and draw conclusions regarding GDP. 	<ol style="list-style-type: none"> 2. Debate – Should the rich pay higher taxes? 3. Case Study – The New Deal – Then and Now 4. Study Guide 5. Summarize ways in which people cope with scarcity. 6. Write a blog post about whether or not you would like to pay higher taxes for more services.
Resources:	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs 3. Google Classroom 	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs Google Classroom
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Multimedia presentations</i> ◇ <i>Conclusion and analysis of exploratory activities Career exploration</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Multimedia presentations</i> ◇ <i>Conclusion and analysis of exploratory activities Career exploration</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

	<p>●WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific</p>	<p>●WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific</p>
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study ⇒ Flexible grouping ⇒ Tiered assignments ⇒ Topic selection by interest 	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner

<p>Unit of Study: (Title, timeframe,</p>	<p>The Global Economy Weeks 32 to 36</p>	
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description)	(5 Weeks)	
STAGE 1 DESIRED RESULT		
Established Goals: NJSLS: (include technology and 21 st century standards)	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.6 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7</p> <p>9.3.21.BM- MGT.1 9.3.12.BM- MGT.2 9.3.12.BM- MGT.3 9.3.12.BM- MGT.4 9.3.12.BM- MGT.5</p> <p>9.3.12.FN.1 9.3.12.FN.2 9.3.12.FN.4 9.3.12.FN.9 9.3.12.FN.10 9.3.12.FN.12 9.3.12.FN.13 9.3.12.FN.14</p> <p><i>Technology</i></p> <p>8.1.A 8.1.B 8.1.C 8.1.D 8.1.E 8.1.F 8.1.G</p>	
Enduring Understandings:	1. The largest businesses in the world are called multinational corporations because they operate in many different countries at the same time.	

(students will understand.) foster inquiry, understanding, and transfer of learning?)	<p>Multinational corporations are influential in trade and world affairs.</p> <ol style="list-style-type: none"> The United States trades with most of the countries in the world including China, India, Canada, and Japan. A developing country is a non-industrial nation marked by extremely low GDP, high poverty, and economic instability. Globalization is the movement toward a more integrated and independent world economy. Globalization takes place because consumers by foreign products and companies interact on an international scale. 	
<p>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p>	<ol style="list-style-type: none"> How does trade benefit all participating parties? Why is the economic health of all nations important in the global economy? What are the challenges associated with globalization? How can financial institutions help you increase and better manage your money? What are the different types of business organizations? How can you take control of your money? 	
STAGE 2 EVIDENCE		
<p>Assessments & Evidence: (Through what authentic performance tasks will students demonstrate the desired understandings?)</p> <p>(By what criteria will performance of</p>	<p><i>Formative Assessments</i> Benchmarks Exit Tickets Open-ended responses Class discussions Writing assessed through use of rubrics Classwork/Homework Cooperative Group/Pair activities</p> <p><i>Summative Assessments</i> Written assessments Projects and Multimedia presentations</p>	

understanding be judged?)	Simulation Project Unit assessment Semester cumulative exam/assessment	
STAGE 3 LEARNING PLAN		
Learning Activities: (What specific activities will students do and what skills will students know as a result of the unit?)	<ol style="list-style-type: none"> 1. Lesson Reviews 2. Debate – Are the world’s wealthiest nations obligates to aid the poorer ones? 3. Case Study – 3 Ways 9/11 effected the economy. 4. Study Guide 5. Use a graph to answer questions re: The Foreign Exchange Market Cycle. 6. Summarize how tariffs and quotas protect American jobs. 	
Resources:	<ol style="list-style-type: none"> 1. Textbook: Understanding Economics – McGraw Hill 2. Google Docs 3. Google Classroom 	
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Multimedia presentations</i> ◇ <i>Conclusion and analysis of exploratory activities Career exploration</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with 	

	<p>diverse partners, building on other's ideas and expressing their own clearly and persuasively.</p> <p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific 	
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent 	

	study ⇒ Flexible grouping ⇒ Tiered assignments ⇒ Topic selection by interest	
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Reference:

Clayton, Gary E., and Jay McTighe. *Understanding Economics*. McGraw-Hill Education, 2016.